

Writing the Annotated Bibliography for English/World History Synthesis Essay

YOU WILL WRITE ONE ANNOTATED BIBLIOGRAPHY THAT COMBINES BOTH ENGLISH AND WORLD HISTORY SOURCES (IN ALPHA ORDER).

Capstone Questions:

- How does one pursue truth and goodness?**
 - Consider responsibility above rights, the morality of choices, or the role and responsibility of science
- What does it mean to be human?**
 - Consider responsibility above rights, the morality of choices, or the role and responsibility of science
- Is knowledge its own end?**
 - Consider responsibility above rights, the morality of choices, the role and responsibility of science, the joy of learning, or the power of knowledge

Objectives:

- Research and write an annotated bibliography** based on one (1) primary source and two (2) secondary sources for English and one (1) primary source and (2) secondary sources for World History.
- Establish a **working thesis statement with three (3) supporting claims** that each have at **least three (3) supporting points**. Claims must incorporate both the English and World History perspectives and clearly tie back to the thesis.
- Show **synthesis** of the **literary and historical perspectives** as they relate to one (1) **capstone question**.

Emphasis:

- Solid thesis development: the **thesis** statement should **demonstrate how the Capstone question connects to a literary work and an historic period/personages from the modern period (1350-1815 AD)**.
- Analysis and synthesis of information instead of biography, description, and/or plot summary

Due Dates:

Topic / Thesis / Claims Sources Approval (15 points) due: _____

English Ann Bib Peer Review (10 points) due: _____

World History Ann Bib Peer Review (10 points) due: _____

Total: 35 points

Due Dates:

English/World History annotated bibliography* (40 points averaged) due: _____ (2 copies)*

- The English / World History grades will be averaged, and you will receive the averaged grade in both classes.

***For English and World History** – due to Turnitin.com by beginning of class time on due date and a hard copy turned in at the beginning of class period, as instructed by both of your instructors.

THE ENGLISH / WORLD HISTORY GRADES WILL BE AVERAGED, AND YOU WILL RECEIVE THE AVERAGED GRADE IN BOTH CLASSES.

GENERAL REQUIREMENTS:

- Correct format** for an annotated bibliography with ALL (literary and historical) sources presented in alpha order. After the first source, each source begins on a new page.
- Proper heading that includes both English and History instructors in the heading. **Header/page number** inserted for each page.
- Compose a working thesis statement that clearly states your argument for the proposed **balanced essay...including both historical and literary elements**.
- Compose **three working claims** that clearly develop the **argument** presented in your thesis statement.
- Include at **least three (3) bulleted ideas** that support each claim.
- Use Turnitin.com to assist with revising and editing. Papers that are **not revised** and edited may be docked a letter grade.

PLEASE NOTE: YOU WILL HAVE ONE ANN BIB FOR BOTH ENGLISH AND WORLD HISTORY WITH SIX (6) SOURCES.

LITERARY SPECIFIC REQUIREMENTS:

- One (1) primary source: *Beowulf, Macbeth, or Frankenstein*. (Must be different than the ann bib.)
- Two (2) secondary sources: from *JSTOR*, PPLD databases, or TCA library print sources
- For each source:
 - Summary paragraph (1-3 sentences)
 - Analysis paragraph (5-7 sentences)
 - 3-5 quotes from each source, properly cited
 - Choose one quote to paraphrase, and add it to the end of the bulleted quote list.
- Literary academic tone (present tense) and MLA format**

HISTORY SPECIFIC REQUIREMENTS:

- One (1) primary source: an original work created by a historic person living between 1350 AD (Renaissance) and 1815 AD (Napoleon). Ex. Petrarch's "Letter to Boccaccio." *You may use primary sources that have been published in your Western Civilization or World History textbooks.*
- Two (2) secondary sources: from *JSTOR*, PPLD databases, or TCA library print sources. No Websites (except Fordham University's Modern History Sourcebook) or encyclopedias.
- For each source:
 - Summary paragraph (1-3 sentences)
 - Annotation paragraph (5-10 sentences)
 - 3-5 accurate quotes from each source, properly cited
- Historical academic tone (past tense) and MLA format**

ENGLISH RESEARCH PROCESS

BRAINSTORMING:

- Consider the **Capstone questions** and their different aspects. Are there other aspects that are not listed? Be sure to discuss other ideas with your instructor.
- **English:** *Beowulf*, *Macbeth*, **or** *Frankenstein*. How does each question connect to the characters and ideas in the primary sources?

