Digital Theory Writing Workshop

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Book an Appointment!

Digital Theory Writing Workshop

1. Annotated Bibliographies
2. Working with Chicago Style
3. Academic Writing
4. Structure and Cohesion

1. Annotated Bibliographies

Annotated Bibliographies

- **Bibliography**
  - List of the sources you have used that helps the reader find and identify the references used in a paper (etc.)
    - N.B.: format consistently according to a single style; <u>do not make this up</u>

- **Annotation**
  - Set of notes, comments, critiques, reflection, evaluation of the utility of the text (e.g. summary + assessment)
  - Clearly indicates the relevance and quality of the text (including its accuracy, as needed)

Annotated Bibliographies

Annotated bibliographies should…

1. Identify author, purpose, and thesis of the text (**who, what, where, when**).

2. Critically analyze the text (**how** and **why**).

3. Give context for how the text fits into the bigger academic or cultural picture.

4. Explain the text's relevance to your own work.

OCAD U Centre for Learning and Teaching

Example

Davis, Jennifer. 2014. "Towards a Further Understanding of What Indigenous People Have Always Known: Storytelling as the Basis of Good Pedagogy." First Nations Perspectives 6(1):83-96.

Author info (*who, where, when*)

Analysis (*how* and *why*)

Jennifer Davis is a faculty member at the University College of the North, an educational institution devoted to community and northern development and that reflects the Indigenous reality and cultural diversity of northern Manitoba. Her work in this article discusses the renewed and growing interest in traditional knowledge and wisdom with an emphasis on what she terms the ancient practice of storytelling and how non-indigenous educators can use the practice in education in ways that have always been practiced by indigenous educators. The article discusses works that are both in support of stories and narratives as a pedagogy and those that have a dissenting opinion. This work is relevant as my focus of inquiry in this course will explore how storytelling can be effectively integrated as a pedagogy in curriculum as a step towards decolonizing academia.

Text info (*what* — thesis, topic); Context

Context and discourses

Relevance to your work

Queen's University Library — DEVS 220: Introduction to Indigenous Studies

Annotated Bibliographies

Guidelines for annotations

- Typically **150-500 words** (this may vary; always consult your instructor's guidelines).

- Bibliographic entries follow a **style guide for reference entries** (APA, MLA, Chicago, etc).

- Usually **organized alphabetically** by author's last name (use first character of title if no author is available).

- Should not be overly descriptive.

- Very **brief summary** of the salient information of the text (*the main argument*) with roughly equal space given to its assessment (*how and why is this useful to you specifically/directly?*).

- Annotations usually cover both summary and evaluation, though occasionally you may be asked to summarize only.

Annotated Bibliographies

Critically Analyze a Text by Considering…

- How does the author situate their writing?
  - *what is their expertise (authority or borrowed authority)?*
  - *where does the text appear (specialist or generalist source)?*
  - *how do they work with their sources?*

- How is the author contributing knowledge to their research area?

- What discourses does the text engage with?

- Does the author make a specific case or argument?
  - *what is their thesis?*

- Is the author propositional?
  - *what are they exploring or describing or proposing?*

Annotated Bibliographies

Why?

- Excellent training for your ability to **assess research sources**.

- Becomes a **record and reference guide** of your own research.

- Clarifies what's **contained** in a text and **your own response** to a text.

- Establishes **connections** between texts and ideas in your work.

- Anticipates the writing of your research findings, methodologies, results, etc.

Annotated Bibliographies

Tips for Assembling Materials

- Start broad

- Skim and scan rather than reading every text all the way through

- Keep a list of key words, ideas, authors, practitioners, professionals

- Experiment with these key terms in different combinations

- Narrow your selections from a wide pool of materials

- Try to identify sources as essential, relevant or interesting

- Note where you see overlap, agreement, disagreement between sources — and consider how you feel

Annotated Bibliographies

Synthesis Matrix

A synthesis matrix can be useful in breaking down information across your research (and, later, as way to organize your writing!) in order to identify patterns, areas of agreement or disagreement, consensus or dispute.

1. Start by noting down topics or main ideas you wish to explore in your own work in the leftmost column.

2. In the columns to the right, record what each source says about these ideas.

TIP: Paraphrase instead of copy-pasting in order to be more active in this process!

