**1001 Annotated Bibliography Assignment**

**Worth 100 pts., 10% of your Dual Enrollment Grade**

**Due Monday, December 5th, 2016 at midnight via email to awest24@lsu.edu.**

**In this assignment, you will write an annotated bibliography in MLA style with at least five sources that you may use in the research essays you will write in the spring.**

* You will write four entries based on texts assigned to you in your CPAR reading & discussion group
* You will write a fifth entry based on a credible, academic text that you locate yourself using the McKinley library databases

**Each entry should include a CITATION and an ANNOTATION.**

**CITATIONS**

* A **citation** is information about where the text comes from. It should be written in MLA format.
* For a quick tool to generate citations, see: <http://www.easybib.com/>
* However, you should also check the accuracy of citations here: <https://owl.english.purdue.edu/owl/resource/747/01/>

**ANNOTATIONS**

* Each citation should be followed by an **annotation,** which is an explanatory text that gives information about the text. Each annotation should include two well-developed paragraphs:

**Paragraph 1:**

1. A thoughtful summary of the source (2-3 sentences)

**Paragraph 2:**

1. A particular quote or paraphrase from the text that you are interested in commenting on, and that helps you understand your topic or inquiry. Restate the quote or paraphrase in your own words (1-2 sentences)
2. An explanation of the significance of that idea to your topic or inquiry (2-3 sentences).

**Bibliography Support Activities, Draft Deadlines, Final Deadlines**

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| **Tues., 11/1**Review assignment, Citation Mini-lesson |  | **Thurs., 11/3**Library research workshop |
| **Mon., 11/7**Summary mini-lesson2nd CPAR Group |  | **Thurs., 11/10**Quote and in-text citation mini-lesson |
| **Mon., 11/14**Draft of second entries 1 & 2 due at the door 3rd CPAR group |  | **Fri., 11/18**Draft of third entry due at the door, 4th CPAR group |
| **Mon., 12/05**5th CPAR Group (Students present texts); **Complete bibliography due at midnight.** |

**MODEL CITATION & ANNOTATION**

Alexander, Michelle. *The New Jim Crow.*New York: New Press, 2011. Print.

In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness,* Michelle Alexander argues that the policies that support mass incarceration in the U.S. disproportionately label people of color as “criminals” and thus set up a race-based system of legal discrimination in which large percentages of people of color cannot access employment, housing, education, voting, and other public benefits. She compares this system to the Jim Crow era because the outcomes for a large percentage of African American people have remained basically the same.

 Alexander writes, “Through a web of laws, regulations, and informal rules, all of which are powerfully reinforced by social stigma, they are confined to the margins of mainstream society and denied access to the mainstream economy” (4). In other words, today’s criminal justice system has made many Americans second-class citizens who can neither vote nor receive aid, and at the same time are cut off from employment opportunities. This is connected to the school to prison pipeline because students are also granted or denied access to opportunities based on school regulations and rules. This means that students can become marginalized from academic success at an early age, pushing them onto a path towards further criminalization before they are even legally adults.