NARROW THE FOCUS:

- How do characters exemplify or contradict the Capstone question?
- Consider the different aspects for each Capstone question. Which focus is best for the primary source you selected? Note: Your focus should relate to both history and one of your literary works.
- Each work has multiple stories to tell. It is your job as the **researcher** to decide which story is the most significant.
- **Get approval from your instructor before continuing.**

BUILD LITERARY CONTEXT AND ANALYSIS: The following questions will help you build literary analysis connected to the Capstone question. It will also help you begin to answer the question of “**so what?**” so that your paper is **more analysis and synthesis** of information instead of biography, description, and/or plot.

1. In what ways does the Capstone question connect to the primary source?
 2. What **key** choices or actions does the character make?
 3. **Why** are these choices or actions **significant**?
 4. What **consequences** does the character face, and how do these consequences connect to the Capstone question? Think about both intended and unintended consequences
 5. How does the character answer your focused Capstone question?
- **Get topic approval from both of your instructors before continuing.**

WORLD HISTORY RESEARCH PROCESS

BRAINSTORMING:

- Consider the Capstone questions and their different aspects. Are there aspects or angles not listed? Be sure to discuss other ideas with your instructor.
- Which historic individuals and primary sources from this semester exemplify and/or contradict the capstone questions?
 - ⊕ *TIP: Check your unit overview sheets for units 1-6 for lists of individuals and primary sources. You can also find primary sources in the Western Civilization books, online on “World History in Context” at PPLD or at the Modern History Sourcebook website.*

NARROW THE FOCUS:

- Select a Capstone question and then narrow your focus to a specific aspect of that question. Note: Your focus should relate to both history and one of your literary works.
- Select an individual from history who best exemplifies (or contradicts) that specific capstone question. Which primary source / historic individual is best for the focus you have selected?
- **STOP!** Make sure there is a strong primary source connected to your individual. If you cannot locate one, you will need to start the selection process again before proceeding.
- **Get approval from your instructor before continuing.**

BUILD HISTORIC CONTEXT AND ANALYSIS: The following questions will help you build historical context and analysis connected to the capstone question. It will also help you begin to answer the question of “so what?” so that your paper is **more analysis and synthesis** of information instead of biography, description, and/or plot.

1. In what ways does the capstone question connect to the individual’s life and the primary source document?
 2. What **key** choices or actions did the individual make? Note: Each individual has multiple stories to tell. It is your job as a researcher to decide which choices and actions best fit the Capstone question.
 - a. What events led to the individual’s key decisions or actions? **Build historical context.**
(H.A.P.P.Y)
 3. What consequences did the individual face, and how did these consequences connect to the capstone question?
- **Get topic approval from both of your instructors before continuing.**

RESEARCH: Using *Jstor*, PPLD databases, or TCA library print sources only, do research on your topic/s, and look for scholarly information that will support your argument and answer the questions listed under “Build Historic Context and Analysis.” **For historical sources:** No encyclopedias or websites with the exception of Fordham University’s Modern History Sourcebook. You can also look for sources that present a counter argument that you feel confident you can refute.

- PPLD Databases:
 - ⊕ Academic Search Premiere
 - ⊕ Literature Resource Center
 - ⊕ World History in Context
 - ⊕ Biography in Context
 - ⊕ Explora for Secondary Schools
 - ⊕ History Collection (Gale ebooks)
 - ⊕ History Reference Center
 - ⊕ Renaissance and Reformation Reference Center
- JSTOR*
- TCA library print sources (approved only)

Print each secondary source – if the article/essay is overly long, print only the page range that you need. Save an electronic copy if available.