Example

Theme/Idea	Source 1	Source 2	Source 3
Definition of Environmental Art	Defines environmental art as work that engages with ecology, landscape, and sustainability.	Focuses on artists who integrate environmental messages, emphasizing the importance of ecological awareness.	Explores how aesthetics can convey environmental concerns, highlighting the emotional impact on audiences.
Artistic Practices and Materials	Emphasizes the use of natural and recycled materials to reduce carbon footprints.	Profiles artists using renewable resources, analyzing how their methods promote sustainable art.	Discusses material symbolism and how different media can evoke the vulnerability of nature.
Audience Engagement and Impact	Discusses how environmental art seeks to foster a sense of urgency and activism among viewers.	Highlights case studies where installations led to increased community environmental activism.	Analyzes the emotional responses elicited by environmental art, measuring impact through audience studies.

Annotated Bibliographies

Selected resources:

- [OCAD U's Dorothy H. Hoover Library](#)
- [Online Writing Lab (OWL) at Purdue University](#)
- [OWL Purdue Annotated Bibliography Samples](#)
- [Writing an Annotated Bibliography](#) (University of Toronto)
- [How to Write an Annotated Bibliography](#) (Concordia University)

2. Working with Chicago Style

Chicago Style

Introduction to Style Guides

Style guides like APA, MLA and the Chicago Manual of Style (CMOS) are a **set of conventions and rules** to follow when formatting a paper. Each style guide has its own requirements and, in some cases, there can be significant differences between them.

These guidelines encompass formal elements like font size and selection, margins, headings, page numbering, tables and figures, as well as **citations and references**.

Chicago Style

Citations

- Appear **in the body** of your work.

- Used to indicate where you you are working with other peoples' ideas, approaches, etc., as well as quotations.

- Imagine someone is reading your paper and asks you, "How do you know this?" — this is where to include a citation!

Bibliography/References

- These are fuller and more detailed entries that **correspond to each of the works you have cited**.

- They include information about a source's full title, publication, publisher, URL and more.

Chicago Style — Formats

Author-Date and Notes-Bibliography

Chicago Style provides two options for working with sources in your paper, the author-date style, or notes-bibliography style.

Chicago Style — Author-Date

Format	Citations	Bibliography
Author-Date	Appear in brackets in your text and usually include author name(s), year of publication and page number(s). **Example:** (Yu 2020, 45)	Appear in a separate list at the end of your paper titled "Bibliography." The format will depend on the type of source (ie: website, book, chapter, journal article, etc.) **Example:** Yu, Charles. 2020. *Interior Chinatown*. Pantheon Books. Chicago Manual of Style

Chicago Style — Notes-Bibliography

Format	Citations	Bibliography
Notes-Bibliography	A footnote appears in the body of your text to indicate a citation. The footnote corresponds to an entry at the bottom of the same page (usually) that includes bibliographic information about your source. **Example:** 1. Charles Yu, *Interior Chinatown* (Pantheon Books, 2020), 45.	Appear in a separate list at the end of your paper titled "Bibliography." The format will depend on the type of source (ie: website, book, chapter, journal article, etc.) **Example:** Yu, Charles. *Interior Chinatown*. Pantheon Books, 2020. Chicago Manual of Style

Chicago Style

Footnotes

Footnotes can also be used to provide additional information or commentary that may not fit or suit your discussion in the main body of your writing.

Chicago Style — Tips

- Bookmark OWL Purdue's guidance on working CMOS — this site also includes information on how to put together bibliographic entries for different formats!

- Take a look at the sample papers for Author-Date style and Notes-Bibliography style as examples.

- Also note the guidelines for tables and figures (this includes illustrations, diagrams, charts, etc) — this resource from Sheridan College is quite helpful.

Other Style Guides

If you are working with a different style guide like MLA, the broad principles of citation and bibliography/references are similar, but are formatted differently — consult OWL Purdue's guidance for detailed information!

