Objective: You will research to find three (3) secondary sources that relate to one topic inspired by Outliers. The seminar preparation will be to complete an annotated bibliography with annotations of these three outside sources, plus an annotation over Outliers. Therefore, you will have four (4) total citations with annotations on the document. Sources will be selected based on their credibility and connection to the complex topic you’ve chosen from Outliers. The seminar itself will, of course, be based on the topics in the book. However, as these topics are discussed, students will be expected to present, discuss, and ask questions about their research as it applies to the conversation. The skill with which the research is brought into the discussion will apply to the “Speaking and Reasoning” section of the seminar rubric. The annotated bibliography and the seminar will be graded separately, but the grades will combine to complete one test grade. Annotated bibliographies should be completed individually, even if you know who your partner is.

Submission: All annotated bibliographies are due online by the first bell of the day on your block day (7:25/9:25 am). A hard copy will be due at the beginning of your class period. Bibs must be submitted via hard copy AND turnitin.com on time in order to avoid late penalties. You will be permitted to use your annotated bibliography during discussion Block Day and Friday, but you will submit it to the instructor at the end of class each day. Also, your listening notes will be submitted at the end of class each day. In addition, printed hard copies of the 3 secondary sources must be annotated (highlighted with marginal notes) and turned in with the annotated bibliography.

What is an annotated bibliography?
BIBLIOGRAPHY = list of citations information sources (books, articles, documents, websites or webpages, audio, video)
ANNOTATION = a 150-200-word descriptive and evaluative paragraph, the purpose of which is to inform the reader of the relevance, accuracy, and quality of the sources cited.

CITATION: a complete MLA citation for each source, including permalink and access date

SOURCE ANNOTATIONS INCLUDE:
Summary and Paraphrase: a thorough summary of the author’s claim and documented quotes/paraphrases that you’d like to discuss in seminar
Evaluation (in any order):
   a) a statement about the type of source (e.g., a scholarly research article from “X Journal”, an editorial from a professional magazine, a feature newspaper article, a chapter from a popular book, a U.S. government website)
   b) a researched evaluation of the authority of the author to write about the topic
   c) an evaluation of the quality and objectivity of the source
   d) insights about the source content; your own thoughts on why this source is relevant within the context of Outliers
   e) how you plan to discuss this source in the seminar. This should be a specific and detailed connection, not a vague connection to a broad topic from the book.

Outliers Annotation: This annotation should be longer at 300-350 words, as it is our primary source. You will complete a normal annotation as directed (above), but some of the quotes and paraphrases can be shifted to the answers to the questions below. In addition to a normal annotation, answer the following questions in any order in paragraph form:
   a) What part of the book inspired your research topic?
   b) How is the topic you chose complex? Did you connect your reading to a contemporary example?
   c) Why should there be a sense of urgency about your topic? Why should the public care about this topic?
   d) What were three (3) meaningful quotes within the whole book to you and why? *This can be answered in combination with other questions in this annotation. These quotes should be blended into your answer.
   e) How has this book influenced the way you view the world and yourself?

Research Time: You will be given ample time in the library (October 28–November 5) and each library day has a goal (see calendar). Keep pace with the goals for your own success and sanity in this process. Make sure you have access to the library database codes and your LSC library code for research at home. Just because we are in the library all week does not mean you shouldn’t be working at home too.
Restrictions: You will be graded based on the credibility of your sources, your justification of their credibility, and your annotations for each source. To meet minimum requirements, abide by the following restrictions:
   a) No sources should be popular culture sources.
   b) You can use only one news source, and you must acknowledge any possible biases in the annotation and seminar.
   c) Any straight web source needs to be approved by your instructor, or it will be considered invalid.
   d) You must find one source that includes a visual you would like to use in your paper.

Reminders: The first page of the annotated bibliography should have an appropriate MLA heading. Each page should have a header. Remember that the bibliography should be double-spaced throughout (no extra spaces anywhere), using Times New Roman 12 point font. All citations should be alphabetized based on the first word of the citation (usually the author’s last name or the first word of the title). A hanging indent should be employed throughout the document. Only the heading and first line of each citation should start at the left-hand margin. Use Purdue OWL and the samples to ensure proper formatting.

**SAMPLE ANNOTATION**
*Insert header and heading*

Annotated Bibliography for Outliers

Davis, Jennifer. "Extended-Time Schools Benefit Students." Year-Round Schools. Ed. Adriane Ruggiero. Detroit: Greenhaven Press, 2008. At Issue. Rpt. from "The Promise of Extended-Time Schools for Closing the Achievement Gap: A Speech to the National Association of Year-Round Education." Massachusetts 2020. 2006. 2-15. Opposing Viewpoints in Context. **Insert Permalink. 4 Nov. 2014. In this speech, Davis argues that it is not only a year-round school calendar that will enhance learning, but it is also a longer school day that is needed to improve education. She explains various reasons as to how a longer school day will benefit students, such as more time spent working with teachers, and she gives examples of schools that have already implemented a longer school day. Davis seems particularly astute in her claim that “insert direct quote” (5). This source proves to be reliable because facts check out according to other sources I’ve researched, but also she follows these facts with studies and evidence that validate her claims. However, Davis’ argument could be made more effective if in the “benefits of learning” section, as well as in other sections, she used a pool of sources instead of just one student and one teacher as a source. Since my topic is about how the American education system needs improvement, this speech will work well to support my point that more time spent in school will lead to the advancement of education in students, and that it is not only more school days, but longer school days that will help aide the improvement.