Save all citation information for each secondary source!

English Source Requirements:

- Minimum number** of three (3)—one primary and two secondary.
- Maximum number** of sources: five (5)—one primary and four secondary (with instructor approval)

World History Source Requirements: 3 sources minimum.

- ONE primary source (Can be from one of your history textbooks, but cite the article specifically as a work within another work and NOT generically as the textbook.)
- TWO secondary sources (Outside of your World History Books) that connect to your individual and/or the primary source document.
- You may have additional sources as needed to defend your thesis.

ENGLISH FINAL APPROVAL FOR THESIS AND WORKS CITED (15 points)

Submit in MLA format:

Due Date: _____

- A working title
- A working thesis statement that connects the *focused* capstone question and your historical individual
- Works Cited page with the required number ALL sources in alphabetical order.

HISTORY FINAL APPROVAL THESIS AND WORKS CITED (15 points)

Submit in MLA format:

Due Date: _____

- A working title
- A working thesis statement that connects the *focused* capstone question and your historical individual
- Works Cited page with the required number ALL sources in alphabetical order.

The Thesis Statement, Three Claims and the Works Cited Page:

PLEASE NOTE: YOU WILL HAVE ONE ANN BIB WITH ALL ENGLISH AND WORLD HISTORY.

Be sure to use literary and historical academic tone as required.

1. Compose a **working thesis statement** that clearly states your argument for the proposed synthesis essay.
 - Test your thesis: Is it arguable? Can you make a counter-argument? Does it make an argument based on the Capstone question? Remember not include full titles and authors' names in the thesis statement.
2. Compose **three working claims** that clearly develop the argument presented in your thesis statement. Include **three (3) to five (5) bulleted ideas** to support each claim.
3. Works Cited Page: this WC page will **include all sources** (English/World History) listed in **alpha order**. This Works Cited page is for the approval process only, and **it will not be included in the final draft of the ann bib.**



REQUIREMENTS ARE NOT SUGGESTIONS.

How to Structure the Thesis and Claims for the Synthesis Essay

To make different arguments about the two primary sources:

Use the *I, cI* or *I, ccI* structure (note the verb tense in each independent clause):

Example: Galileo made discoveries that advanced science while Frankenstein uses his scientific knowledge in an attempt for personal gain.

Options:

- Use a correlating conjunction: neither...nor, not only...but also (must be used in pairs)
- Use a coordinating conjunction: and, but, yet
- Use a subordinating conjunction: while, whereas, although, because
- Use a conjunctive adverb: conversely, however, similarly, or likewise
- Prepositions: like or unlike

To make similar arguments about the primary sources:

Use an *as* phrase

Example: Knowledge requires purpose as exemplified by the Reformation Period and in Shelley's *Frankenstein*.

Sample *as* phrases:

...as illustrated by...	...as found in...
...as proven by...	...as seen in...
...as exemplified by...	...as exhibited by...
...as depicted by...	...as evidenced by...
...as shown by...	(or synonyms for any of these words)

Remember:

- **No three-prong thesis**—essay must be **balanced** (see pp. 63-64 in the CIIWHB)
- Connect thesis and claims specifically to primary sources
- Use parallel structure
- Use correct tone—literary present and historical past

Writing the Annotated Bibliography



- **STOP.** Before moving on to this step—have you had the following approved by both instructors?
 - A working title
 - Thesis statement
 - Comprehensive Works Cited page*

(*for approval only; *do not* include a Works Cited in the final draft of the ann bib)

If you have approval, please proceed.

Steps for Writing the Annotated Bibliography

Remember to use academic tone and MLA format in all sections of the ann bib.

