**Annotated Bibliography Assignment**

Each group member will research and annotate at least six (6) sources that address the issue your group is exploring. The group will exchange individual members’ bibliographies and sources (each source must be different from those of your group-mates). Use the information provided below to develop and organize your material.

Due: June 21st

*What You Need to Do:*

1. Provide a variety of research sources. You must have the following:
   1. Two journal articles (scholarly/academic, peer-reviewed, non-popular press journal)
      1. Please include also the database in which you found the source (see #31 on page 506 of the textbook)
   2. An academic book (can be a collection of essays, i.e., an anthology, or on overall topic)
   3. A popular press article (newspaper, magazine, etc.)
      1. Please include also the database in which you found the source (see #31 on page 506 of the textbook)
   4. Optional:
      1. Interviews, surveys, or observations
         1. These can be previously published or primary research done by you.
      2. Films, such as documentaries on your subject, etc.
      3. Website (look for official and / or *credible* sites, like government pages pertaining to your topic, etc.; you may not count as a source the dictionary or an encyclopedia.)
         1. You may only use one website. Please attach a print-out of the main page.
2. Find six (6) sources and create full bibliographic entries for each (that is, complete MLA citations, and in *alphabetical* order).
   1. Following each individual entry, begin your annotation by stating, in parentheses, which category the entry falls under (see #1 above and the example below).
   2. **Summarize**: Next, write a short summary (four to six sentences) of the contents of each source. Summarize source material that is relevant to your focus: What information does the source contain? Identify the main point and summarize subordinate points relating to your topic/focus.
   3. **Assess & Reflect**: provide a sentence or two assessing the source and its importance: Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts well documented? Who is the author? Is she/he qualified in this subject? Is this source scholarly, popular, some of both? How has it affected your thinking about your issue/research question?
   4. The summary and assessment should each be at least a paragraph long each. Each summary and assessment must show evidence that you have read and understood the piece you are annotating. Over-generalized and uninformative “nonsense” answers will be disregarded.

Formatting and Other Requirements:

1. Paper must be typed, Times New Roman (TNR), 12-point font, double-spaced, and professional in appearance.
2. All entries must be listed alphabetically and in proper MLA format (including a hanging-indent).
3. **Hints & Reminders:** Remember that sources found on databases generally fall under journal, popular press, or book categories, rather than counting as a website. Online journals, books, newspapers, and magazines do not count as websites. Also, remember to check that a journal is peer-reviewed; some magazines and newspapers contain the word journal in their title. Ex: *The Wall Street Journal*, which is actually a newspaper. Databases almost always include a box to check that searches specifically for Peer-Reviewed/Scholarly Journal Articles.

An example of what the Annotated Bibliography looks like:

John Smith

ENG 2010-000 [your class section]

Professor Argyle

Group Name

Annotated Bibliography

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

**(Book)[[1]](#footnote-1) Summary:** 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. *\*this summary is general; you may find it useful for yourself and your group members to include more specific detail after a short general summary.*

**Assessment:** 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. 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.

1. ***For articles, make sure you differentiate: what kind of article is it? Newspaper, magazine, scholarly, etc.*** [↑](#footnote-ref-1)