3. Academic Writing

Academic Writing

Purpose

Establishing purpose is an essential part of the writing puzzle — for both your own research process, and your audience's understanding of what you are attempting to accomplish or communicate.
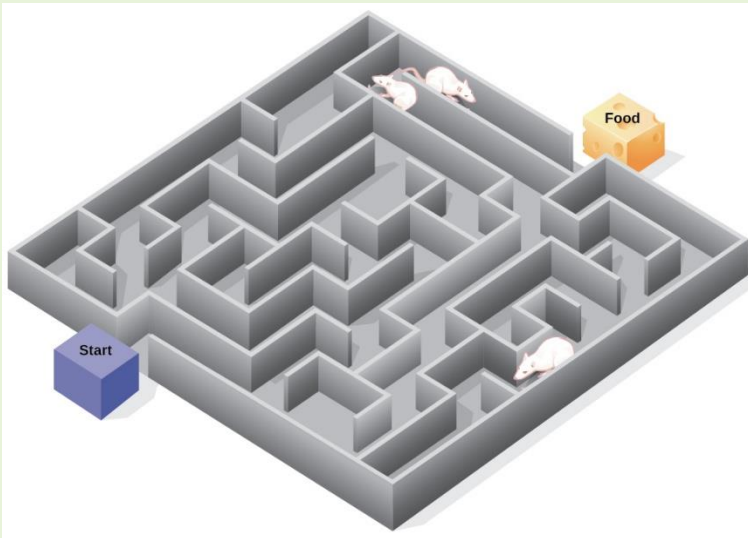
Define your purpose by asking yourself these questions:

- What do I want my audience to understand?

- Why is it important that they understand this?

- What do I want my audience to gain from my work?

- How do I want my audience to feel after reading my work?
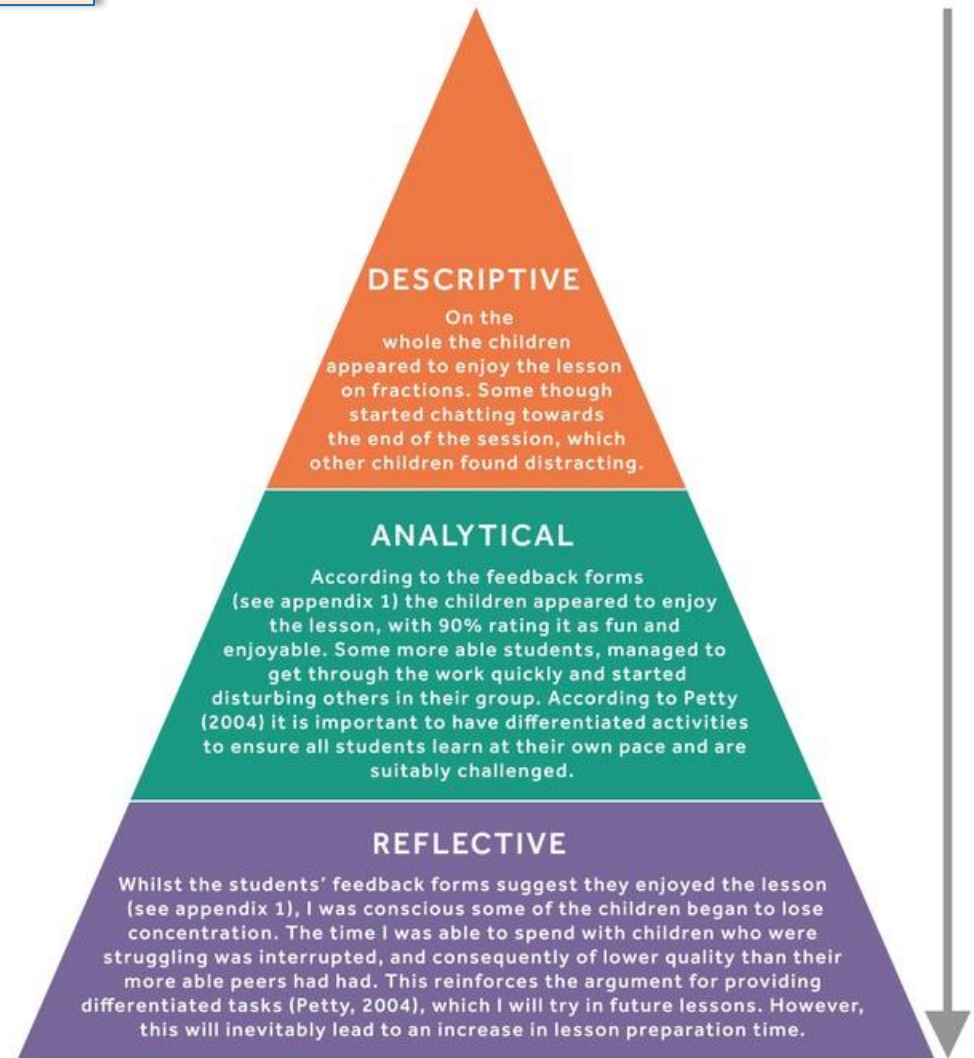
Academic Writing

Description

Presents, observes or reports on facts or details, or to recount events, but does not interpret their meaning.