MAKE SURE TO ORGANIZE ALL (LITERARY AND HISTORICAL) SOURCES
IN ALPHABETICAL ORDER
AS THEY WILL APPEAR ON THE WORKS CITED PAGE.

1. **IDENTIFY AND EXAMINE** the English and World History primary sources and the secondary sources that connect to the key individual and/or the primary source.
 - a. READ and ANNOTATE your sources Looking for information that supports your focused Capstone question and the questions in “Build Literary / Historic Context and Analysis.”
2. **WORKING THESIS STATEMENT:** Consider your research and compose a **working thesis statement** based on **the English and World History primary sources and your research**. Make sure the thesis addresses the **Capstone** question. Include your three (3) bulleted claims after the thesis.
3. **FOR EACH SOURCE (PRIMARY AND SECONDARY):**
 - a. Compose a ***summary paragraph (1-3 sentences)*** that summarizes EACH source.
 - b. **English:** Remember who/what/where/when for a thorough summary.
 - c. **World History:** Include information from H.A.P.P.Y. (Especially H.A.P.P....saving Y for paragraph 2)
 - d. Remember to use correct **MLA** with **literary** and **historical academic tone**.
4. **FOR EACH SOURCE (PRIMARY AND SECONDARY):**
 - a. Write an ***analysis paragraph (5-10 sentences)*** that shows *how* the source **supports** your thesis.
 - b. **English:** Think if this as warrants—all your ideas for using the source to support the thesis and develop the argument.
 - c. **World History:** Include information from Y in H.A.P.P.Y. It may also acknowledge potential limitations of the source (incomplete data, biases, etc.)
 - d. Remember to use correct **MLA** with **literary** and **historical academic tone**.

5. **FOR EACH PRIMARY SOURCE:** Find **3-5 quotes** (data) that support your thesis statement. Copy these quotes **accurately** and use accurate parenthetical citations that are **formatted correctly**. Make sure to include the **full and complete quote**. Choose one quote to paraphrase and put it last in your bulleted list of quotes. Be sure to indicate which source you paraphrased by marking it with an asterisk *. **Check and double check for accuracy.**
6. **FOR EACH SECONDARY SOURCE:** Find **3-5 quotes** (data) that support your thesis statement. This data will support and/or provide a counterpoint to thesis (argument). Copy these quotes **accurately** and use accurate parenthetical citations that are **formatted correctly**. Make sure to include the **full and complete quote**. Choose one quote to paraphrase and put it last in your bulleted list of quotes. Be sure to indicate which source you paraphrased by marking it with an asterisk *. **Check and double check for accuracy.**
7. **FOR EACH SOURCE (PRIMARY AND SECONDARY):** select one direct quote and paraphrase it appropriately. It should be included as the last data in your bulleted data list. See pp. 59-61 in the CIIWHB for help with paraphrasing.
8. **MAKE SURE TO LIST YOUR SOURCES IN ALPHABETICAL ORDER** as they appear on the Works Cited page you made for the approval step. Use the following layout to finish your annotated bibliography:
 - a. Thesis statement followed by the claims (minimum of two) that you plan to use in your paper. Make certain the claims support the thesis and help develop the argument.
 - b. First source, alphabetically:
 - i. Summary paragraph
 - ii. Analysis paragraph
 - iii. 3-5 complete and accurate quotes, formatted and cited correctly—with one of your quotes, paraphrased as the last item on this bulleted list.
9. Start a new page and add your second source, **alphabetically**, using the same layout described above.
10. Continue adding each source, **alphabetically**, and until all of your sources (literary and historical) are included in **alphabetical** order.
11. Proofread carefully. Revise, revise, and revise again until your ann bib represents all of your sources, ideas, quotes, and paraphrased quotes, in a strong and cohesive way.
12. Complete the annotated bibliography in MLA format for peer review. **DO NOT INCLUDE A WORKS CITED PAGE.**

Peer Review (10 pts each):

Prepare a **final draft** copy of your ann bib for peer review.

