

*Her notes***Dania Craft: Ashford 2 Assignment**

Numeric Grade: 0 / 6 pts

Weighted Average (Earned/Possible): 0 % / 6 %

Letter Grade:

Comments:

[View Waypoint markup for annotation.doc](#)**The following files have been attached to your feedback**[A 2_Sample_Annotated_Bibliography_final.pdf](#)

Hi Dania,

Please review the sample assignment posted in the announcements and attached here, revise your submission, and SEND ME AN EMAIL once you have done so. Then I will grade this for you. In its current state, it would not pass because it did not follow the assignment's direction. Utilize the writing center as needed.

Make sure that you are researching sources that match the topic you posted in the week 1 forums.

(0 / 1.8) Development

Non-Performance - An appropriate annotated bibliography development is either nonexistent or the assignment lacks the components described in the instructions.

(0 / 1.5) Style

Non-Performance - An appropriate annotated bibliography style is either nonexistent or the assignment lacks the components described in the instructions.

(0 / 0.9) Grammar

Non-Performance - An appropriate use of grammar is either nonexistent or the assignment lacks the components described in the instructions.

(0 / 1.8) APA Formatting

Non-Performance - Use of APA formatting is either nonexistent or the assignment lacks the components described in the instructions.

Overall Score: 0 / 6[Close](#)

Sample

Sample Annotated Bibliography

Some of your courses at Ashford University will require you to write an annotated bibliography. An annotated bibliography is a working list of references—books, journal articles, online documents, etc.—that you will use for an essay, research paper, or project.

Although there are no strict formatting guidelines for the annotated bibliography itself, each reference should be cited in APA format. After each citation, provide a summary of the source, indicating how it will inform your essay, research paper, or project. Many pertinent ideas and supporting details come from analyzing and summarizing your sources.

An annotated bibliography helps you get a head start on your assignment, and it encourages you to focus your topic as you assess each source, choosing the key ideas and sources that are most valuable for your assignment. Also, you can keep track of your sources as well as the correct formatting for each reference.

Note: Many of the references listed here are older sources. Please be aware that some Ashford classes may require that students use sources that were published within the last five years.

Provided below is a sample annotated bibliography.

Annotated Bibliography

Aslanian, C. B. (2001). *Adult students today*. New York, NY: The College Board.

Exceptional resource for statistics on adult learners and their motivation for returning to school. The author presents a study spanning 20 years that illustrates extensive demographics including average age, income, travel distance, cost, ethnicity, gender, religion, and field of study.

Brookfield, S. (n.d.). *Adult learning: An overview*. Retrieved from

<http://www.nl.edu/ace/Resources/Documents/AdultLearning.html>

Excellent and thorough article covering four major research areas: self-directed learning, critical reflection, experiential learning, and learning to learn. The author refutes current definitions of adult learning and motivation and proposes instead that culture, ethnicity, and personality have greater significance than are espoused in current descriptions of

adult learners. This article is interesting to consider because it diametrically opposes the existing and widely accepted views on the subject.

Donaldson, J. F., Graham, S. W., Martindill, W., & Bradley, S. (2000). Adult undergraduate students: How do they define their experiences and their success? *Journal of Continuing Higher Education*, 48(2), 2–11. Retrieved from the ERIC database.

A small study confirming current thinking that adults return to school for primarily external reasons, e.g., a major life event or career advancement. The research further illustrates that actual success in learning comes from an internal locus of control that includes life experience, maturity, motivation, and self-monitoring.

Marienau, C. (1999). Self-assessment at work: Outcome of adult learners' reflections on practice. *Adult Education Quarterly*, 49(3), 135. Retrieved from the ProQuest Central database.

A qualitative study of adults in graduate programs and their use of self-assessment and experiential learning from the perspectives of performance at work and personal development. This article is enlightening, for it explores the benefits to the adult learner of self-assessment and introspection. The concept of purposefulness and the need for the adult learner to connect learning with concrete experience are discussed.

Merriam, S. B., & Caffarella, R. S. (2001). *Adult learning theories, principles and applications*. San Francisco, CA: Wiley.

This is a textbook used for the training of instructors of adult students. The text contains several excellent and pertinent chapters devoted to the self-determination of the adult student and the need for programs to be designed that allow adults to use their problem-solving skills.