Identifies the "who", the "what", and the "where" but does not evaluate the "why" or the "so what?"

Analysis

Evaluates the significance or meaning of facts, details, events by demonstrating or investigating the "why" and "so what?".

Engages with and applies theoretical concepts, evaluates strengths and weaknesses, relates significance or meaning of discussion.
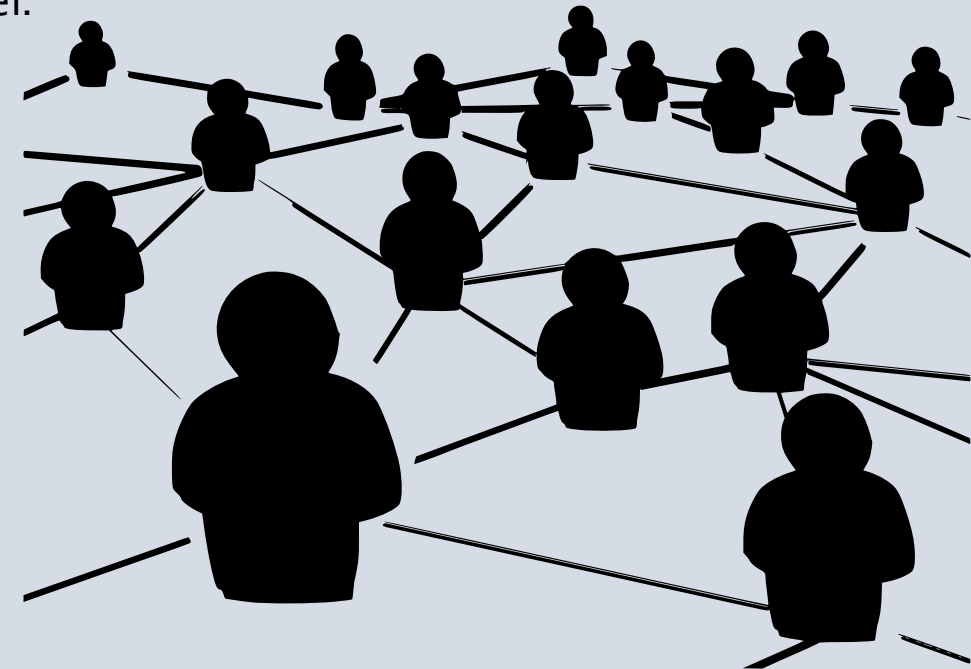
University College Dublin

DESCRIPTIVE
On the whole the children appeared to enjoy the lesson on fractions. Some though started chatting towards the end of the session, which other children found distracting.

ANALYTICAL
According to the feedback forms (see appendix 1) the children appeared to enjoy the lesson, with 90% rating it as fun and enjoyable. Some more able students, managed to get through the work quickly and started disturbing others in their group. According to Petty (2004) it is important to have differentiated activities to ensure all students learn at their own pace and are suitably challenged.

REFLECTIVE
Whilst the students' feedback forms suggest they enjoyed the lesson (see appendix 1), I was conscious some of the children began to lose concentration. The time I was able to spend with children who were struggling was interrupted, and consequently of lower quality than their more able peers had had. This reinforces the argument for providing differentiated tasks (Petty, 2004), which I will try in future lessons. However, this will inevitably lead to an increase in lesson preparation time.

University of Reading
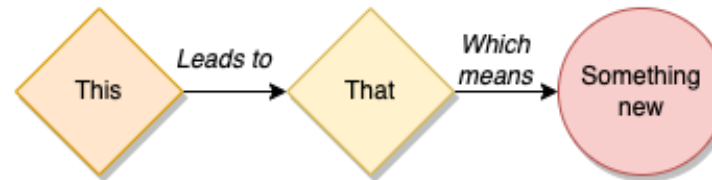
4. Structure and Cohesion

Structure

What is Structure?

