**UConn 1011: Writing through Literature**

**S1-Assignment 2: Information Literacy**

Develop a line of inquiry related to one of your readings. Locate ten reliable and valid resources to use in researching your topic. You should use ONLY the UConn databases to locate your sources.

To complete the first steps of this assignment, you must provide me with the following:

* Central Question
* Proposed Thesis
* A Works Consulted page listing your ten sources. Each source must be formatted correctly (MLA).

Next, you must create an annotated bibliography. An annotated bibliography is a list of citations of sources. Each citation is followed by a descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance and quality of the sources cited.

To practice the skill of identifying the best sources available, you will be required to select for annotation the best six sources from your list of ten. For each of these six sources, write an annotation that describes the source and evaluates its usefulness to your project. Make sure you indicate clearly how each source is related to your thesis. Develop a separate list for the rejected four sources. For each of those four sources, provide an annotation in which you reflect on why they are not as useful to your project and explain why you have rejected them.

**DATES:**

* **Thesis Pitch: 10/8. Bring your idea to class.**
* **Finding Sources: Time in the LMC: 10/9 and 10/13**
* **Annotated Bibliography due 10/26**

UConn’s End Goals for Student Learning: Info Literacy (from fyw.uconn.edu):

Understanding of methods of searching: keywords, subject headings, related article links, works cited entries (in older works), “cited by” info

Ability to differentiate between types of publication (newspaper, magazine, blog post, website, research article) and the kind of information available in each; understanding of the difference between popular or scholarly and peer-reviewed materials and an ability to reflect on the reason for choosing a particular source

Awareness of menu tools usually on left or right margins (providing powerful features) available in research databases, which make searches more productive and specific (date range, subject); ability to understand and make use of infographics and data (how many articles on this topic from various decades or years, when did this topic begin appearing, etc.)

Understanding of the anatomy of a scholarly article (or other types as applicable), including the abstract and other elements such as introduction, thesis or research question, lit review, discussion, conclusions, further research needed, etc.