

Annotated Bibliography

by Caleb Battering

FILE	ANNOTATEDBIBLIOGRAPHYMARCUSBRUTUS.DOCX (19.88K)		
TIME SUBMITTED	27-OCT-2015 08:46AM	WORD COUNT	1897
SUBMISSION ID	590914233	CHARACTER COUNT	9394

Caleb Battering
Annotated Bibliography
LA 10 Honors
10/22/15

Badian, E. (2015, April 23). Marcus Junius Brutus | biography - Roman politician. Retrieved October 22, 2015, from <http://www.britannica.com/biography/Marcus-Junius-Brutus>

In this source, Marcus Brutus has received many names and many occupational titles. Most importantly of all, he has been given his true and final name, Marcus Junius Brutus. Marcus started out as a child of a father who died in war. His father, also named Marcus Junius Brutus, was killed by Pompey the Great. Marcus (the young) was then adopted by his uncle, Quintus Servilius Caepio, and renamed Quintus Caepio Brutus. Although this uncle adopted him, his other uncle brought him up and raised him. His uncle's name is Cato the Younger. During this time Brutus was under the rule of Pompey, but not much time later, Caesar defeated Pompey and Brutus became a new part of Caesar's priesthood. Brutus governed Cisalpine Gaul, and later became city praetor. Brutus later married Cato's daughter after his death. Brutus and Caesar went on in life to take over and rule many territories. This source states Brutus as being cruel in his dealings with inferiors. As an overall view of the source, Brutus was stated and a resistance to tyranny.

This source seems like a very credible source to use for my research paper. It was written not only by one human, but many. It is published in an encyclopedia and has many proven facts discussing Marcus Brutus. This source does not contain any bias and is based thoroughly on fact. It has many dates and many encounters involving Marcus Brutus. This source can support a great thesis statement. This supported thesis statement will be, who is Marcus Brutus, and why is he important to history? This source gives many facts and statements introducing who is and who was Marcus Brutus. This will aid in the completion of my research paper very much.

Gabb, S. (2013, May 24). Biography of Marcus Junius Brutus. Retrieved October 22, 2015, from <https://libertarianalliance.wordpress.com/2013/05/24/biography-of-marcus-junius-brutus/>

This second source is a biography of the life of Marcus Brutus before and after the assassination of Julius Caesar. He is cited to be an honest man simply concerned for the future of the Roman Empire under the rule of Caesar. Brutus was born to Marcus Junius Brutus the Elder and Servilia Caepionis. His father was killed by Pompey the Great when he was just a boy. Brutus' mother was involved with Caesar and there have been conspiracy that Caesar was the actual father of Brutus. Brutus had two wives Claudia, whom he divorced and Portia, with whom he had a successful marriage. He may have been related to the founder of Rome, Lucius Junius Brutus on his father's side. From his ancestors, he developed his reasoning for being against tyranny. Brutus was in Rome when Caesar returned to form the First Triumvirate with Pompey and Crassus. He was accused of being involved in the murder of Pompey but Caesar defended him. After Pompey was defeated by Caesar, instead of capturing and killing Brutus he let him go, and even offered him a role in government. Persuaded by Cassius, the main person involved in the assassination, Brutus turned on Caesar and joined the conspiracy. Some say that when Caesar watched Brutus stab him the second time he said, "Et tu Brute," which translates to "You too, my child?" During that time, Brutus and Cassius fled to Athens. Brutus and Cassius created an army and invaded Rome in attempt to restore the Old Republic in October 42 BC. Sadly, they were defeated by Antony and Octavius at the Battle of Philippi. After the battle, Brutus took his own life which is noted to be the noblest way to die in Rome.

This source is a credible source. At the end of the biography, there are citations for where the author gathered their information. Also included at the end of the text, are references to the play, The Tragedy of Julius Caesar. The play itself, is for the most part historically accurate. Some information mentioned about the assassination and after the assassination is exactly what Shakespeare also wrote, just in the form of a play. The direct quotes and references to Shakespeare's play allows me to believe that this source successfully included historical and literary factors in their work. All the information presented in the source is facts that can be found about Brutus in a copious amount of sources. This information can help with the background of Marcus Brutus and where he has lived, and what he has accomplished in life.

