

Why are we doing an Annotated Bibliography? So what is it?

The purpose of this assignment is to prove you have done some valid research to back up the argument and claims you make or will make in your final paper. An annotated bibliography provides specific information about each source you have used. As a researcher, you have become an expert on your topic: you have the ability to explain the content of your sources, assess their usefulness, and share this information with others who may be less familiar with them. Think of your paper as part of a conversation with people interested in the same things you are; the annotated bibliography allows you to tell readers what to check out, what might be worth checking out in some situations, and what might not be worth spending the time on. It's kind of like providing a list of good movies for your classmates to watch and then going over the list with them, telling them why this movie is better than that one or why one student in your class might like a particular movie better than another student would. You want to give your audience enough information to understand basically what the movies are about and to make an informed decision about where to spend their money based on their interests.

An AB: Provides a review of the literature on a particular subject
 Illustrates the quality of research that you have done
 Provides examples of the types of sources available
 Describes other items on a topic that may be of interest to the reader
 Explores the subject for further research
 Outlines how you will use each source in your final paper
 Shows which quotes are the most important you your claim
 Shows how you plan to respond to each source and connect it to your thesis

What Should Your Annotated Bibliography accomplish? How do I get an 'A' grade?

A good annotated bibliography:

- encourages you to think critically about the content of the works you are using, their place within a field of study, and their relation to your own research and ideas.
- proves you have read and understand your sources.
- establishes your work as a valid source and you as a competent researcher.
- situates your study and topic in a continuing professional conversation.
- provides a way for others to decide whether a source will be helpful to their research if they read it.
- could help interested researchers determine whether they are interested in a topic by providing background information and an idea of the kind of work going on in a field.

The annotation should include all of the following:

- Explanation of the main purpose and scope of the cited work —basically, its thesis—which shows among other things that you have read and thoroughly understand the source.
- Description of the work's format and content
- Author's background/authority/academic credentials
- Work's intended audience
- Value and significance of the work to the topic under consideration
- Any shortcomings or bias in the work
- Any significant special features of the work (i.e., glossary, appendices, good index)
- **Your own brief impression of the work in 3rd person. For example: "This text is..." NOT: "My impression of this text is..."**
- Comment on the worth, effectiveness, and usefulness of the work in terms of both the topic being researched and/or your own research project.
- Make relevant links to other work done in the area, like related sources, possibly including a comparison with some of those already on your list. You may want to establish connections to other aspects of the same argument or opposing views.

- Analyze the source. Decide how you will use it your final paper. Choose the quotes you think will be the most useful in your final paper. Then, use the 6 steps for integrating quotes into strong body paragraphs.

By the time you have completed all of these steps, each entry will be **longer than a half page, single spaced.**

Remember to use MLA (Modern Language Association) format

See the UNC Libraries citation tutorial for basic MLA bibliography formatting and rules. Their web address is <http://www2.lib.unc.edu/instruct/citations/>. Another good source is OWL at Purdue. The web address is <https://owl.english.purdue.edu/owl/resource/747/01/>

- Title your annotated bibliography "Annotated Bibliography" or "Annotated List of Works Cited."
- Following MLA format, use a hanging indent for your bibliographic information. This means the first line is not indented and all the other lines are indented.

Sample Entries: format should match this. You must have at least 10 or more print sources.

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

5/10
Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach. Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

Pamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

summary step 1 and 2
10/10
Pamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Pamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Pamott includes writing exercises designed to be both productive and fun. Pamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. She says: "similar to life, writing projects are difficult in many ways. There are hardships and rewards that we must all expect when accepting a writing position" (67). It is clear in her book, that Pamott believes writing is not for weaker people. It is a huge task to plan, draft, revise and publish a writing project. Writers must remain focused and have excellent time management skills. Smith says students are "the biggest procrastinators in America today" (193) so perhaps students will be unable to maintain the dedication Pamott says we need to complete a large writing project. Regardless of the efforts exerted by students, Pamott and Smith agree that teachers must maintain high expectations for writing across the curriculum to be a successful college learning experience. The best steps to take to achieve this must come from the administration. Regulating teacher performance and removing incompetent teachers from the classroom must occur to ensure that students are being challenged to develop good writing skills and produce good work.

step 3
3
4
5
6

*****Following are the questions you must consider in your notes. You must have notes discussing in each of the four factors. and your notes should be proportionate to the questions listed.**

