

Grade: English 10

Unit: Informational Reading

Summative Assessment:

After reading literature, informational texts, and foundational U.S. documents, research a topic of interest. Create an annotated bibliography of texts that informs a reader about protest or civil disobedience.

This prompt is from the MAISA English 10 Informational Reading Unit. The complete summative assessment for this unit has four components; this is component #1.

Annotated Bibliography: Women in Turkey

Dearden, Lizzie. "'Women Should Not Laugh in Public,' Says Turkey's Deputy Prime Minister in Morality Speech." *The Independent*. 29 July 2014. Web. 6 Feb. 2015.

<http://www.independent.co.uk/news/world/europe/women-should-not-laugh-in-public-says-turkeys-deputy-prime-minister-in-morality-speech-9635526.html>.

In this hard news article from *The Independent*, Dearden sums up the Turkish Deputy Prime Minister, Bülent Arınç's, comments on women in his morality speech. The speech, delivered at a meeting celebrating Eid al-Fitr, called for the Turkish people to rediscover the Koran and stop moral regression. Arınç asserted that women should remain chaste and not laugh in public. Dearden uses many direct quotes from Arınç's speech, giving the reader background on exactly what he said. She also quotes other people who disagree with Arınç's statements, introducing colors of opposition to the issue.

This article is strictly fact based, and on its face has very little bias. Dearden presented her facts with very little positioning diction, reading facts as just facts. However, considering the specific facts that she chose to present, the article is positioned. Instead sharing any of Arınç's defense, she only shares the opposition. She also adds that the country is slipping backward,

Comment [1]: Students were encouraged to use Citation Machine or Easy Bib to create citations. Even so, the writer must identify the necessary components of a citations, input them correctly into the website template, and then format it correctly in Word. The URL is included, even though it is not necessary.

Comment [2]: Summary: For each source the writer effectively summarizes the main idea of the article and provides support without inserting her own opinion.

ending with facts that are meant to appall the article's audience and other Western readers, who could not imagine seeing rights taken away from them. These additional bits have nothing to do with the actual speech, but they position the reader into having a negative connotation of Turkey and its culture, which in turn influences the way they will take the speech. Because of the specific facts that she chooses to present, the reader is positioned slightly against Turkey and against the speech. The article can most certainly be trusted. It has proper grammar and spelling and is from a credible news source, with links to contact the author for more information.

The article does a great job of delivering a basic background on the conditions of Turkey, its culture, and the Deputy Prime Minister's speech. The article would be helpful in explaining exactly what was said during the speech and the conditions of the civil rights that already behoove the Turkish people. Though the article is brief, it is informative and is a good place to start when trying to grasp the concepts of this event.

Donnelly, Aileen. "Turkish Women Post Smiling Selfies after Deputy PM Bulent Arinc Says They Should 'not Laugh in Public'." News.nationalpost.com. *National Post*. 30 July 2014. Web. 6 Feb. 2015. <<http://news.nationalpost.com/2014/07/30/turkeys-deputy-pm-bulent-arinc-sparks-laughing-protest-after-saying-women-should-not-laugh-in-public/>>.

In this editorial-style article, Donnelly talks mainly about the forms of protest and opposition to Arinc's comments during his speech on Eid al-Fitr. The article first sums up what happened during the event and then quotes several different people of different ranks in Turkish society, citing their opposition. The article also interestingly takes a step back into broader aspects and talks about basic satisfaction in life among the Turkish people in the current conditions in Turkey.

Comment [3]: Assessment: For each source, the writer considers the validity of the source. She asks herself if it is biased, if it positions the reader a certain way, if it comes from a reliable source, and if the author is credible. Here, she notes that the author of the source chooses to present certain facts but not others. She acknowledges how the writer may position the reader.

Comment [4]: The writer deems the source valid to use as a source because she has considered the new source and the author's credentials.

Comment [5]: Reflection: For each source, the writer considers how she would use this source in research paper/digital product. By reflecting about this when writing the annotated bibliography, the writer can identify gaps in her research before actually writing the informational essay.

Comment [6]: Summary: The writer could provide more details in the summary, including direct quotes from the text—specifically a quote from "those in different ranks in Turkish society." She does not tell the reader what the "forms of protest and opposition" are.

