Writing an annotated bibliography

Learning Hub
Academic Language and Learning
Monday 6th March 2023

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THE UNIVERSITY OF SYDNEY

Learning Outcomes

At the end of this workshop, you will be able to:

- recognise what an annotated bibliography is/isn't
- understand the purpose and structure of an annotated bibliography
- read critically and take relevant notes
- demonstrate an understanding of evaluative language
- use functional language for an annotated bibliography

Your Assignment: Setting the Research Context

Task:

1. **Identify** a list of **top** conferences and journals in your research area.
2. **Justify** your **selection**, using various metrics resources.
3. **Identify** a list of the **main research groups** working in your research topic.

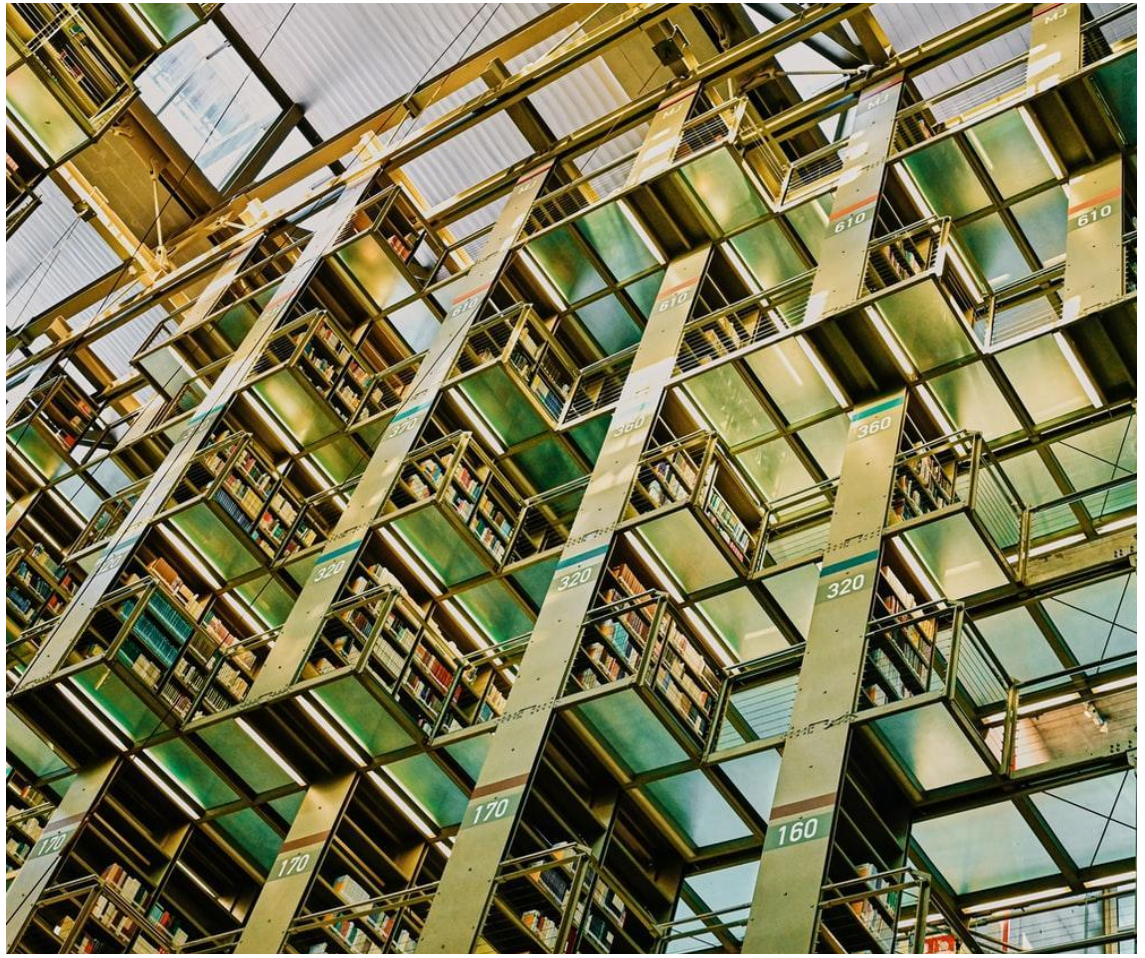


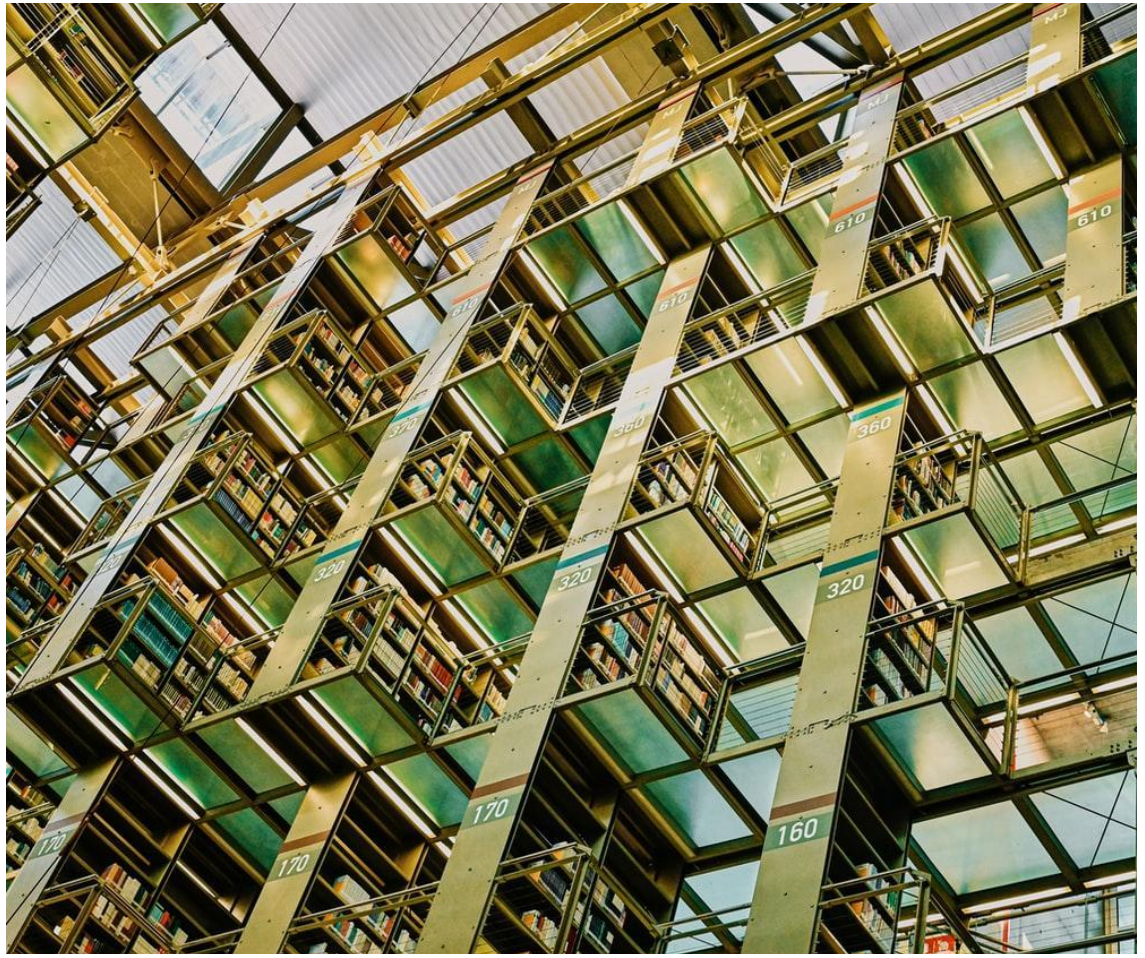
Photo by Girl with red hat on Unsplash

Your Assignment: Setting the Research Context

Task:

4. **Give two exemplary papers** in **your research area**, with a short paragraph explaining why you think each one is exemplary.

5. **Identify two or three research problems** that have not been answered/addressed appropriately or at all in the field of research study.



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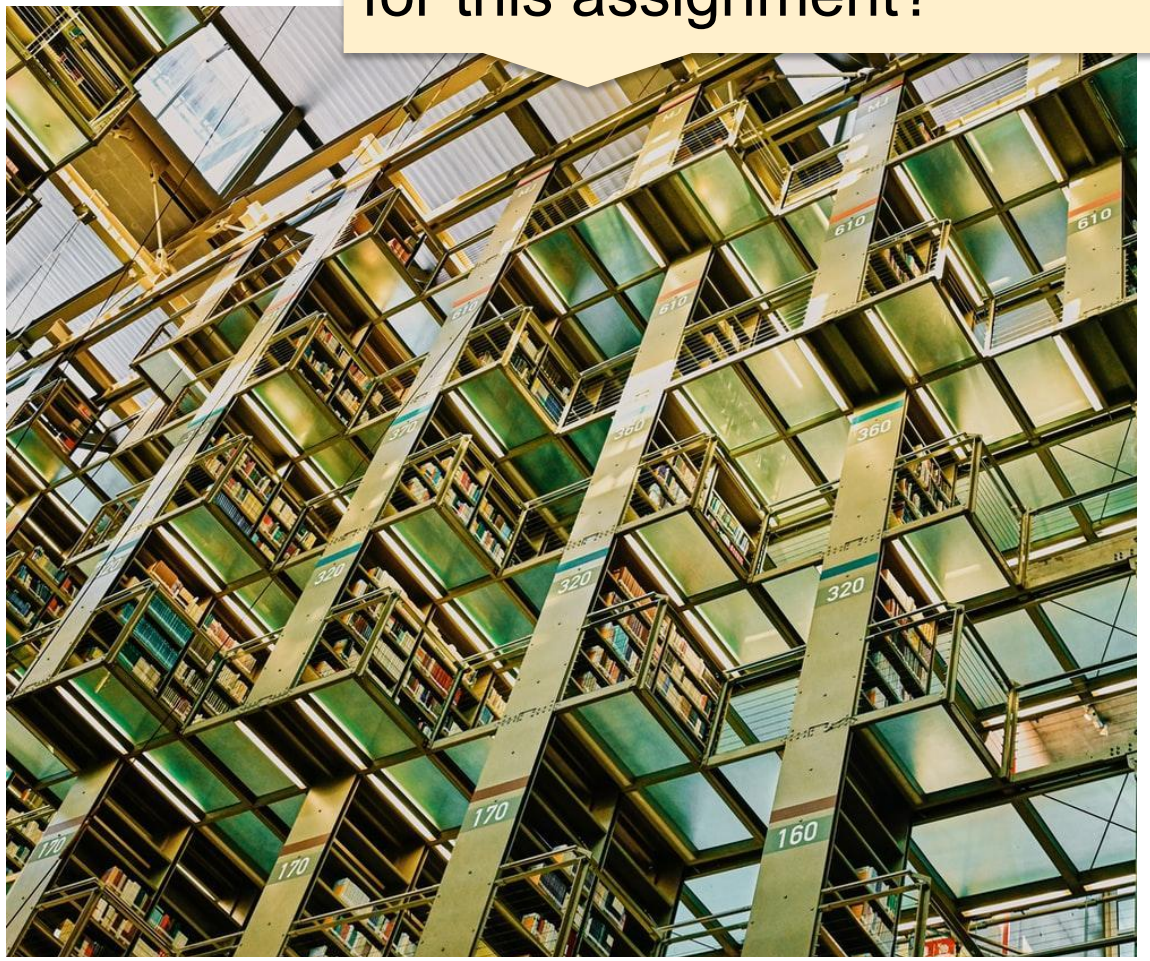
Your Assignment: Setting the Research Context

What is the **main criteria** for choosing your sources for this assignment?

6. **Provide an annotated bibliography** of **core articles and books** that are potentially very relevant to the research problems/questions (about 5 per research problem) containing:

   (i) **a summary** and **evaluation** of the content of the publication

   (ii) how its content is **relevant** to the research problem/question(s)



Points for the bibliography (out of 30)

0: not completed

1-14: Fail: too few articles, of poor quality, omissions of high quality core published work, and/or poorly annotated.

15-18: Pass: contains potentially relevant articles but major omissions and shallow annotations.