Lending, J. (2015, July 31). Junius Brutus Caepio, Marcus. Retrieved October 22, 2015, from <http://www.livius.org/articles/person/junius-brutus-caepio-marcus/>

The third source I gathered cited Marcus and his occupations. This source discusses statements about the conspiracies Brutus was involved in. Infact, according to the source, there were no conspiracies about Brutus killing or planning to kill Pompey. Although Brutus's father was killed in war by Pompey, Brutus never conspired against him for it. Julius Caesar did his best to show everyone that Brutus was innocent against all charges. Caesar did not just do this out of the goodness of his heart, he infact did it to win over the heart of a lover, Brutus's mother. Overtime citizens began to get used to Brutus and who he was. He and Caesar actually became good friends, and Brutus was later in life given a position in Caesar's government. Although Caesar gave Brutus a position as governor, Brutus remained constant to his values. He had now married and divorced and married again. Although he had been known to stick to his values, Brutus suddenly had a change of heart. In the source, it is stated that Brutus joined a plot of some 60 senators and was actually the one of the top leaders. This plot of senators had a conspiracy against Caesar himself. It is stated that he was talked into the conspiracy by some of the 60 senators. Brutus became one of the most known senators due to a special reason. Brutus assassinated Caesar. He then tried many times to obtain help from some of his known "friends". He asked them to kill him, because he was scared about his actions. He later went on to committing suicide. He was considered very honorable due to his feat. Although he was very honored, many things fell apart after his death and were never restored. This included the republic.

This source is credible. It has many facts and many given dates and name specific sites. Although it has many name specific sites and dates, this source also contains some bias, opinion, and uncertainty. In the beginning the author stated that Brutus was born "about" a certain time. This shows some uncertainty about the author's writings. Although the author somewhat seems uncertain, his facts are also far back enough that not everyone can be completely sure when and if the fact is correct. Therefore, this source is credible, and can be used on a paper. This source will support my thesis on who Brutus is because it shows some background besides his ancestors. Knowing Brutus's ancestry gives me a few more facts on how Brutus was raised, and therefore tells me who he is.

Plutarch, Brutus Thomas North, Rev. Walter W. Skeat, Ed. (n.d.). Retrieved October 22, 2015, from

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.03.0078:text=Brut.>

This fourth source explains every bit of Brutus's life down to a pinpoint list. It explains his parents, his studies, his savior Julius Caesar, and even his travels. This certain source is especially helpful because it explains some of Brutus's key roles in the play by Shakespeare titled The Tragedy of Julius Caesar. It shows his importance to the play and his actions and thoughts in key parts of the play. This source tells many things not only about Brutus himself but also about his wife, his family, and even his many occupations. It explains his roles in the counsels. This source explains every detail and every role of Marcus Brutus and his life. This source has cliffnotes on the side margins of the website explaining characteristics of Brutus and his family/ancestry. This source goes into the courage portion of Brutus's wife Portia more than other sources. It gives a little more insight on the lives of the people Brutus loved and the lives of the people Brutus affected. It gives facts and knowledge about their lives and their thoughts on the current events at stake. This makes this source a very useful one.

This source is very credible not only due to the fact that it contains facts, but also due to the fact that it contains helpful insight on more than just Brutus himself. It contains insight on many people and many ideas that Brutus had including his conspiracies. Overall, this source is credible due to the given facts about Marcus Brutus, and people concerning Marcus Brutus. This source will help my research paper by giving me insight on other people that aren't just Brutus, but Brutus's family/ancestry. The source will help understand how Brutus lived, and how the people he lived with lived. It will explain their morals as a group, and will also explain the feelings and thoughts others had about Brutus.

Severdia, R. (n.d.). Marcus Brutus. Retrieved October 22, 2015, from

<https://www.playshakespeare.com/julius-caesar/characters/2774-marcus-brutus>

This last source includes Brutus's own ability to talk himself into anything. Whether it was joining the conspiracy against Julius Caesar, or killing Caesar himself, Marcus Brutus always found a way to talk himself into or out of something, including the murder of Julius Caesar. Although he can talk himself out of feeling bad for murdering Caesar, he tries to talk other citizens into the satisfactory side of the murder. Not many of them believed him, and some of them no longer trusted him. One of those persons being his own wife. Eventually she dies and he knows about it, but still Brutus decides to use his logic and talk himself out of what happened. After being visited by Caesar's ghost, Brutus decides that his life is over. He tries to use his logic into talking others into helping him take his own life. Although he can talk himself into taking his own life, he cannot seem to talk anyone else into aiding him with his own demise. In the end, he has someone he barely knows, a soldier, help him take his own life. During his death, he is honored for being realistic about the conspiracy and actually "making a move" and killing Caesar.