Donnelly has written a definite and credible article. It quotes many different types of people, adding to its variety and credibility also. It has quoted people who have credibility in speaking about the topic, rather than random people online who may have only looked so far into the issue. The source has a bias through its diction, but this bias is expected because it is an article about the protests against Arınç's words. The article even cites its sources from where it received its information. The source is reliable.

I would definitely be able to use this article because of the wide variety of protests. The people who spoke are qualified on the subject, and so their opinions are certainly valid. It would be useful in proving certain points, and in arguing against Arınç. The article is also useful for examples of protest, and for presenting specifically why people are protesting and what displeased them.

Greenwood, Shannon. "Turkey's Deputy Prime Minister Tells Women Not To Laugh In Public."

ThinkProgress. 29 July 2014. Web. 6 Feb. 2015.

<<http://thinkprogress.org/world/2014/07/29/3465344/turkeys-deputy-prime-minister-tells-women-not-to-laugh-in-public/>>.

ThinkProgress's article by Shannon Greenwood talks about the Turkish Deputy Prime Minister, Bülent Arınç, and his comments on the moral decline in Turkey regarding women and teens. Using many, many specific quotes from Arınç's speech, Greenwood explains just what the Deputy PM said. Greenwood also mentions many other politicians in Turkey who have said or done sexist things. She also introduces opposition directed toward the speech, and the other actions mentioned in the article.

This article has a very clear and upfront bias. Using diction and rather blunt sentences, Greenwood indirectly asserts her opinion in opposition to Arınç's comments. She uses many

Comment [7]: Assessment: The writer touches on the fact that the article quotes many kinds of people who are credible, but she does not tell her reader anything specific about those people. It is great that she notices the diction used by the journalist, but she could provide some examples for her reader.

Comment [8]: Reflection: The writer recognizes that she can use this article to show multiple points of view in her own essay.

Comment [9]: Summary: The writer has a good basic summary of the source, but she could strengthen it by including direct quotes from Arınç and the "other politicians" she mentions.

direct quotes of Arınç's, but the bulk of his speech and what should be the most important part of her summary, she has written without quotations, making me and other readers hesitant to believe that he actually said those words. She could just be paraphrasing him, adding diction to make it seem worse than it really was.

Comment [10]: Assessment: The writer acknowledges that the journalist is biased. It is confusing, however, that she says the bias is in Greenwood's "blunt sentences," but that she asserts her biased indirectly.

Because of this, the article loses a slight amount of credibility, and I must be careful when using this source because of the eminent bias. However, there are some really interesting and assertive in the article. It has a new take on summing up his words, introducing comments he has made that other reporters did not choose to include. Her opinion about this topic coincides with my own, after having gathered all the facts, and therefore, I know I can use some of her points to argue my own.

Comment [11]: Reflection: This paragraph needs some editing and revision work. Even so, the writer is reflecting on the source and – more importantly—on her own views versus the writer's views on the subject.

Letsch, Constanze. "Turkish Women Defy Deputy PM with Laughter." 30 July 2014. The Guardian. Web. 6 Feb. 2015. <<http://www.theguardian.com/world/2014/jul/30/turkish-women-defy-deputy-pm-laughter>>.

This article talks mainly about the forms of protest and opposition to Arınç's comments during his speech on Eid al-Fitr. It first sums up the event and quotes Arınç directly. Then, the article presents many different forms of opposition, from women protesting on social media to the spoken words of oppositional politicians. The article presents facts about Turkey's civil rights as well, which serve as a background for the reader. The article also considers the other side, allowing Arınç a chance to speak about his speech and the opposition to it, a unique aspect that other articles do not have.

Comment [12]: Summary: The writer notes that the article is different from her other sources because it provides background about Turkish civil rights and because it "considers the other side." This also helps the student consider both sides.

The article is certainly credible. It includes its sources of information and has legitimate facts to back up its assertions. The article is unique from all the other sources I have collected because it presents Arınç's side as well as the opposition side. It is important to gather all sides

of a story in order to make an informed opinion on the topic. The article mainly talks about opposition, however, which contributes a slight bias to the reader.

Comment [13]: Assessment: The writer could improve this paragraph by telling the reader more the two sides of the argument—what are the “facts” she mentions?