19-22: Credit: contains potentially relevant articles but major omissions, and/or shallow annotations.

23-25: Distinction: good selection of important articles, well annotated, with some critical insights.

26-30: High Distinction: excellent selection of important articles, very well annotated, with critical insights.

Discussion:

What is your understanding of what an annotated bibliography is?

Share your ideas

How is it different from a bibliography, an abstract or a literature review?

Why should you write an annotated bibliography?

What is an annotated bibliography?

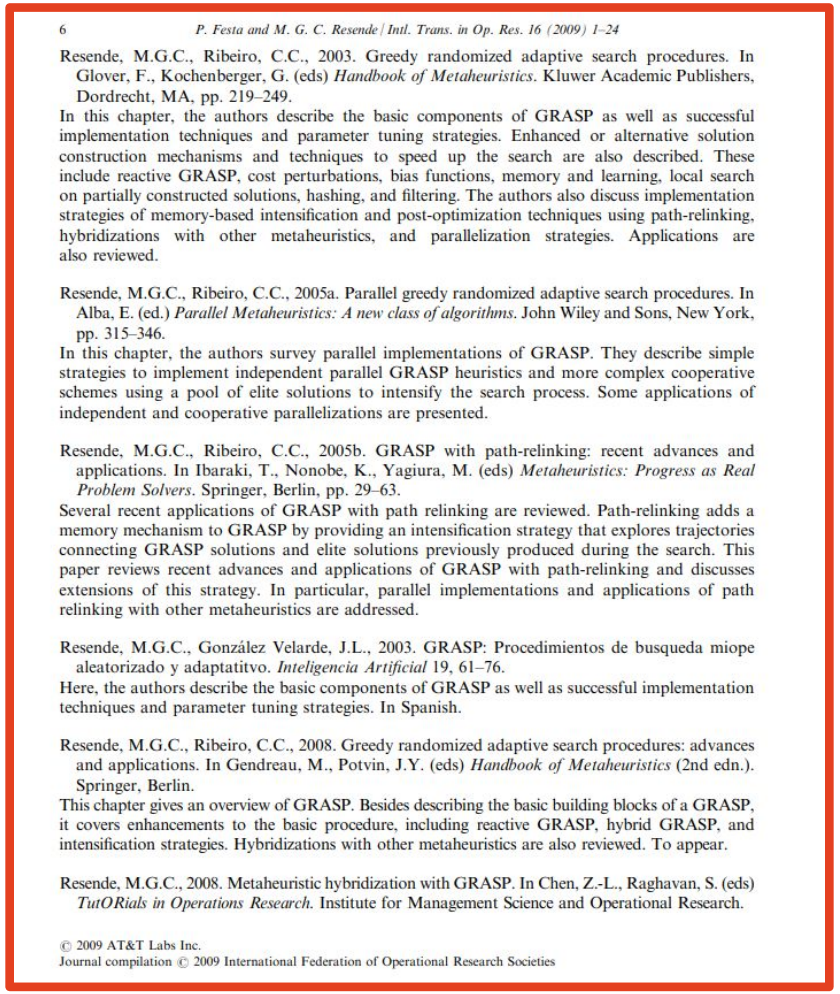
1. A list of citations organised as a normal reference list or bibliography

2. Each source should be chosen with your purpose in mind

3. After each citation, you need to provide an annotation (note about a source)

4. An annotation consists of a concise summary and evaluation (relevance, accuracy, quality) of each source

5. The annotation should be a single paragraph, approximately 150 to 200 words in length.



Resende, M.G.C., Ribeiro, C.C., 2003. Greedy randomized adaptive search procedures. In Glover, F., Kochenberger, G. (eds) *Handbook of Metaheuristics*. Kluwer Academic Publishers, Dordrecht, MA, pp. 219–249.
In this chapter, the authors describe the basic components of GRASP as well as successful implementation techniques and parameter tuning strategies. Enhanced or alternative solution construction mechanisms and techniques to speed up the search are also described. These include reactive GRASP, cost perturbations, bias functions, memory and learning, local search on partially constructed solutions, hashing, and filtering. The authors also discuss implementation strategies of memory-based intensification and post-optimization techniques using path-relinking, hybridizations with other metaheuristics, and parallelization strategies. Applications are also reviewed.

Resende, M.G.C., Ribeiro, C.C., 2005a. Parallel greedy randomized adaptive search procedures. In Alba, E. (ed.) *Parallel Metaheuristics: A new class of algorithms*. John Wiley and Sons, New York, pp. 315–346.
In this chapter, the authors survey parallel implementations of GRASP. They describe simple strategies to implement independent parallel GRASP heuristics and more complex cooperative schemes using a pool of elite solutions to intensify the search process. Some applications of independent and cooperative parallelizations are presented.

Resende, M.G.C., Ribeiro, C.C., 2005b. GRASP with path-relinking: recent advances and applications. In Ibaraki, T., Nonobe, K., Yagiura, M. (eds) *Metaheuristics: Progress as Real Problem Solvers*. Springer, Berlin, pp. 29–63.
Several recent applications of GRASP with path relinking are reviewed. Path-relinking adds a memory mechanism to GRASP by providing an intensification strategy that explores trajectories connecting GRASP solutions and elite solutions previously produced during the search. This paper reviews recent advances and applications of GRASP with path-relinking and discusses extensions of this strategy. In particular, parallel implementations and applications of path relinking with other metaheuristics are addressed.

Resende, M.G.C., González Velarde, J.L., 2003. GRASP: Procedimientos de busqueda miope aleatorizado y adaptatitvo. *Inteligencia Artificial* 19, 61–76.
Here, the authors describe the basic components of GRASP as well as successful implementation techniques and parameter tuning strategies. In Spanish.

Resende, M.G.C., Ribeiro, C.C., 2008. Greedy randomized adaptive search procedures: advances and applications. In Gendreau, M., Potvin, J.Y. (eds) *Handbook of Metaheuristics* (2nd edn.). Springer, Berlin.
This chapter gives an overview of GRASP. Besides describing the basic building blocks of a GRASP, it covers enhancements to the basic procedure, including reactive GRASP, hybrid GRASP, and intensification strategies. Hybridizations with other metaheuristics are also reviewed. To appear.