This source is not only credible, but also very helpful to my research essay. It explains the death of Julius, and how he repeatedly haunts Brutus, and even explains the action of Brutus taking his own life. It gives facts on who helped Brutus, who believed him, and also who didn't believe him. It gives insight about how Brutus's mind and thoughts work, and also gives insight on how others think of Brutus's thoughts. This source is credible because of the given facts and its usefulness towards my essay. It will help determine who Brutus is by stating how his mind works, and how he came to take his own life. It will help my essay by explaining how he was thought of and looked at by other people, and it will help by stating how Brutus lived overall.

P/V (ETS)

Annotated Bibliography

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

Instructor

75 /75

PAGE 1



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Missing "," You may need to place a comma after this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

PAGE 2



Confused You have used **a** in this sentence. You may need to use **an** instead.



Missing "," You may need to place a comma after this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agr with the verb.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to use an article before this word. Consider using the article **a**.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to remove this article.

PAGE 3



Prep. You may be using the wrong preposition.



Possessive This word may be a plural noun and may not need an apostrophe.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Possessive This word may be a plural noun and may not need an apostrophe.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to remove this article.



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



Prep. You may be using the wrong preposition.



Possessive This word may be a plural noun and may not need an apostrophe.

PAGE 4



Possessive This word may be a plural noun and may not need an apostrophe.



Possessive This word may be a plural noun and may not need an apostrophe.



Prep. You may be using the wrong preposition.



Wrong Form You may have used the wrong form of this word.



Possessive This word may be a plural noun and may not need an apostrophe.



Prep. You may be using the wrong preposition.



Possessive This word may be a plural noun and may not need an apostrophe.



Possessive This word may be a plural noun and may not need an apostrophe.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Possessive This word may be a plural noun and may not need an apostrophe.



Prep. You may be using the wrong preposition.



Possessive This word may be a plural noun and may not need an apostrophe.



Article Error You may need to remove this article.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

IDEAS (20%)

0 / 6

This includes the topic, support, and the details. In research papers, this would include credible sources.

EXCELLENT (6)	The writing is particularly clear, focused and interesting. Thesis is specific and clear. Other paragraphs completely and thoroughly support thesis. Arguments and counterarguments are strong and well stated. Ideas are mature and demonstrate thought, understanding and insight. Writer expertly includes techniques such as foreshadowing, flashback, suspense, sequencing, etc.
GOOD (5)	Writing is clear and thesis is supported. Arguments and counterarguments are presented. Main ideas support thesis by inclusion of relevant details and credible sources. Ideas are connected and demonstrate some insight. Writer includes techniques such as foreshadowing, flashback, suspense, sequencing, etc.
FAIR (4)	Writing has a main idea or focus. Development is proficient, but needs more detail, description and overall clarity. Paper mostly supports thesis throughout writing essay. Writer includes some techniques such as foreshadowing, flashback, suspense, sequencing, etc.
PROFICIENT (3)	Essay demonstrates some focus and makes some connections to thesis. Information does not all relate to thesis, or needs more explanation and elaboration. Ideas need help connecting. Points need more clarity and support. Writer attempts to include techniques such as foreshadowing, flashback, suspense, sequencing, etc.
PRESENT (2)	Writing needs to be more focused. Thesis is present, but lacks support. Main ideas need to be more clear and include examples and details from credible sources. Ideas are not all connected and demonstrate little insight. Writer poorly includes techniques such as foreshadowing, flashback, suspense, sequencing, etc.
ATTEMPTED (1)	The writing is not clear or focused. No thesis statement is present. Main ideas are not organized or supported by relevant details and/or credible sources. Ideas are not connected adequately. Writer makes no attempt to include techniques such as foreshadowing, flashback, suspense, sequencing, etc.

ORGANIZATION (20%)

0 / 6

How well ideas and information are placed in the writing.

EXCELLENT (6)	The organization is very clear and enhances the writing's purpose and main point or thesis. Structure is well organized, well suited to purpose, and ideas are easily understood. Writer has effective sequencing, compelling components (beginning, middle, end), creative introduction and insightful conclusion. Writing is characterized by smooth, logical transitions, sequence, details, and creativity.
GOOD (5)	The organization enhances the writing's purpose and main point or thesis. Order and structure are organized, suited to purpose, and ideas are easily understood. Writer has effective sequencing, obvious components (beginning, middle, end), good, clear, and logical introduction and conclusion. Writing is characterized by good transitions, sequence, and details.

