

CHECKLIST***Responding to a Source***

- Read and make marginal notes on your sources. See pages 430–434 for details and an example.
- Search out scholarly materials—books and journals—by accessing your college library’s resources. Don’t depend entirely on the Internet.
- If appropriate, use a mix of quotations from primary sources, such as a novel, as well as paraphrases and quotations from secondary sources. See pages 428–432 for a list of both types.
- Assess the nature of the source for any bias it might contain. See page 421 and pages 484–486 for details.
- Read and highlight the key parts of the source, whether it is an article, book, or Internet site. See pages 430–434 for further details.
- Outline key ideas to identify the issues. See pages 434–435 for an example.
- Write a summary that captures the essence of the article. See page 435 for an example.

20f Preparing an Annotated Bibliography

An *annotation* is a summary of the contents of a book or article. A *bibliography* is a list of sources on a selected topic. Thus, an annotated bibliography does two important things: (1) it gives a bibliographic list of a selection of sources, and (2) it summarizes the contents of each book or article. Writing an annotated bibliography may at first appear to be busywork, but it will help you evaluate the strength of your sources.

The annotated bibliography that follows summarizes a selection of sources on the topic of gender communication.

Holz 1

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Annotated Bibliography

Armstrong, Colleen, “Deborah Tannen Comes to Class: Implications of Gender and Conversation in the Classroom.” *English Journal* 85.2

(1996): 15. Print. In a conversation with a male student, Armstrong thought she was "helpful" and "supportive" when she "nodded vigorously" and punctuated his words with "yes." The male thought she was "rude" and "intrusive." Concerned at the failure of conversation, Armstrong read Deborah Tannen's *You Just Don't Understand*, which helped Armstrong understand the ways men and women interrupt each other. Men see interruptions as "conversational bullying." Women see them as "cooperative overlapping." What Armstrong thought was support and involvement the male student saw as manipulation.

"Bill and coo." *The Economist* 321 (1991): 107. Print. The author of this article is not given. He/she describes a debate held at the Cooper Union in New York between Deborah Tannen and John Bly, two authors "whose work has discussed the female and male perspectives on understanding between the sexes." Many people expected this debate to be "a battle of the sexes," but instead it was "a high minded debate between two earnest intellectuals before a large and attentive audience." Both authors praised each other's ideas and research in the field. Bly claimed Tannen's book to be "a lively but serious examination of the different conversational styles of men and women." Tannen also complimented Bly's book *Iron John*, "which, unusually, puts the blame for the failure of boys to grow up on their fathers, not their mothers."

Deborah Tannen and Robert Bly: Men and Women Talking Together. New York Cooper Union. Mystic Fire Video, 1993. Film. This video presents two of the most popular and exciting people at the forefront of men's and women's issues, talking to each other about gender styles. Each brings an informed perspective on how men and women approach each other and conversation itself. Bly and Tannen agree that "it is crucial to describe both the differences and similarities, so that men and women can respect each other, and in the process, present a model of how that is done" (back cover of the videocassette).

Gergen, Mary. Rev. of *Talking Difference: On Gender and Language*, by Mary Crawford. *Archives of Sexual Behavior* 30.3 (2001): 338-.

InfoTrac. Web. 28 Sept. 2002. In her review of Crawford's book, Gergen suggests that the "differences between the ways men and women talk suggest that we might as well have come from different planets." Today, some view it as necessary to take a quick course in conversational translations. Gergen says Crawford made in-depth inquiries into issues of how conversation affects relations, power, and discrimination.

Glass, Lillian. *He Says, She Says: Closing the Communication Gap between the Sexes*. New York: Putnam, 1992. Print. Glass's book begins with the author's interest in gender communication. The first chapter is a Sex Talk Quiz that the reader can take to check his or her responses. The second chapter addresses "the evolution of sex differences in communication." Glass addresses the issue that different hormones found in men's and women's bodies make them act differently and therefore communicate differently. In later chapters Glass discusses brain development, environmental factors, and treatment of infants, and ends with recommendations for improving communication and thus the relationships with the other sex.

Tannen, Deborah. "Boys Will Be Boys." *The Argument Culture: Moving from Debate to Dialogue*. New York: Random House, 1998. Print. In Chapter 6 of *The Argument Culture* Tannen addresses the issue that boys or men "are more likely to take an oppositional stance toward other people and the world" and "are more likely to find opposition entertaining—to enjoy watching a good fight, or having one." She says girls try to avoid fights. She also claims that a girl tries to offer a view that would benefit the opponent. A boy, on the other hand, just argues for what is best for him. She concludes that patterns of opposition and conflict result from both biology and culture.

20g Preparing a Review of the Literature on a Topic

The *review of literature* presents a set of summaries in essay form for two purposes:

1. It helps you investigate the topic because it forces you to examine and then describe how each source addresses the problem.