Moore, B. L. (1999). *Adult student learners*. Retrieved from

http://www.sa.psu.edu/sara/pulse/adults_65shtml

This website contains a survey of adult learners' perceptions of their educational experience at Penn State. The study contains a large survey sample and generally confirms the findings of other studies at major universities. The important information gleaned is that the emphasis on adult learner programs at traditional universities is a much higher priority due to the increasing population of adult students.

Sheldon, K. M., & Houser, M. L. (2001). General motivation for college measure. *Journal of Personality and Social Psychology*, 80, 152–165. Retrieved from the OVID database.

This source is a psychosocial instrument designed to measure adult students' general motivation for attending college. This instrument is appropriate to my research topic because it profiles adult students and rates motivation in terms of both intrinsic and extrinsic factors. It supports the findings in my other sources and adds another component: the pursuit of happiness.

Argument Annotated Bibliography

Dania Craft

English 122 English Composition II

Lisa Clark

ha notes

1. Argument Annotated

Your title page should contain a shortened version of your title in all capital letters and the words "Running head;" in the upper left corner. The page number should appear in the upper right corner. In the center of the page, add the title of the paper, your name, course name and number, instructor's name, and the date. For additional information, please visit the Ashford Writing Center, located at <https://awc.ashford.edu>. Utilize 'Writing Resources', within the main toolbar, to find help in this area. [Lisa Clark]

ABSTRACT

When considering Argumentative annotation there are various books, articles and reference sites which you can acquire some of the most well spelt out argumentations and the ideological measures which were behind it. Through the ideological ideas brought about by argumentative report a beginner is able to understand ways in which he or she can make well documented and straight to the point arguments, bringing out the punch line, which is, proving what you support to be true and hence earn the desired favor from the people listening to the argument. Examples of some of reading materials which help to display a favorable argument include: -

➤ The Protestants triumph.

The book is authored by Charles Drelincot and Printed by D. Maxwell in 1664.

The main argument in the book is of religion whereby people oppose the divinity of the papacy while others agree to it.

➤ Alas Poor Darwin.

This book contains arguments which were raised between two parties, those that believed in the biblical aspect of existence and those who were for the scientific ideologies as raised by Charles Darwin. The book was written by Hilary and Stephen Rose. It was published in 2002 by the Jonathan Cape Publishers.

- Dialogue between the Popish priest and the English protestant is another interesting type of argument which raised very philosophical ideologies which focuses on Christianity. It was published in 1864 in Philadelphia by Mathew Pool.

- Recent Social Trends in Italy.

This is a book that usually fights for people's needs. The contents brings about an argument as to why there should be an increment to salaries while the opposition says this is not to be since there would be a lot of economic influential downfalls

- Truth in our Time.

Truth in our time, is a book which in short discusses on pressing issues and argues if we should allow sex education in our schools or not. The book was written by the late Margaret Arnd and Richard Puzzuto in 2006.

Conclusion

The above are some of the referential details on the arguments I will represent during the final paper. The referential details provide uniqueness and clearer pictures as to why it is necessary to arguments of such magnitude since the theme is bound to affect us every day in life.

Work Cited.

Drelincourt, C. (1664). *The Protestants triumph: A discourse wherein the excellency, divinity, antiquity, certainty &c of our religion is asserted against the papists: being an exact answer to all the sophistical arguements daily made use of by them for the deluding and perverting ignorant and unstable souls*. London: Printed by D. Maxwell for Tho. Parkhurst.

MARTINELLI, A. L. B. E. R. T. O., CHIESI, A. N. T. O. N. I. O. M., & STEFANIZZI, S. O. N. I. A. (1999). *Recent Social Trends in Italy, 1960-1995*. Montreal; Kingston; London; Ithaca: MQUP.

Poole, M. (1843). *Dialogue between a Popish priest and an English Protestant: Wherein the principal points and arguements of both religions are truly proposed, and fully examined*. Philadelphia: Presbyterian Board of Publication.

Rose, H., & Rose, S. P. R. (2000). *Alas, poor Darwin: Arguements against evolutionary psychology*. London: Jonathan Cape.