At a basic level, structure has to do with **organization, development and relationships** — how all the different parts of your writing are **fitted together**.
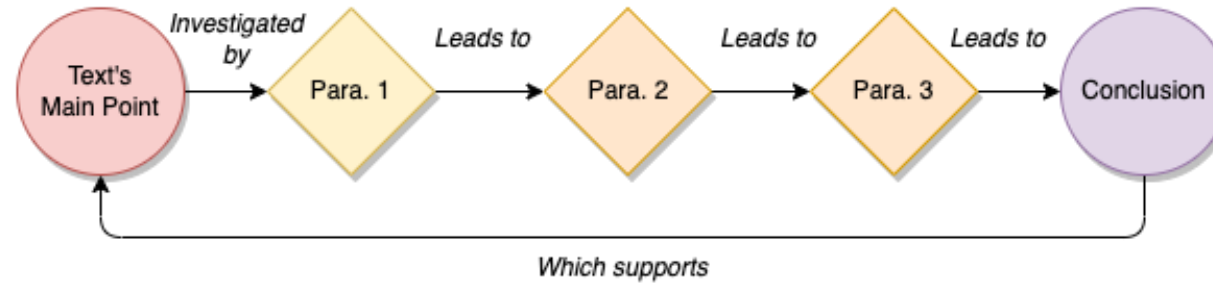
→ on a sentence level.

→ on a section and paragraph level.
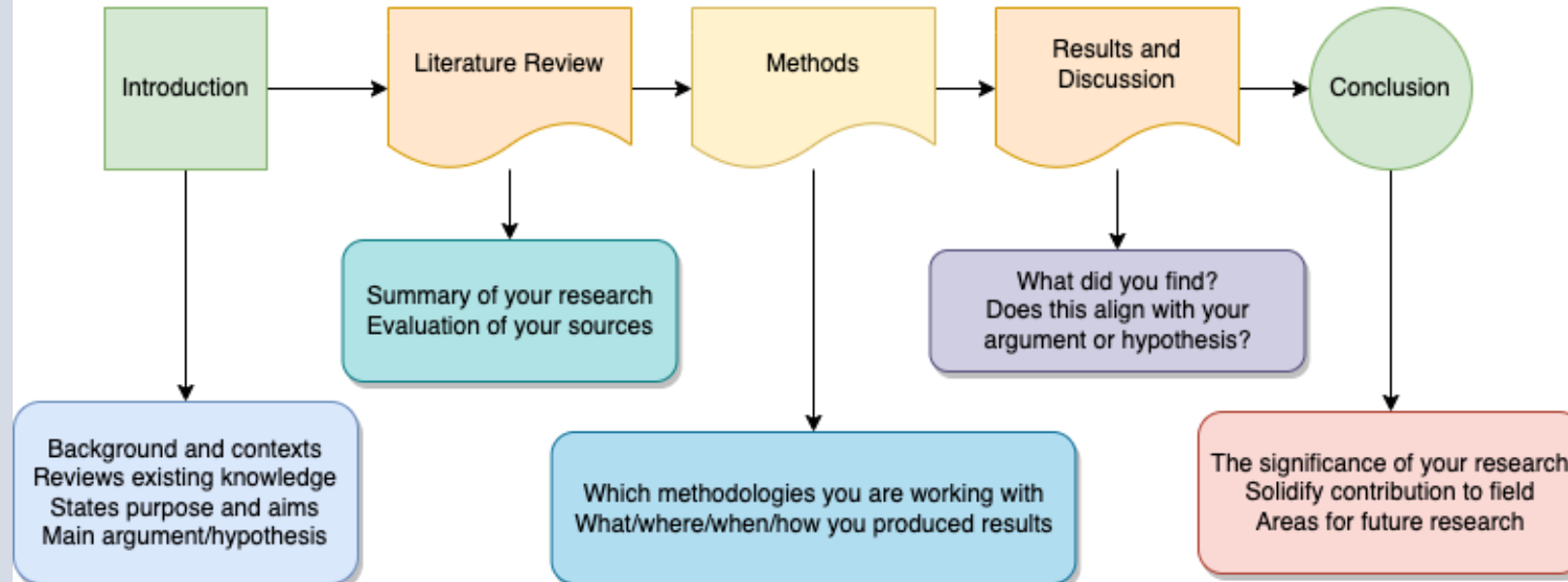
→ on an overall level.

Sentence-Level

This → *Leads to* → That → *Which means* → Something new

Section-Level

Text's Main Point → *Investigated by* → Para. 1 → *Leads to* → Para. 2 → *Leads to* → Para. 3 → *Leads to* → Conclusion

Which supports

Overall Thesis/MRP Level

Introduction → Literature Review → Methods → Results and Discussion → Conclusion

Literature Review:
Summary of your research
Evaluation of your sources

Results and Discussion:
What did you find?
Does this align with your argument or hypothesis?

Introduction:
Background and contexts
Reviews existing knowledge
States purpose and aims
Main argument/hypothesis

Methods:
Which methodologies you are working with
What/where/when/how you produced results

Conclusion:
The significance of your research
Solidify contribution to field
Areas for future research

Types of Structures

- Narrative
- Comparative
- Chronological

- Hierarchical
- Sequential
- Causal

Which works best for you?