- Final Draft means you have written, edited, and revised to the point that you think it is ready to hand in for a grade. Only drafts typed in **MLA format** will receive full credit for Peer Review.

English Peer Review for Annotated Bibliography (required) due: _____

History Peer Review for Annotated Bibliography (required) due: _____

- After peer review, make the necessary revisions. Remember, you are the author, and only you can decide what will be in your final draft. **Ask your instructor for help as needed.**

Name: _____

Period: _____

Literary Annotated Bibliography for Synthesis Essay Rubric ____ /40 pts.

Primary Source: _____

Working Title of Essay: _____

Elements	Comments
MLA Format (5 max)	
	<ul style="list-style-type: none"> • Times New Roman, size 12; double-spaced, 1" margin • TCA Heading • Header w/ page # (all pages) • Original title, centered • Sources in alpha order; no Works Cited page • Source citations are accurate and formatted correctly
Academic Tone / Mechanics (5 max)	
	<ul style="list-style-type: none"> • present tense verbs • 3rd person pronouns • no contractions • no slang • Grammar, spelling, punctuation
Thesis Statement and Three Claims (6)	
	Strong, arguable thesis (4)
	3 Strong claims that tie back to thesis (2)
First Source (8)	
	Adequate summary to convey the plot (2)
	Adequate analysis that that shows the source's connection to and support of the thesis (2)
	3-5 complete, valid and accurate data, with at least one data paraphrased (2)
	Citations are accurate and formatted correctly (2)
Second Source (8)	
	Adequate summary to convey the plot (2)
	Adequate analysis that that shows the source's connection to and support of the thesis (2)
	3-5 complete, valid and accurate data, with at least one data paraphrased (2)
	Citations are accurate and formatted correctly (2)
Third Source (8)	
	Adequate summary to convey the plot (2)
	Adequate analysis that that shows the source's connection to and support of the thesis (2)
	3-5 complete, valid and accurate data, with at least one data paraphrased (2)
	Citations are accurate and formatted correctly (2)

Peer Edited by: _____

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Name: _____

Period: _____

History Annotated Bibliography for Synthesis Essay Rubric _____ /40 pts.

Primary Source: _____

Working Title of Essay: _____

(*EiQ = Except in Quotes)

Elements	Comments
MLA Format (5 max)	
	<ul style="list-style-type: none"> • Times New Roman, size 12; double-spaced, 1” margin • TCA Heading • Header w/ page # (all pages) • Original title, centered • Sources in alpha order; no Works Cited page • Source citations are accurate and formatted correctly and begin on a new page.
Academic Tone / Mechanics (5 max)	
	<ul style="list-style-type: none"> • past tense verbs • 3rd person pronouns • no contractions • no slang • Grammar, spelling, punctuation
Thesis Statement and Three Claims (6)	
	Strong, arguable working thesis (6)
First Source (8)	
	Adequate summary to convey the information of the source. Covers H.A.P.P. in H.A.P.P.Y. (2)
	Adequate analysis that that shows the source’s connection to and support of the thesis. Y in H.A.P.P.Y. (2)
	3-5 complete, valid and accurate quotes. Bulleted. (2)
	Citations are accurate and formatted correctly (2)
Second Source (8)	
	Adequate summary to convey the information of the source. Covers H.A.P.P. in H.A.P.P.Y. (2)
	Adequate analysis that that shows the source’s connection to and support of the thesis. Y in H.A.P.P.Y. (2)
	3-5 complete, valid and accurate quotes. Bulleted. (2)
	Citations are accurate and formatted correctly (2)
Third Source (8)	
	Adequate summary to convey the information of the source. Covers H.A.P.P. in H.A.P.P.Y. (2)
	Adequate analysis that that shows the source’s connection to and support of the thesis. Y in H.A.P.P.Y. (2)
	3-5 complete, valid and accurate quotes. Bulleted. (2)
	Citations are accurate and formatted correctly (2)

Peer Edited by: _____

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