

## Fall Thesis Research Assignment #1. An Annotated Bibliography of 20 sources.

### *Definition*

*An annotated bibliography is a descriptive and evaluative list of citations for books, articles, or other documents. Each citation is followed by a brief paragraph - the annotation - alerting the reader to the accuracy, quality, and relevance of that source. Composing an annotated bibliography helps a writer to gather one's thoughts on how to use the information contained in the cited sources, and helps the reader to decide whether to pursue the full context of the information you provide.*

*Annotations vs. Abstracts: Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.*

<http://campusguides.lib.utah.edu/content.php?pid=94985&sid=710446>

### **Goals:**

To begin to reflect upon your readings, sources and gathering of information from TLAD classes and external sources.

To begin to compose a meaningful body of sources and begin to formulate questions and critical ideas for a possible thesis proposal.

To familiarize oneself with the APA or Chicago MLA style of citation.

To roam and read and view widely in an area of interest and through documentation share this with your peers.

**Due Date** October 23

### **Objective or Learning Outcomes;**

- Fluency in documentation of research sources
- Development of sources pre-thesis
- Documentation of reflections on readings, web, articles, journals, podcasts, TED talks, etc. topically focused or widely gathered

### **Methods:**

- Read the following handouts on annotation.
- Review samples of annotated bibliographies and evaluate effectiveness and means
- Understand the specific qualities of annotation.
- Read associated materials or watch videos and prepare proper annotations
- Begin to annotate your current readings from TLAD classes.
- Make a plan and schedule to complete 20 in a timely manner

**Benchmarks:** Basic Competency: Presented in the correct format. Descriptive and evaluative listings. Inclusive of twenty citations. Work is done but there is no distinguishing factor nor deeply considered element or thread within the bibliography.

**Advanced Competency:** Carefully documented sources. A range of sources that includes journal, web, and podcasts so the citations show a fluency within a broad spectrum of sources. Thoughtful comments about the sources with a sense of criticality. Reflections on the sources seems serious and well considered. The bibliography indicates a resource for one to pursue further investigation. Quality exhibited so peer sharing will enrich the group. Graphical and visual presentation of bibliography can be considered as a practice in design at a pre-thesis level.

The formatting for this sample bibliography is modeled on the annotated examples in the APA Publication Manual, 5th edition, pp. 370-375.

**Purdue OWL:** <http://owl.english.purdue.edu/owl/resource/614/01/>

**Summary:** This handout provides information about annotated bibliographies in MLA, APA, and CMS. **Contributors:** Dana Bisignani, Allen Brizee **Last Edited:** 2013-03-10 11:25:28

**Definition** A **bibliography** is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation. Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following.

**Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is. For more help, see our handout on [paraphrasing](#) sources.

**Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source? For more help, see our handouts on [evaluating resources](#).

**Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor

### Why should I write an annotated bibliography?

**To learn about your topic:** Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By

reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**To help other researchers:** Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

## Format

The format of an annotated bibliography can vary, so if you're doing one for a class, it's important to ask for specific guidelines.

**The bibliographic information:** Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format. For more help with formatting, see our [MLA handout](#). For APA, go here: [APA handout](#).

**The annotations:** The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space.

You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft.

Paraphrasing is one way to use a text in your own writing without directly quoting source material. Anytime you are taking information from a source that is not your own, you need to specify where you got that information.

## A paraphrase is...

Your own rendition of essential information and ideas expressed by someone else, presented in a new form.

One legitimate way (when accompanied by accurate documentation) to borrow from a source.

A more detailed restatement than a summary, which focuses concisely on a single main idea.

## Paraphrasing is a valuable skill because...

It is better than quoting information from an undistinguished passage.

It helps you control the temptation to quote too much.

The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

## 6 Steps to Effective Paraphrasing

Reread the original passage until you understand its full meaning.

Set the original aside, and write your paraphrase on a note card.

Put down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.

Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.

Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.

Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

### Some examples to compare

#### The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.

#### A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

#### An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

#### A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

A note about plagiarism: This example has been classed as plagiarism, in part, because of its failure to deploy any citation. Plagiarism is a serious offense in the academic world. However, we acknowledge that plagiarism is a difficult term to define; that its definition may be contextually sensitive; and that not all instances of plagiarism are created equal—that is, there are varying “degrees of egregiousness” for different cases of plagiarism.

## SAMPLE ANNOTATED BIBLIOGRAPHY

Bransford, John D., Ann L. Brown, and Rodney R. Cocking, eds. 1999. *How People Learn: Brain, Mind, Experience, and School*. Committee on Developments in the Science of Learning, National Research Council. Washington, DC: National Academy Press.

This book-length report summarizes important developments in the science of learning. Accessible to a non-specialist audience, the book examines such topics as differences between novices and experts, conditions that improve students' abilities to apply knowledge to new circumstances and problems, the design of learning environments, and teacher learning. It provides a thorough grounding in contemporary theory and research, and highlights important implications for teaching. The text is available online at: [<http://books.nap.edu/html/howpeople1/>].

Brown, John Seeley. 2000. Growing Up Digital: How the Web Changes Work, Education, and the Ways People Learn. *Change* 32 (2): 11-20.

Brown, chief scientist at Xerox and director of its Palo Alto Research Center, proposes that the World Wide Web has only just begun to transform society, and that educators have an opportunity and challenge to use the Web to shape a new "learning ecology" in which "the Web becomes not only an informational and social resource but a *learning medium* where understandings are socially constructed and shared ... and learning becomes a part of action and knowledge creation"(14). For educators concerned about the mushrooming misuse and underuse of technology in education and supportive of a scholarship of teaching and learning, this article provides thoughtful ideas and examples for constructing rich environments for learning. Many of these ideas appear in Brown and Duguid, 2000, *The Social Life of Information*, Cambridge: Harvard Business School Press.

Cambridge, Barbara L. 1996. The Paradigm Shifts: Examining Quality of Teaching Through Assessment of Student Learning. *Innovative Higher Education* 20 (4): 287-98.

Cambridge argues that learning is the chief goal of teaching and that faculty can thus assess teaching through analysis of student work. She is particularly interested in the power of involving students in this process, and describes three practices that bring together faculty, faculty peers, and students as partners in examining and assessing teaching and learning. Both student and teacher portfolios play a role in what she proposes.

Center for New Designs in Learning & Scholarship (CNDLS), Advanced Study of Teaching and Learning, Georgetown University: [<http://candles.georgetown.edu/advanced.htmj>].

CNDLS is at the heart of Georgetown University's efforts to integrate learning, technology, and research. One of its key functions is to serve as a local and national center for the advanced study of teaching and learning. To that end the Center has developed a range of scholar-in-residence programs for research, reflection, and conversation. The Website has an extensive statement about its mission and areas of focus. Faculty and graduate development offerings may be of particular interest to other campuses because of the strong focus on the scholarship of teaching and learning. The Center also hosts two major initiatives around learning, teaching and technology: Visible Knowledge Project and Crossroads Research Project, which are described in Section" of this bibliography.