FAIR (4)	The organization somewhat enhances the writing's purpose and main point or thesis. Order and structure are organized, somewhat suited to purpose, and ideas are able to mostly be understood. Writer demonstrates sequencing, has the basic components(beginning, middle, end), an introduction and conclusion. Writing could use more details, depth, and creativity. Transitions are more basic.
PROFICIENT (3)	The writing has some structure and organization which support the purpose and main point or thesis. Order and structure are not obvious and purpose and ideas are unclear. Writer does not demonstrate sequencing, basic components(beginning, middle, end), introduction and/or conclusion. Writing could use more details, depth, and creativity.
PRESENT (2)	The writing lacks structure and organization which support the purpose and main point or thesis. Order and structure are not obvious and purpose and ideas are unclear. Writer does not demonstrate sequencing, basic components (beginning, middle, end), introduction and/or conclusion. Writing needs more details, depth, and creativity.
ATTEMPTED (1)	Structure and order are missing. Writing does not follow logical sequence and information does not support thesis. Writing contains what may be either an introduction or a conclusion that does not support thesis. Transitions are not used and information is minimal.

VOICE (10%)

0 / 6

How the information is conveyed. Includes tone, mood and relation to audience.

EXCELLENT (6)	Writer has done an exceptional job of choosing a voice best suited to the audience. Writer also shows mastery in expression, enthusiasm and knowledge of topic. Writing is interesting and engaging for audience. Writer demonstrates understanding of appropriate closeness to reader (narrative writing is more personal, expository is more formal) yet fully engages reader nonetheless. Writer does an outstanding job of connecting to the reader, and presents the reader with differing perspectives on the issues or topic. Writer is sincere and connects to reader through emotion, logic, and clear communication.
GOOD (5)	Writer has done a good job choosing a voice well suited to the audience. Writer also shows skill in expression, enthusiasm and knowledge of topic. Writing is interesting and engaging for audience. Response to counterarguments is good. Writer demonstrates understanding of appropriate closeness to reader (narrative writing is more personal, expository is more formal) yet fully engages reader nonetheless. Writer connects to the reader through sincerity, emotion, logic, and clear communication.
FAIR (4)	Writer has chosen a voice suited to the audience. Writer also uses some expression, enthusiasm and has basic knowledge of topic. Writing is somewhat interesting and engaging for audience. Response to counterarguments is present. Writer demonstrates some understanding of appropriate closeness to reader (narrative writing is more personal, expository is more formal) yet fully engages reader nonetheless. Writer is somewhat sincere and tries to appeal to the reader through emotion and logic. Communication is clear.

PROFICIENT (3)	Writer has chosen a voice. Writer attempts to use some expression and enthusiasm. Response to counterarguments is attempted. Writer demonstrates little understanding of appropriate closeness to reader (narrative writing is more personal, expository is more formal) and does not fully engage reader. Some effort is made to connect to the reader. Communication and logic is somewhat present.
PRESENT (2)	Writer has not chosen a consistent voice. Writer demonstrates little understanding of appropriate closeness to reader (narrative writing is more personal, expository is more formal) and does not fully engage reader. Effort is somewhat attempted to connect to reader.
ATTEMPTED (1)	Writer has not chosen a voice. Writer demonstrates no understanding of appropriate closeness to reader (narrative writing is more personal, expository is more formal) and does not fully engage reader. No effort to connect to reader. Is attempted.

WORD CHOICE (15%)

0 / 6

Words are clear and chosen carefully and specifically for writing type and purpose.

EXCELLENT (6)	6. Message and meaning are conveyed exceptionally. Word choices are mature, interesting, and well related to audience. Purpose is also exceptionally clear and precise. Writer uses grade appropriate language and wording that are specific, detailed, purposeful and thoughtful. Figurative language is used skillfully. New vocabulary is used accurately and specifically to create vivid imagery and clarity in the piece.
GOOD (5)	5. Message and meaning are well conveyed. Word choices are mature, interesting, and related to audience. Purpose is also clear and precise. Writer uses grade appropriate language and wording that are specific, detailed, purposeful and thoughtful. Figurative language is used accurately. New vocabulary is used correctly.
FAIR (4)	Message and meaning are present. Word choices are somewhat mature, interesting, and related to audience. Purpose is somewhat clear and precise. Writer attempts to use figurative language and new vocabulary. Word choices are adequate..
PROFICIENT (3)	3. Message and meaning are somewhat present. Word choices attempt to be mature, interesting, and related to audience. Purpose lacks clarity and precision. Attempt to use figurative language or new vocabulary is made. Word choices are average.
PRESENT (2)	2. Message and meaning are not very clear. Word choices need to be more mature, interesting, and/or related to audience. Purpose lacks precision. Little attempt to use figurative language or new vocabulary is made. Word choices are simple and basic.
ATTEMPTED (1)	Message and meaning are unclear. Word choices are not mature, interesting, and/or related to audience. Purpose lacks precision. No attempt to use figurative language or new vocabulary is made. Word choices are basic.