Factor one: Relevance and Content

1. Is the source pertinent to your research? Is this source important to your field of study? How important? Will you use it at all?
2. What is the main point of the source?
3. What FACTS does this article layout?
4. What will it be useful for in your paper? How do you plan to use it?
5. After reading the lecture about the difference between a summary, a paraphrase and a direct quote, what lines do you plan to quote directly? Write them here with the page numbers
6. What part of the source agrees or disagrees with the argument in your paper?
7. Does this source treat your topic extensively or marginally?
8. Label the specific sections, paragraphs, or pages are directly related to your topic.
9. Is it good quality information?
10. What point of view does it hold about your topic argument?
11. Is the author being objective and reasonable?
12. Are the author's arguments clearly stated?
13. Reasonable?
14. Well researched?
15. Does the author explain what evidence they have found to support his or her conclusions?
16. Does this source support your other sources? Even if the authors' ideas are new, do they seem in line with other things you have read?
17. Does it appear that the authors are avoiding or omitting information that doesn't support their arguments?
18. What are the most important quotes in this source?
19. How will you use the quotes to make your argument?
20. What does this source prove? Answer the "so what?" question

Factor two: Type of source and the intended audience

1. Is the source popular or scholarly?
2. Is the writing complex or easy to read?
3. What is being left out?
4. Was this source designed to inform or report on scholarly or scientific endeavor?
5. If the source is a periodical, is it a magazine or journal?
6. Is this source primary or secondary?

Factor three: Author

1. What is the overall argument the author is trying to make? Summarize the article, book or site.
2. What do you know about the author?
3. Why should I believe this person when she or he is writing about this topic?
4. Is she or he an expert? How do you know? Does this person have any academic background or other expertise that qualifies her or him to write in this field?
5. What is the least important part of the article? Is there any part of it that discredits the author in his knowledge on this topic?

Factor four: Timeliness

1. How old is the information?
2. Is the information up-to-date?
3. Is it accurate?
4. Is this material appropriate in age?
5. Does the article cover the event objectively?

******Remember: summary, analysis, useful quotations, and then synthesis of quotes from multiple sources in each entry.**

Individually:

1. Find 10-20 sources on your own. Bring them into class every class. **Note that for your annotated bibliography, the majority of the references cannot come from the Internet, but rather must come from written materials in the library or other sources.**
2. Take and type notes answering the above questions for each source.
3. Write 5 entries following the above directions. Then, type them. Bring them to each class.

Groupwork:

- Choose a working **title** for your project together. It must be both creative and descriptive. It could change as the project unfolds.

Examples: *Postmodern Interpretations of Hamlet*
Black Republicans' Opinions on Barack Obama's First Candidacy for President
Negative Criticism of Keynesian Economics during the Reagan Administration
The Lutheran Response to the Holocaust, 1951-1975

- When you get together in groups, assign sources for preliminary evaluation. Basically, just make sure that you all have different sources to check out. Toss the extra copies or duplicates in the classroom and divide the rest equally. Choose the best sources for final evaluation. Get rid of bad sources. (old, no author, bad content, too short...etc.) In groups, discuss your evaluations of the sources and choose the best sources to include in the final.
- After completing your entries, talk about the order they should appear in the project. Should you have 2 or 3 subheadings to organize the sources? What should the headings be?
- Discuss and write the **introduction** together as a group.

Projects like an annotated bibliography lead you **beyond what you knew** when you started. Your annotated bibliography will be **shaped by what you find and what you've learned**, so it makes sense to write the Introduction when you know exactly what you've accomplished, and what the final scope and limitations of your resource selection are. This introduction section will be several paragraphs outlining the importance of the project and it should total about **one page single-spaced**.

Define the topic, and the scope of your bibliography. *Answer the questions As best as you can* Is meant to cover the whole range of opinions on the topic or just one viewpoint or aspect of the topic? Topics need to be defined clearly, or the reader might be misled. Describe the scope of your bibliography. Does it cover what your group has judged to be the best sources? Are they the most recent? Is it a broad sample of the available material on your topic? Does it cover many arguments? Is it just one side of the argument? Does it cover a particular time period, or does it reach back for the "classic" articles, no matter if they are decades old? How are the sources organized? How do they work together? How are they similar or different? How are the sources forming a larger conversation in the field? Give a brief description of how you went about preparing the bibliography. Tell what kind of selection criteria you used. Did you draw from academic articles, academic texts, books, popular press, or Internet resources? Are there several sources from the same author? Why is this person important? What kind of authors have you represented here? How did they make the cut? Why were some others eliminated? Discuss your main strategies. Who have you written this AB for? Who will it help? How will it help researchers? What audience will gain from reading about these sources? In your case you would write something like "This annotated bibliography is designed to give readers a comprehensive indication of readings regarding the nature of international expatriate selection and training programs utilized by U.S. Multinational Enterprises." Hence, the reader knows both from your title and your first lines of the introduction what topic is being covered. You should state how your selections represent the field that you are examining. Give an idea of why you chose these particular selections.

- Discuss and write a **conclusion** together as a group.

Repeat the main points from the introduction in new words and answer the "SO WHAT?" question. Now that someone has read your annotations. What should they be thinking about this topic? What do these topics show? For this project, the conclusion section should be one long single spaced paragraph.