

Annotated Bibliography

by Dean Gladish

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Annotated Bibliography

Johnson, Steven. "Games." *Everything Bad Is Good For You: How Today's Popular*

***Culture Is Actually Making Us Smarter*. New York: Riverhead Books, 2005. 196-**

201. Print. In this excerpt from his book, Johnson tries to persuade readers that games and other emergent forms of popular culture are virtuous in their own regards despite conventional wisdom. Johnson structures his argument by introducing and then refuting the opposing arguments of Dr. Spock and the writer Andrew Solomon, who proclaim the negative consequences of games and the decline in reading. Johnson writes that the opposition is biased because they judge games by the same standards used to judge books. He maintains that their contentions rely on what he calls "amplified selectivity", or focusing on the flaws and ignoring the virtues. He states that games and books are equally important in that games hone skills that are completely different from those that are imparted from reading books. Johnson then exemplifies his argument by incorporating an analogy which he uses to make his point. Throughout his writing, Johnson maintains an engaged and persuasive tone that he uses to address the ontological question of the importance of technology in today's world by examining gaming's impact on culture. In the excerpt, Johnson determines that games and other new forms of popular culture play a very different but equally important role in society that cannot be evaluated by the same cultural standards and assumptions.



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GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

Instructor

18/20

PAGE 1



Comment 1

good content-- now use the 50 Essays book for the citation info, as given in class

EXPOSITION (20%)

0 / 5

The text sets up a story by introducing the event/conflict, characters and setting.

EXCEPTIONAL (5)	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.
SKILLED (4)	The text engages and orients the reader by setting out a conflict, situation, or observation. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.
PROFICIENT (3)	The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters.
DEVELOPING (2)	The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.
INADEQUATE (1)	The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.

DEVELOPMENT (20%)

0 / 5

The story is developed using dialogue, pacing, description, reflection and multiple plot lines.

EXCEPTIONAL (5)	The text demonstrates sophisticated narrative techniques, such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters.
SKILLED (4)	The text demonstrates deliberate use of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
PROFICIENT (3)	The text uses narrative techniques, such as dialogue, description, reflection, that illustrate events and/or characters.
DEVELOPING (2)	The text uses some narrative techniques, such as dialogue or description that merely retells events and/or experiences.
INADEQUATE (1)	The text lacks narrative techniques and merely retells events and/or experiences.

ORGANIZATION (20%)

0 / 5

The text follows a logical sequence of events.

EXCEPTIONAL (5)	The text creates a seamless progression of experiences or events using multiple techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
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SKILLED (4)	The text creates a smooth progression of experiences or events using a variety of techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
PROFICIENT (3)	The text creates a logical progression of experiences or events using some techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
DEVELOPING (2)	The text creates a sequence or progression of experiences or events.
INADEQUATE (1)	The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events.

STYLE (20%)

0 / 5

The text uses sensory language and details to create a vivid picture of the events, setting, and characters.

EXCEPTIONAL (5)	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
SKILLED (4)	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
PROFICIENT (3)	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
DEVELOPING (2)	The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.
INADEQUATE (1)	The text merely tells about experiences, events, settings, and/or characters.

CONCLUSION (20%)

0 / 5

The text provides a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.

EXCEPTIONAL (5)	The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.
SKILLED (4)	The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
PROFICIENT (3)	The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DEVELOPING (2)	The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
INADEQUATE	The text may provide a conclusion to the events of the narrative.