It depends! What are you trying to say?

Cohesion

Cohesion and Unity

Cohesion refers to how your writing **"sticks"** together as a **unified whole.**

- On a macro level:

    Establish **consistent focus on your purpose** and **overall goal** to lend your discussion a sense of unity.

- On a micro level:

    Your sentences, paragraphs and sections are connected through **bridges**, **signposts**, and **transitions** in your writing.

Cohesion

Bridges and Transitions

- Without **transitions** or **bridges** in your writing, your work becomes a list of information with little to connect or stitch your ideas together.

- Implying or suggesting a link between your points often isn't enough!

- Use **transition words and phrases** to establish cohesion, **bridge paragraphs** and **signal to readers** where your discussion is heading.
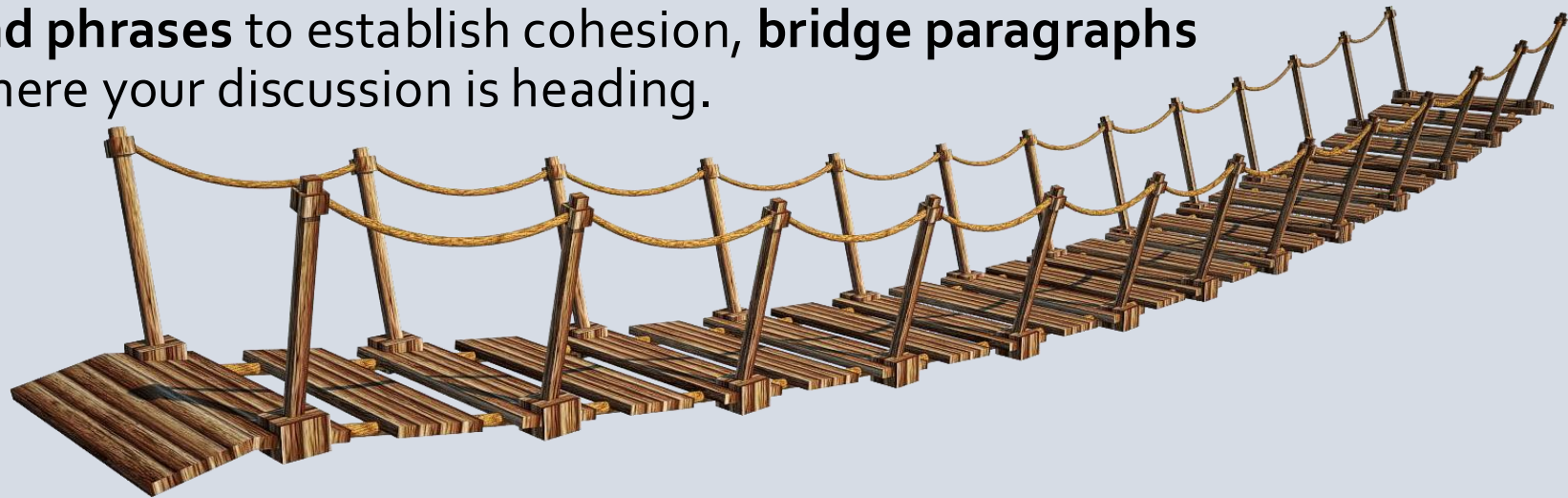
Cohesion

Transition Words and Phrases

ADDITION	COMPARISON	EMPHASIS	EXTENSION
• additionally	• as well as	• above all	• after all
• again	• comparatively	• especially	• all things considered
• also	• conversely	• in fact	• at the same time
• another	• correspondingly	• in particular	• clearly
• as well as	• coupled with	• indeed	• in brief
• besides	• in the same way	• particularly	• in essence
• coupled with	• likewise		• in fact
• further	• moreover		• in other words
• furthermore	• on the one han		• in short
• equally important	• similar		
• in addition	• similar to		
• likewise	• similarly		
• moreover	• together with		
	• whereas		
	• while		

Cohesion

Cohesion in Paragraphs

A useful approach to establishing cohesion through paragraph structure is the **PIE** method — point, illustration, explanation.

1. Establish the **point** you are making in a topic sentence.
2. Select information to **illustrate** this point in supporting sentences.
3. *Show* the significance of this information by providing analysis and **explanation**.
4. Conclude and reiterate your *focus* by linking your discussion back to the paragraph's purpose.