

Keeping Track of What You Find: Building a Bibliography

For the next two weeks, you're going to collect a lot of material on your research question: PDF copies of articles, books, bookmarked Web pages, images, and perhaps even audio and video files. You will make your life easier if you don't just collect but *record* what you find. Your options include the following:

- **Basic bibliography.** This is the minimalist approach. You simply keep a running list, using the appropriate citation method, of information on each source you think you'll use in your essay. If you're using MLA, for example, this will become your Works Cited page. An online citation machine, like bibme (<http://www.bibme.org>), can help you build it. You can, of course, wait until the last minute to do this but, trust me, you will regret it.
- **Working bibliography.** This is one step up from the basic bibliography (see Figure 2.7) and is the simplest form of what's called an "annotated bibliography." A working bibliography provides a brief summary of what the source says: what topics it covers and what the basic argument or main ideas are. If you're using a double-entry journal, then you can find the material you need for your summary there. Your annotation may be a brief paragraph or more, depending on the source.

■ **Evaluative bibliography.** In some ways, this is the most useful annotated bibliography of all because it challenges you not only to "say back" what you understand sources to be saying but also to offer some judgments about whether you find them persuasive or relevant. You might comment on what you consider the strengths of the source or its weaknesses. Is writing an evaluative bibliography more work? You bet. But ultimately you are writing your paper as you go because much of the material you generate for the bibliography can be exported right into your essay. Your double-entry journal provides the raw material for these annotations.

Your instructor will tell you what kind of bibliography you should build for this project, but at the very least you should consider maintaining a basic bibliography as you go. Put it on a "cloud," like Google Docs or Evernote, that will store your draft bibliography on the Web and always be available wherever you find a new source—in the library, at home, or in the campus computer lab.

Topic: Theories of Dog Training
Focusing Question: Should dogs be ment exclusively?

1. Katz, Jon. "Why Dog Training?" N.p. 14 Jan. 2005. Web. 22 Dec. 2005. <http://www.dogtrainingtheory.com>. Katz argues that most theories of dog training take into account the realities of raising a dog, not a training compound. He calls this "Training Theory," which he describes as a theory that takes into account the actual situation of the dog and the owner. He takes into account the actual situation of the dog and the owner.
2. Schilder, Matthijs B. H., and Joop van der Wal. "Training Dogs with the Help of Long Term Behavioural Effects." *Science* 85 (2004): 319–34. Med. Res. Katz argues that most theories of dog training take into account the realities of raising a dog, not a training compound. He calls this "Training Theory," which he describes as a theory that takes into account the actual situation of the dog and the owner. He takes into account the actual situation of the dog and the owner.
3. Shore, Elise, Charles Burdick, and Charles Burdick. "Views of Pet Behavior Problems and Their Later Behavior." *Journal of Applied Behavior Analysis* 11.1 (2008): 63–73. Print. Study notes that 30 percent of owners of dogs who are only 24 percent of owners surveyed 170 dogs. Researchers surveyed 170 dogs that the highest concern was about the behavior of the dog, and those owners were not people, and they mostly turned to the Web for information.

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FIGURE 2.7 Working Bibliography:

Searching Library Data for Books and Articles

Despite the appeal of the Web, the most important source of information can be aggravating. There's that miss