Resende, M.G.C., 2008. Metaheuristic hybridization with GRASP. In Chen, Z.-L., Raghavan, S. (eds) *TutORials in Operations Research*. Institute for Management Science and Operational Research.

Source:
https://onlinelibrary-wiley-com.ezproxy.library.sydney.edu.au/doi/pdfdirect/10.1111/j.1475-3995.2009.00663.x

What an annotated bibliography is NOT

A bibliography or reference list	An abstract	A literature review
• Organised list of sources WITHOUT notes (annotations) • Usually not a standalone piece of writing - found at end of research paper, book chapter, book.	• 1-2 paragraph summary of main sections of a publication, incl. key problem, research question(s), methods, findings, implications.	• A unified narrative that contextualises, summarizes, evaluates and synthesises scholarship on a given topic. • Organisation often determined by nature of research problem.

Why should I write an annotated bibliography?

You will:

1. gain an **overview** of your topic area or research problem, including any debates or differences in the field of study;
2. identify what you think are the **'core' sources or key texts** for your topic area or research problem;
3. see **connections** between the various sources

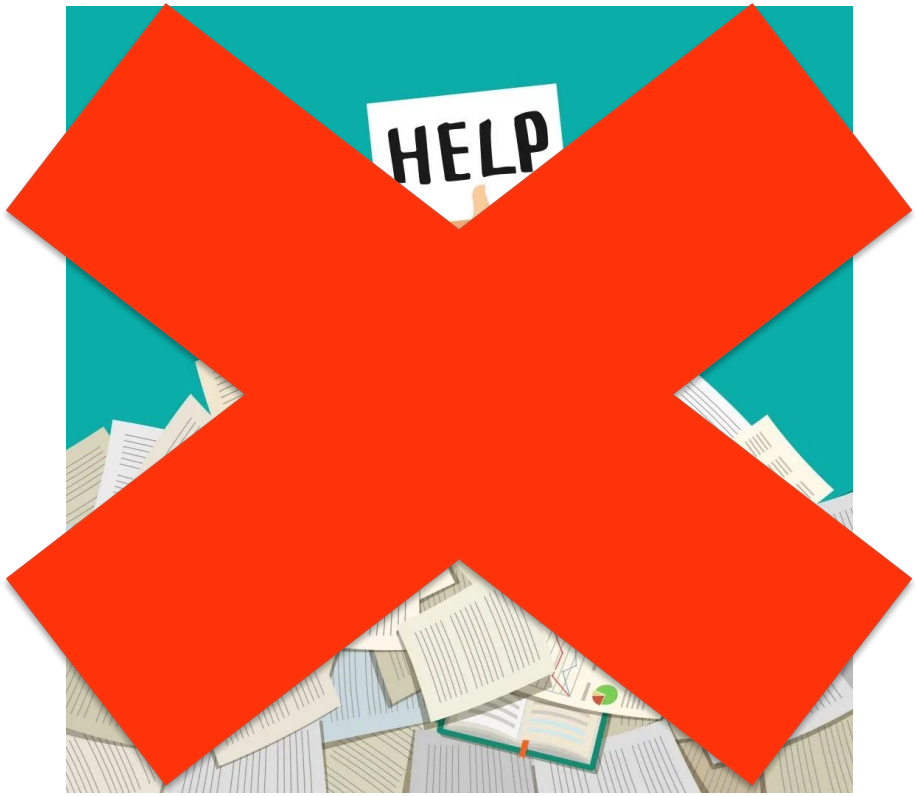
Why should I write an annotated bibliography?

You will:

4. be able to clarify how these sources are relevant to your topic area or research problem(s) by
    - stating what aspects are useful for your research
    - explaining how they are useful and why;
5. provide an overall evaluation of each source by commenting on strengths and weaknesses/limitations – think: relevance, accuracy & quality.

This will help you to write your literature review

How should I read and take notes for my assignment?



https://i1.wp.com/objectivesecured.com.au/wp-content/uploads/2018/10/information-overload-pile.jpg?ssl=1

What strategies do you already use to read efficiently and effectively?

How should I read and take notes for my assignment?

Strategies	Why?	Possible ways to write about this
Read the title of the article or chapter	Provides the general focus	*The focus of this article is...* *In this article, the authors focus on ...* *This article is about ...*
Read the abstract (if there is one)	Provides an overview of the whole paper (aims, methods, results)	
Read the introduction (usually the first section of the article)	Provides the aims of the paper and more information about the focus	*The aim of this paper is ...*

How should I read and take notes for my assignment?

Strategies	Why?	Possible ways to write about this
Read the main headings	Identifies the main issues	*The main areas covered in this paper are …*
Read each topic sentence	Provides details about the main issues	A key issue raised in this paper is… A central theme discussed in this paper is…
Read the conclusion	Identifies the results - recommendations - implications	*The authors conclude that…* *The results of this research have implications for…*

How should I read and take notes for my assignment?

IMPORTANT! As you take notes on each source, try to note down any **questions or observations** you have on the text *(usefulness? connection to other sources? reliability? audience? authors' background? unique features?)* and any thoughts on the **relevance** of the text to your research question / problem.

Learning Hub (Academic Language and Learning)

Reading Strategies Workshop
8 March: 2-4.30pm; 29 March: 2-4.30pm

This workshop explores:

- Different types of reading strategies depending on your purpose
- Skimming, scanning, reading for note-taking, reading critically

Find out more / Contact us

learninghub.aclanguage@sydney.edu.au

Creating a synthesis grid for your annotated bibliography

Topic area: Digital systems to support research in the humanities

Author/ year	Aim/topic	Metho	
Rimmer, J. et. al. 2008	humanities scholars use of physical and digital information resources	interview	lose physical context
Warwick, C. et. al. 2009	documentation practices for humanities digital resources	case study	documentation important for accessibility especially for novice users
Marcial, L. & Hemminger, B. 2010	evaluative framework for scientific data repositories	web survey	institutional repositories could advance digital humanities
White, H. 2010	scientists' personal information management practices	field study	data stores need to be tailored to disciplines
Juola, P. 2007	projects for the digital humanities	literature survey	summary of possible research in the field of digital humanities

TIP! Include a page number for any specific information that you record in your grid.