FLUENCY (15%)

0 / 6

How well the writing flows. Also includes sentence variation and accuracy of phrasing. Writing is smooth and easy to read.

EXCELLENT (6)	The writing's flow and fluency are smooth and effective. Sentences demonstrate attention to wording, varied structure, and natural rhythm. Variation in sentence type and structure is well done, and the reader easily moves through the writing piece. No grammatical sentence errors, such as fragments, comma splices, or misplaced modifiers are present. Writer has command of structure, so unclear and vague reference, awkward sentences, and tangents are not present. Writing style (quotes, dialogue, source references) is also well done. Writer is an expert on his/her topic.
GOOD (5)	The writing's flow and fluency are effective. Sentences demonstrate attention to wording, varied structure, and natural rhythm. Variation in sentence type and structure is present, and the reader is able to get through the writing piece. A few grammatical sentence errors, such as fragments, comma splices, or misplaced modifiers are present. Writer has command of structure, with only some unclear and vague references, awkward sentences, and/or tangents. Writing style (quotes, dialogue, source references) is also accomplished. Writer has sufficient knowledge of topic.
FAIR (4)	The writing's flow and fluency are somewhat effective. Sentences demonstrate some attention to wording, varied structure, and natural rhythm. Variation in sentence type and structure is attempted, and the reader is mostly able to get through the writing piece. A few grammatical sentence errors, such as fragments, comma splices, or misplaced modifiers are present. Writer somewhat has command of structure, with some unclear and vague references, awkward sentences, and/or tangents. Writing style (quotes, dialogue, source references) is also accomplished. Writer has some knowledge of topic.
PROFICIENT (3)	The writing's flow and fluency are marginal. Sentences somewhat demonstrate attention to wording, varied structure, and natural rhythm. Variation in sentence type and structure needs improvement, making it difficult for the reader to get through the writing piece. Several grammatical sentence errors, such as fragments, comma splices, or misplaced modifiers are present. Writer somewhat has command of structure, with several unclear and vague references, awkward sentences, and/or tangents. Writing style (quotes, dialogue, source references) also needs improvement. Writer's knowledge of topic is marginal.
PRESENT (2)	The writing's flow and fluency need improvement. Sentences do not demonstrate attention to wording, varied structure, and natural rhythm. Variation in sentence type and structure needs improvement, making it very difficult for the reader to get through the writing piece. Several grammatical sentence errors, such as fragments, comma splices, or misplaced modifiers are present. Writer does not have command of structure, with numerous unclear and vague references, awkward sentences, and/or tangents. Writing style (quotes, dialogue, source references) also needs considerable improvement. Writer demonstrates little understanding of topic.
ATTEMPTED (1)	The writing's flow and fluency is poor. Sentences do not demonstrate attention to wording, varied structure, and natural rhythm. Variation in sentence type and structure is not evident. Numerous grammatical sentence errors, such as fragments, comma splices, or misplaced modifiers are present. Writer does not have command of structure, with numerous unclear and vague references, awkward sentences, and/or tangents. Writing style (quotes, dialogue, source references) is also poor. Writer demonstrates very little understanding of topic.

The nuts and bolts, essential tools of writing. Mechanics, punctuation, spelling are all included.

EXCELLENT (6)	Writing is exceptional and fully demonstrates proficient understanding of writing conventions (grammar, punctuation, spelling, capitalization, paragraph structure and usage). All of these items are mastered in essay with very few errors, therefore eliminating further editing.
GOOD (5)	Writing is good and demonstrates understanding of writing conventions (grammar, punctuation, spelling, capitalization, paragraph structure and usage). All of these items are mostly correct in essay with some errors, esp. in structure and usage.
FAIR (4)	Writing is fair and demonstrates understanding of writing conventions (grammar, punctuation, spelling, capitalization, paragraph structure and usage). Proofreading is needed to correct more obvious errors.
PROFICIENT (3)	Writing is adequate and demonstrates some understanding of writing conventions (grammar, punctuation, spelling, capitalization, paragraph structure and usage). Additional proofreading is needed to correct errors.
PRESENT (2)	Writing is below average and demonstrates little knowledge of writing conventions (grammar, punctuation, spelling, capitalization, paragraph structure and usage). Proofreading is needed to correct errors. Multiple errors in usage, structure, punctuation, etc.
ATTEMPTED (1)	Writing is poor and does not demonstrate understanding of writing conventions (grammar, punctuation, spelling, capitalization, paragraph structure and usage). Numerous errors in this category.