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The Annotated Bibliography--A Review

Adapted from Maureen Fitzsimmons' Annotated Bibliography assignment, and the BCC-UCF Writing Center.

According to the Cornell University Library webpage, "An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited."

Simply put, it's a Works Cited page with notes.

For the summer reading assignment, you should have a minimum of five articles from the weekly blog from the *New York Times* entitled "The Great Divide." Choose topics that interest you from the fields of psychology, sociology, science, economics, education, etc. In other words, you're explaining the importance of each source and why you're choosing each, so make it count!

What does an annotated bibliography do?

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 the findings in Wes Moore's novel.
- proves you have read and understand your sources.
- establishes your work as a valid source and you as a competent researcher.
- 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.

Purpose of the Annotated Bibliography

- condense the content of the source (write a brief summary of the information)
- evaluate the credibility of the source (analyze for authority, accuracy, currency, objectivity)
- assess the usefulness or relevant application of the source
- discuss the writer's background (examine expertise or layman knowledgeability)
- analyze the intended audience (education, age, experience, needs, bias)

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- describe your reaction (credible source? value of source? analytical/emotional reaction?)

Breakdown of a source annotation:

(1) Citation

Trevor, C.O., Lansford, B. and Black, J.W., 2004, 'Employee turnover and job performance: monitoring the influences of salary growth and promotion', *Journal of Armchair Psychology*, vol 113, no.1, pp. 56-64.

(2) Introduction

In this article explains how higher pay can impact job performance, turnover rates, and employee motivation.

(3) Aims & Research methods

The authors use data gained through surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth.

(4) Usefulness (to your research/ to a particular topic)

The article is useful to my research topic, as the author suggests that there are numerous reasons for employee turnover and differences in employee motivation and performance.

(5) Limitations

The main limitation of the article is that the author only focused mid-level workers, and ignored entry and higher-level.

(6) Reflection (explain how this work illuminates your topic or how it will fit in with your research)

This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.

Sample Annotated Bibliography Entry:

Your annotated bibliography entries should look like this--

Gilbert, Pam. "From Voice to Text: Reconsidering Writing and Reading in the English Classroom." *English Education* 23.4 (1991): 195-211. Print.

Gilbert provides some insight into the concept of "voice" in textual interpretation, and points to a need to move away from the search for voice in reading. Her reasons stem from a growing danger of "social and critical illiteracy," which might be better dealt with through a move toward different textual understandings. Gilbert suggests that theories of language as a social practice can be more useful in teaching. Her ideas seem to disagree with those who believe in a dominant voice in writing, but she presents an interesting perspective.

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Greene, Stuart. "Mining Texts in Reading to Write." *Journal of Advanced Composition* 12.1 (1992): 151-67. Print.

This article works from the assumption that reading and writing inform each other, particularly in the matter of rhetorical constructs. Greene introduces the concept of "mining texts" for rhetorical situations when reading with a sense of authorship. Considerations for what can be mined include language, structure, and context, all of which can be useful depending upon the writer's goals. The article provides some practical methods that compliment Doug Brent's ideas about reading as invention.

Murray, Donald M. *Read to Write: A Writing Process Reader*. Fort Worth: Holt, Rinehart, and Winston, 1987. Print.

Murray's book deals more specifically with the ways writers read other writers, particularly the ways in which writers read themselves. *Read to Write* provides a view of drafting and revising, focusing on the way a piece of writing evolves as an author takes the time to read and criticize his or her own work. Moreover, the book spotlights some excellent examples of professional writing and displays each writer's own comments on their own creations, in effect allowing the student reader to learn (by reading) the art of rereading and rewriting as exemplified by famous authors.

Newell, George E. "The Effects of Between-Draft Responses on Students' Writing and Reasoning About Literature." *Written Communication* 11.3 (1994): 311-47. Print.

This study reflects the advantage of teacher responses on student papers. When reflected upon as "dialogue" questions to the student, these comments can lead to further interpretation and deeper understanding of a text. Newell found that responses which prompted students to work from their initial drafts brought about more final papers than teacher responses that led them away from their initial drafts with "directive" remarks.

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