Garnett, A., Siemens, R., Leitch, C. & Melone, J. (2012). Selected information management resources for implementing new knowledge environments: An annotated bibliography. *Scholarly and Research Communication*. 3(1), 1-34.

Research Problems /Questions

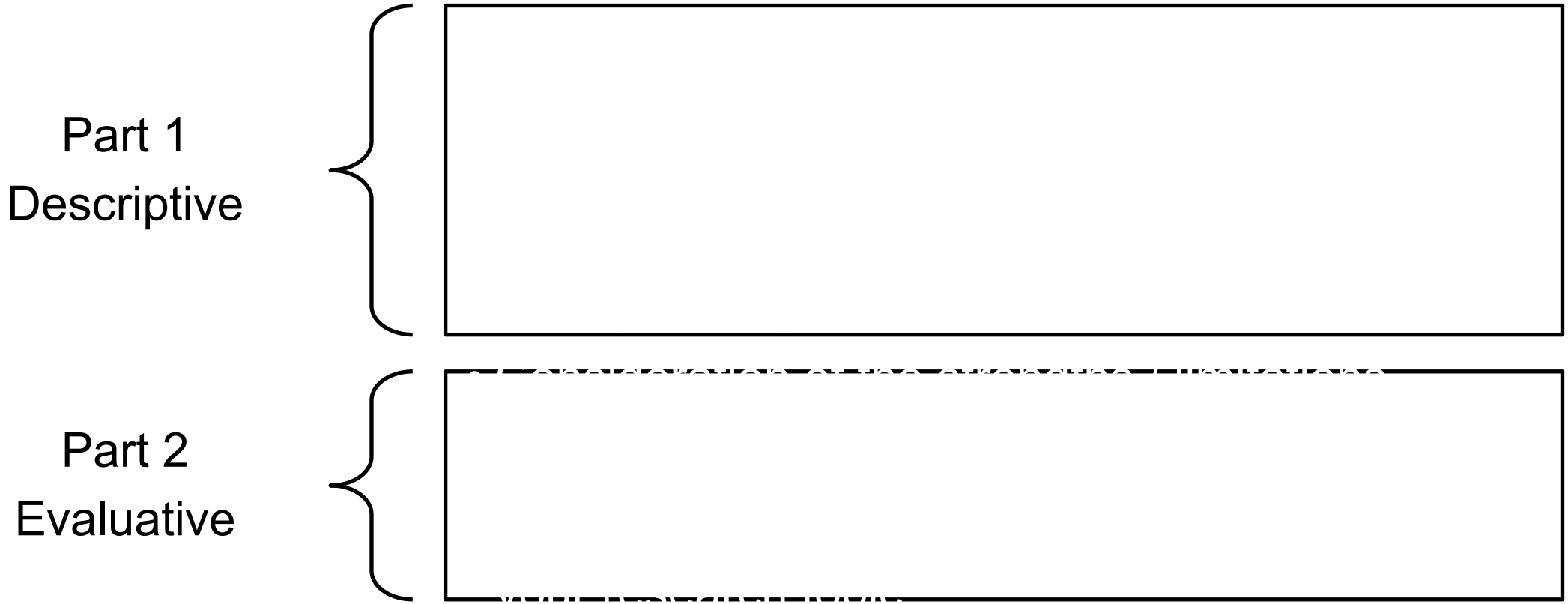
Author/ year	Aim/topic	Method	Outcomes
Rimmer, J. et. al. 2008	humanities scholars use of physical and digital information resources	interview	digital resources convenient but lose physical context
Warwick, C. et. al. 2009	documentation practices for humanities digital resources	case study	documentation important for accessibility especially for novice users
Marcial, L. & Hemminger, B. 2010	evaluative framework for scientific data repositories	web survey	institutional repositories could advance digital humanities
White, H. 2010	scientists' personal information management practices	field study	data stores need to be tailored to disciplines
Juola, P. 2007	projects for the digital humanities	literature survey	summary of possible research in the field of digital humanities

Your reading purpose and choice of source will be determined by your research question(s).

The following are possible research questions:

1. What kinds of traditional research practices in the humanities could be supported and enhanced by digital systems?
2. What kind of documentation would support humanities scholars who are new to using digital systems?
3. What personal information management practices do humanities scholars use?
4. How could digital systems be extended/maximised/ made generally available?

Structure of an annotation



Structure of an annotation

Rimmer, J., Warwick, C., Blandford, A., Gow, J. & Buchanan, G. (2008). An examination of the physical and the digital qualities of humanities research. *Information Processing and Management*. 44(3), 1374–1392.

Citation

The authors report on findings from interviews with humanities scholars on their use of physical and digital information resources. While virtually all respondents are in agreement about the convenience of digital resources, the loss of physical "context" seems to mean different things to different people, ranging from the purely aesthetic (e.g. the excitement of handling ancient texts) to the serendipitous (e.g. having one's interest sparked by physically co-located or otherwise similar resources). The surveyed researchers also demonstrate an awareness of the changing demand for information literacy skills, with mixed opinions on the subject. The tone the authors take is ultimately almost one of sentimentality, with their participants agreeing that digital resources are more reliable, presenting fewer difficulties in resource description and access, but in many cases less pleasurable to actually use. This suggests that the humanities community is aware of the advantages of migrating away from physical resources, but will do so with some regret. Although this article highlights the attachment of humanities scholars to traditional research practices, it does not explore how digital systems could support these practices. (180 words)

Annotation (1 paragraph)

Structure of an annotation
Part 1

The authors report on findings from interviews with humanities scholars on their use of physical and digital information resources.

Introduction, Aim, Method

While virtually all respondents are in agreement about the convenience of digital resources, the loss of physical "context" seems to mean different things to different people, ranging from the purely aesthetic (e.g. the excitement of handling ancient texts) to the serendipitous (e.g. having one's interest sparked by physically co-located or otherwise similar resources). The surveyed researchers also demonstrate an awareness of the changing demand for information literacy skills, with mixed opinions on the subject.

Summary of findings

Structure of an annotation
Part 2

Research Question: What kinds of traditional research practices in the humanities could be supported and enhanced by digital systems?

