

Group Annotated Bibliography

Objective: Provide a summary and citation for the four academic articles you will use for your argument paper.

Steps:

1. Individually participate in class by:
 - a. Voting on the social media platform and issue you want to study
 - b. Locating and proposing academic articles about this platform and issue
2. On February 20th, each group member will meet with your group to:
 - a. Preview and skim the four, class-wise academic research articles
 - b. Choose one of the four articles to focus on
3. Each group member will carefully read their assigned article using strategies from class discussion/homework.
4. Each group member will write a substantial paragraph for their designated article that:
 - a. Describes the author's main purpose is in the article (see <https://advice.writing.utoronto.ca/english-language/referring-to-sources/> and/or the table below for strong verbs to use)
 - b. Summarizes 2-3 major ideas/findings/conclusions in the article
 - c. Articulates 2-3 specific concepts (research findings, conceptual definitions, study/questionnaire design etc.) that you hope to use for your own research
5. Each group member will compose a correctly formatted citation (in MLA or APA) for each article.
6. On February 27th, the group will meet to check each other's work and format the final annotated bibliography so that the citation comes first followed by the paragraph. **To get full points toward your final annotated bibliography grade, you must be present at this meeting.**

Requirements: A Word Document that includes

- Correct citations in MLA or APA for FOUR academic articles
- Short paragraphs underneath each citation that include information from a-c (above)
- The paragraphs should contain accurate information about the corresponding article

Due Dates, Deliverables, and Values

February 27: IN CLASS group check-in (25 points of total grade, MUST be in class to receive points)

February 28: Final Bibliography due on Canvas at 11:59pm (50 points of total grade)

February 29: IN CLASS Bibliography Reflection (25 points of total grade)

<p>Function and strength</p> <p>NEUTRAL: verbs used to say what the writer describes in factual terms, demonstrates, refers to, and discusses, and verbs used to explain his/her methodology.</p>	<p>Example verbs</p> <p>describe, show, reveal, study, demonstrate, note, point out, indicate, report, observe, assume, take into consideration, examine, go on to say that, state, believe (unless this is a strong belief), mention, etc.</p>
<p>Function and strength</p> <p>TENTATIVE: verbs used to say what the writer suggests or speculates on (without being absolutely certain).</p>	<p>Example verbs</p> <p>suggest, speculate, intimate, hypothesise, moot, imply, propose, recommend, posit the view that, question the view that, postulate, etc.</p>
<p>Function and strength</p> <p>STRONG: verbs used to say what the writer makes strong arguments and claims for.</p>	<p>Example verbs</p> <p>argue, claim, emphasise, contend, maintain, assert, theorize, support the view that, deny, negate, refute, reject, challenge, strongly believe that, counter the view/argument that, etc.</p>

<https://warwick.ac.uk/fac/soc/al/globalpad-rip/openhouse/academicenglishskills/grammar/reportingverbs/>