

Writing an Annotated Bibliography

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (2-4 sentences) 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. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

THE PROCESS

- First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.
- Cite the book, article, or document, along with its location, using the appropriate style.
- Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) identify the genre of the source (essay, book, database, internet, primary source), (b) evaluate the authority or background of the author, (c) comment on the intended audience, (d) compare or contrast this work with another you have cited, **or (e) explain how this work illuminates your bibliography topic.**
- **In addition to these topics, it may also be helpful to you to record specific page numbers on which information related to your topic may be found. Feel free to include a brief quote or paraphrase of significant information in your annotation.**

Taken in part from: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

Finally, you must hand in hard copies of all internet sources in the same order as listed on the bibliography.

See an example of an Annotated Bibliography attached.

Name

Ms. Long

Junior Honors, Mods

Date

Annotated Bibliography

Emig, Janet. "Writing as a Mode of Learning." *The Writing Teacher's Source*

Book. 2nd ed. Ed. Gary Tate and Edward P.J. Corbett. New York: Oxford

U P, 1988. 85-93.

In this highly influential essay, Emig argues that writing is one of the best tools for learning as it involves the whole brain in all the processes: doing, depicting, and symbolizing (wording). This essay is the corner stone for many WAC and WID initiatives and the pedagogical theory they are based upon.

Laszlo, Pierre. "Science as Writing, of Science as Reading?" *Substance*. 23.74 99-106.

Lazlo argues that science writing bears a closer resemblance to other forms of writing, in particular literary writing, than might be at first evident. He draws comparisons between the uses of observation, the requirements for an ordered sequence of the elements of the observation, and the reliance upon rhetorical strategies. He concludes that the accounts of the advancements of learning in science should be judged upon criteria drawn from more traditionally literary endeavors.

Locke, David. *Science as Writing*. New Haven: Yale UP, 1992.

The principle argument of the chemist David Locke's book is that "every scientific text must be read, that it is writing, not some privileged verbal shorthand that conveys a pure and unvarnished scientific truth" (ix). Within this text, he looks at the history of science writing and its development and through this examination problematizes the use of language in scientific discourse. His argument implies a need for

critical attention to the rhetorical uses of language in scientific literature and the ways in which this language creates accepted knowledge.

Woodford, F. Peter, "Sounder Thinking through Clearer Writing." *Readings in the Arts and Sciences*. Ed. Maimon, Elaine, et al Boston: Little, Brown, and Co, 1984. 321-329.

Peter Woodford's article is reprinted in one of the first books dedicated toward teaching undergraduates to write in various disciplines. This article is a critique of the tendency of professional scientists to write in an inflated prose style which, through examples drawn from his teaching, he maintains leads to misunderstanding on the part of the reader. He calls for more attention to be paid to writing at all stages of the research process and paid to the ways in which graduate students receive their indoctrination into the writing conventions of their discipline.

Created by Julia Romberger, 2000

http://owl.english.purdue.edu/handouts/WAC/science_writing.html

Note: each bibliographic entry follows proper MLA format. Please refer to the school's research manual or the MLA book for direction. Your annotated bibliography must be in alphabetical order. Be sure to have the minimum number of sources as per the direction of the original schedule. You must include the primary source in your annotated bibliography.

Note: be sure to save your annotated bibliography and/or print a copy for your own use. You will need to begin the research/note taking phase of the project before I return all the bibliographies.

Note: as mentioned before, be sure to identify the location of the source and the genre of the source. This information will facilitate the assessment of the project and garner a better grade for you!!