The tone the authors take is ultimately almost one of sentimentality, with their participants agreeing that digital resources are more reliable, presenting fewer difficulties in resource description and access, but in many cases less pleasurable to actually use. This suggests that the humanities community is aware of the advantages of migrating away from physical resources, but will do so with some regret.

Evaluation

Although this article highlights the attachment of humanities scholars to traditional research practices, it does not explore how digital systems could support these practices.

Relating article to your research problem or question

Structure of an annotation

Activity 1. On the handout (p.3), you will find examples of two citations + annotations. Divide them into their structural parts.

Activity 1

Annotation	Structural parts
Bonneau, J., Just, M. & Matthews, G. What's in a name? evaluating statistical attacks on personal knowledge questions. in *Financial Cryptography and Data Security, ser. Lecture Notes in Computer Science*, R. Sion, Ed. Springer Berlin / Heidelberg, 2010, vol. 6052, pp. 98-113. The authors attempt to evaluate the risk to account security posed by attacks on personal knowledge questions used as a backup measure for password loss. Several types of attacks are identified. Mathematical models are constructed for describing the challenge-response structure of the personal knowledge questions as well as models for calculating the odds of an attacker correctly guessing an answer. Data sources for correctly guessing answers are identified, as well as other information that could reduce the set of likely answers. Combating the ease of guessing answers by rejecting those which are statistically probable is suggested as a counter-measure. However, the issues this may pose for users, for example, providing a very small set of possible questions, are not addressed. Since this article provides not only an analysis of vulnerability in account security, but also methods to prevent it, it is useful for understanding methods of computer crime and tactics to prevent it.	

Example 1

Annotation	Structural parts
Bonneau, J., Just, M. & Matthews, G. What's in a name? evaluating statistical attacks on personal knowledge questions. in *Financial Cryptography and Data Security, ser. Lecture Notes in Computer Science*, R. Sion, Ed. Springer Berlin / Heidelberg, 2010, vol. 6052, pp. 98-113.	Citation
The authors **attempt** to evaluate the risk to account security posed by attacks on personal knowledge questions used as a backup measure for password loss. Several types of attacks are identified.	Introduction/ Aim
Mathematical models are constructed for describing the challenge-response structure of the personal knowledge questions as well as models for calculating the odds of an attacker correctly guessing an answer. Data sources for correctly guessing answers are identified, as well as other information that could reduce the set of likely answers. Combating the ease of guessing answers by rejecting those which are statistically probable is suggested as a counter-measure.	Summary (method and outcomes)

Example 1

Annotation	Structural parts
However the issues this may pose for users, for example, providing a very small set of possible questions, are not addressed.	Evaluation (by annotation writer)
Since this article provides not only an analysis of vulnerability in account security, but also methods to prevent it, it is useful for understanding methods of computer crime and tactics to prevent it.	Relevance to own research

Example 2

Annotation	Structural parts
Juola, P. (2007). Killer Applications in Digital Humanities. *Literary and Linguistic Computing*. 23(1), 73-83.	Citation
This article serves as a response to recent surveys of non-digital humanists who have proven unmoved by research into digital methods of analyses, and ignorant of what the digital humanities can do to expand their horizons to their disciplinary benefactors.	Introduction/ Aim
The author begins with the troubling evidence of what he calls the "rock-bottom" (p.75) impact factor of Computers and the Humanities, the field's longest-running journal. Although this metric hardly spells doom on its own (and the author notes this in a somewhat self-defeating fashion, worrying about the significance of participation in the digital humanities by prestigious research universities), it does indicate that digital humanities content is not often reused….	Summary (with some evaluation)

Example 2

Annotation	Structural parts
...The article then highlights several projects that the author believes may become "killer applications" (i.e. individual implementations, theories, or methodologies that drive the adoption of the entire field) for the digital humanities, selling the whole of the field single-handedly.	Summary (with some evaluation)
While it is not at all clear that this "killer application" philosophy is suitable to academic research, nor to the digital humanities in particular, the article nevertheless provides an accurate summary of promising research avenues in this field.	Evaluation (by annotation writer)
	Relevance to own research

Language of evaluation

Resource	Description and Example
1. Evaluative vocabulary	Words that can be interpreted as positive or negative "non-digital humanists ….. **unmoved** by research into digital methods of analyses, and **ignorant** of …"
2. Intensifiers	Intensify the meaning of words, making the meaning stronger or weaker "**somewhat** self-defeating"
3. Modality	Words which express degrees of certainty, frequency or obligation "The article then highlights several projects that the author believes **may** become "killer applications"

Language of evaluation

Resource	Description and Example
4. Attribution	Attributing or projecting claims to outside authorities in a specific or general way "**recent surveys** of non-digital humanists …"
5. Endorsement	Attributing claims with more or less support or certainty "the **author notes** …"
6. Comparison	Language to introduce similar ideas or results in order to support the writer's evaluation. "**Similar** to other articles in the field, this article"

Language of evaluation

Resource	Description and Example
7. Contrast	Language to introduce contrasting ideas "This article serves as **a response** ….. This article is **in contrast to** …"
8. Concession	Resources which allow the writer to acknowledge strengths as well as weaknesses "**While** it is not at all clear that this "killer application" philosophy is suitable to academic research … the article **nevertheless** ..."

Focus on the language of evaluation

This article serves as a response to recent surveys of non-digital humanists who have proven unmoved by research into digital methods of analyses, and ignorant of what the digital humanities can do to expand their horizons to their disciplinary benefactors. The author begins with the troubling evidence of what he calls the "rock-bottom" (p.75) impact factor of Computers and the Humanities, the field's longest-running journal.