[This article is definitely an important contribution because it introduces the other side to me. I had not considered this before, and this article opens up that side to me as well. In addition, the article poses counterarguments to Arınç’s point of view, so this only strengthens my argument, because I can prove why the other side is wrong. The article makes great points that are very useful to the argument.]

Comment [14]: Reflection: One goal of researching a topic and annotating articles to develop an informed view. This student is doing just that. She has developed her view and knows how to use her research to prove her point and to prove the counterpoint wrong.

Pamuk, Humeyra. "Turkish Women Protest Against Politician Who Said They Shouldn't Laugh In Public." Ed. Janet Lawrence. The Huffington Post, 30 July 2014. Web. 6 Feb. 2015.
<http://www.huffingtonpost.com/2014/07/30/turkish-women-laugh_n_5633041.html>.

This editorial from the *Huffington Post* is a multimedia source. It has a short introduction in words that gives the reader background information on the Turkish Deputy Prime Minister’s speech on morality in Turkey. It then talks about all the negative reactions to the speech. The article’s main content consists of tweets and Instagram pictures protesting the speech collected from the internet with links and the original authors’ contact information.

Comment [15]: Summary: The writer gives her reader a good understanding of the kind of source she is summarizing and evaluating. Again, specific examples and direct quotes could strengthen this paragraph.

[The article contains an indirect bias. It is strictly fact based, but presents only one side, which automatically positions the reader on the presented side. The textual aspect incorrectly spells Arınç’s name wrong, not adding the accents or the special spelling. This could be lack of attention to detail, or may have been done on purpose, which would introduce another kind of bias toward the events. Either way, this reduces credibility slightly of the article, but it can still be used because it has gathered great examples of protest.]

Comment [16]: Assessment: The writer notices an indirect bias, as she calls it, because the source spells a proper noun, a name, incorrectly. Some may say this is no big deal, but the writer is sure that it lessens the credibility of the source.

The bias serves in my favor, because the main point of the article is to present examples of online protest, which is what I was looking for. The article credibility issue can be overlooked in my case simply because I mainly would use this article for the tweets and Instagram pictures.

Teacher's Final Summative Assessment:

While the MAISA Informational Reading Unit focuses on American democracy, and we read seminal documents from U.S. history, I allowed this student to conduct research about an issue that addresses the prompt, but is happening in another country. I considered the skills I wanted the student to gain from conducting research, reading informational text, and writing an annotated bibliography; I concluded that it was ok that she moved her focus from the United States to Turkey, as the overall topic was the same and the same skills would be acquired.

I watched as this student writer performed multi-draft readings of her sources on this topic. While creating her annotated bibliography, the student achieved some of the most important goals of the unit: To develop an informed view, to recognize sources' bias before deciding to use them in one's own paper, and to question her research. She could improve this annotated bibliography specifically in her summaries by being clear about the central ideas and by incorporating more direct quotes as evidence.

When teaching this unit, it is important that students understand that this annotated bibliography—though a summative assessment—is just the starting point of their informational essay/digital product for the unit that follows.

Comment [17]: Reflection: The writer is willing to “forgive” the bias in the article because she plans to use the tweets and Instagram pictures. However, she could most likely access those sources more directly and avoid this source altogether.

Annotated Bibliography Rubric

	Highly Proficient	Meets Expectations	Attempting to Meet Expectations
Development and Focus of Summaries	Accurately presents the central idea of the source and supports with key details from the text. Writer does not include his/her own opinion.	Presents the central idea of the source and supports with some details from the text. Writer does not include his/her own opinion.	Attempts to present information relevant to task but may lack sufficient or relevant details.
Development and Focus of Assessments	Concisely assesses the source's validity. Identifies evidence from source to clarify development and assesses any conclusions, implications, and consequences.	Assesses the source's validity. Identifies evidence from source, but does not fully consider the conclusions, implications, or consequences.	Presents limited information. Ideas do not include details or examples.
Development and Focus of Reflections	Concisely addresses how the writer could use the source in a research paper, how it fits with the writer's other research, and how it has helped developed the writer's informed view on the topic.	Addresses how the writer could use the source in a research paper, how it fits in with the writer's other research, and/or how it has helped developed the writer's informed view on the topic.	Attempts to address how the writer will use the source in a research paper, but ideas do not include details or examples.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. Demonstrates an understanding of MLA formatting requirements for an annotated bibliography.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.