comparison / contrast

attribution

evaluative language

endorsement

modality

Focus on the language of evaluation

Although this metric **hardly** spells **doom** on its own (and the author **notes** this in a **somewhat** **self-defeating** fashion, **worrying** about the **significance** of participation in the digital humanities by **prestigious** research universities), it does **indicate** that digital humanities content is not **often** **reused**. The article then **highlights** several projects that the author **believes** **may** become "**killer** applications" (i.e., individual implementations, theories, or methodologies that drive the adoption of the entire field) for the digital humanities, **selling** the whole of the field **single-handedly.**

intensifiers

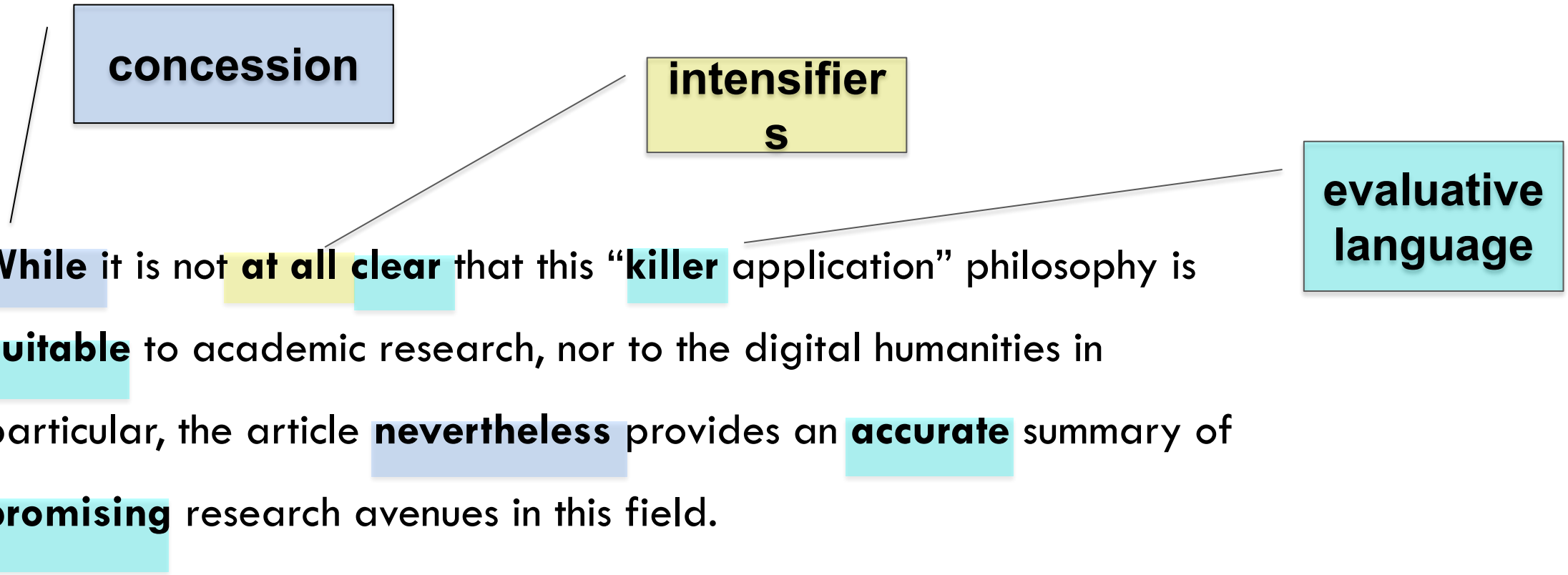
evaluative language

endorsement

concession

modality

Focus on the language of evaluation



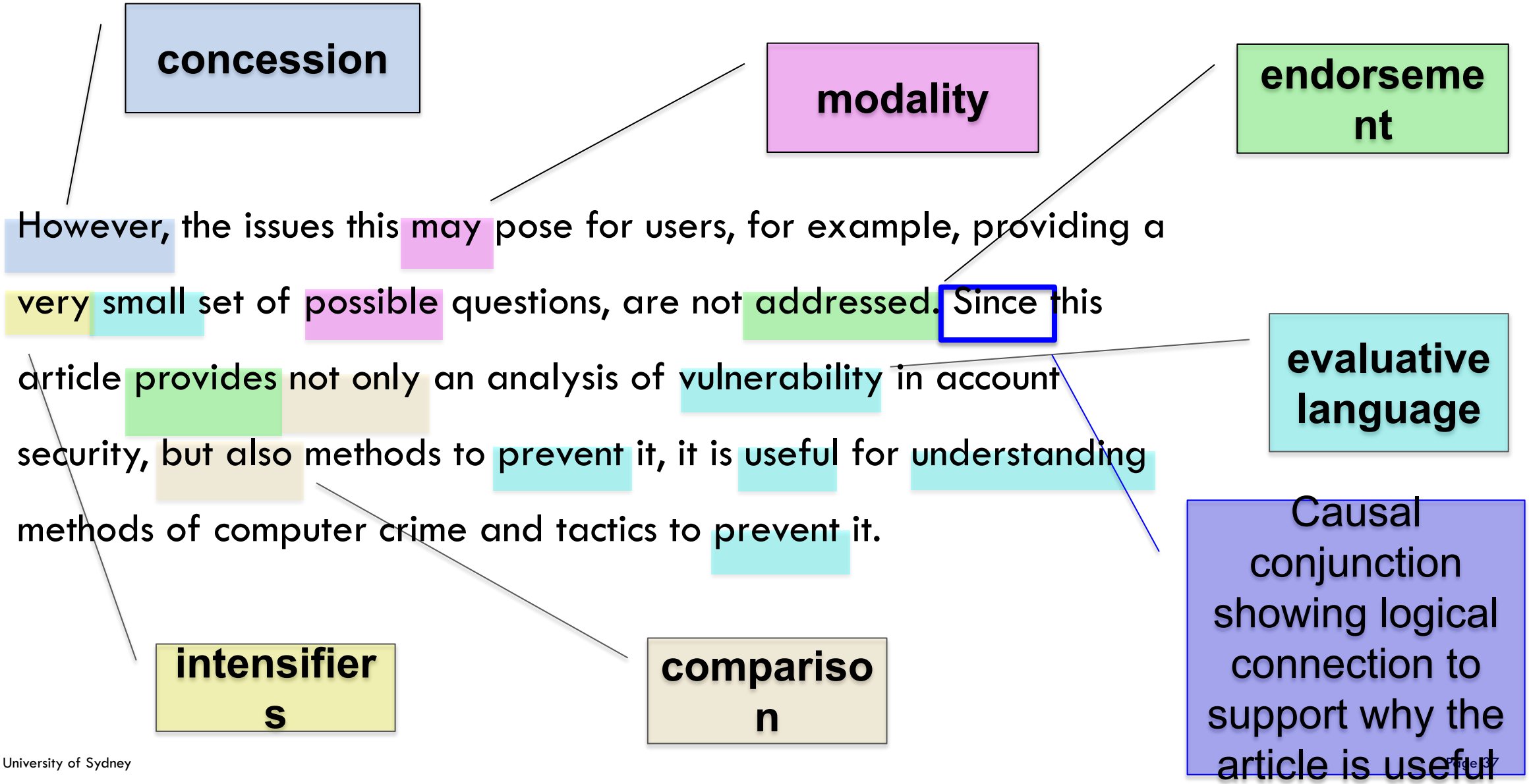
Focus on the language of evaluation

Activity 2. On the handout, highlight the evaluative language in the extract. Focus on EVALUATIVE WORDS and MODALITY.

Activity 2: Focus on the language of evaluation

However, the issues this may pose for users, for example, providing a very small set of possible questions, are not addressed. Since this article provides not only an analysis of vulnerability in account security, but also methods to prevent it, it is useful for understanding methods of computer crime and tactics to prevent it.

Activity 2: Focus on the language of evaluation



Language for Sentence Beginnings

Descriptive component	
Introduction (Aim, Purpose, Author's viewpoint)	This article reports on … In this article, the authors report on ... This article serves as ... The author's purpose is to …
Summary of the method, theory, research findings or argument	The article highlights several projects ... The author identifies key concepts ... The research focuses on ... The main ideas / arguments ... The author begins.... These concepts include .... Finally, the article concludes …

General

Specific

Language for Sentence Beginnings

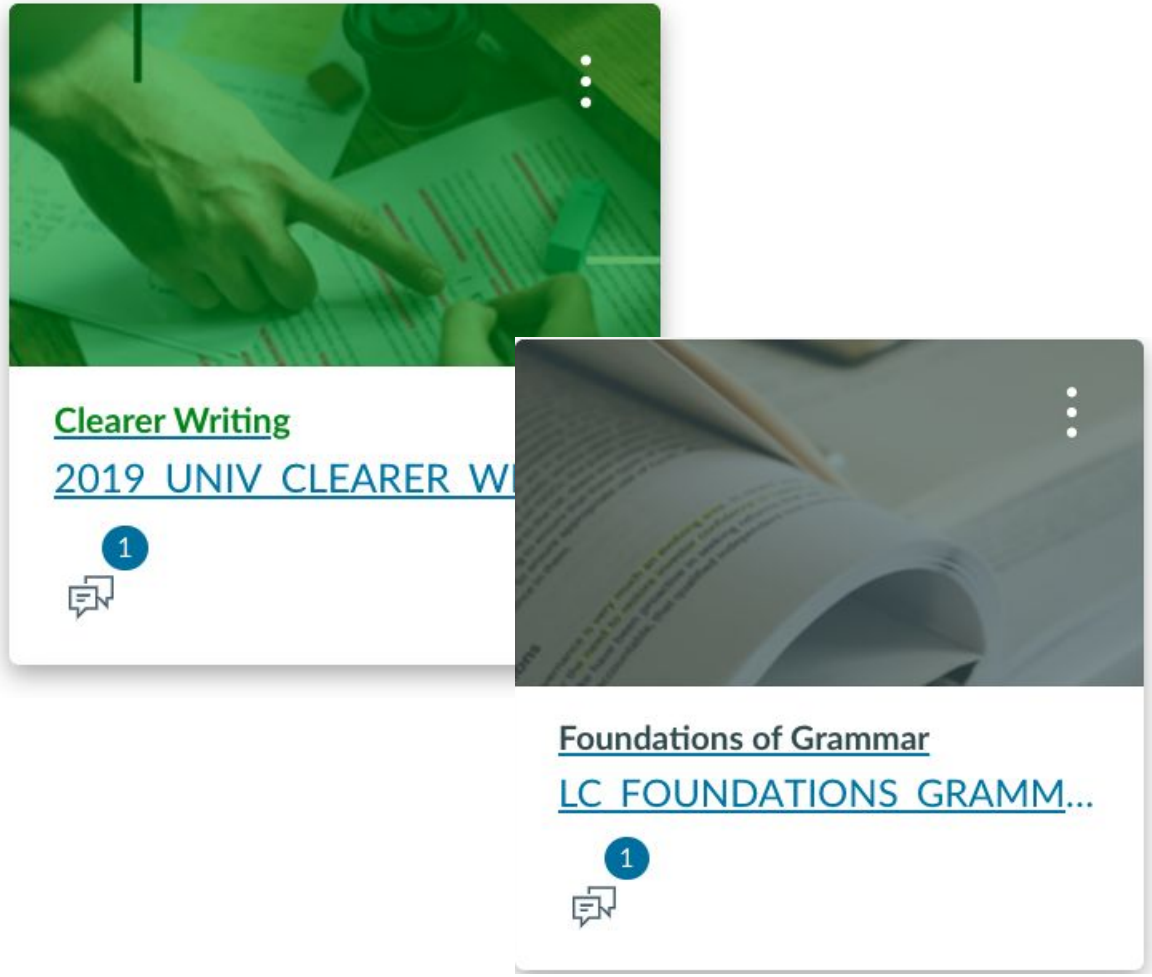
Evaluative component	
Consideration of the strengths / limitations	While it is not clear ... the article nevertheless provides an accurate summary ... The main limitation of this text is ... The authors provide a strong theoretical base ... There is a lack of supporting evidence ...
Consideration of the relevance and significance of the text to your research question / problem	This article is particularly pertinent to ... In particular, this article will assist ... This article is relevant to ... Although the article is useful for .... the limitations of its research base …

Reflection

- What are/is the most important thing(s) you have learned today?
- What else do you feel you need to learn more about?

Learning Hub Courses

- Using evidence & avoiding plagiarism
- Clearer writing (Writing better paragraphs)
- Writing in an academic style (hedging, tools to measure academic language)
- The Write Site or Essay Writing (structuring a text)
- Foundations of Grammar (Sentence elements)
- Functional Grammar for Academic Writing (Complex sentences)



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We need your feedback!

https://sydney.au1.qualtrics.com/jfe/form/SV_6z0DU3pEiBIlfgi