Annotated Bibliography

In order to prove the usefulness of your sources to me for your Informational essay, you are going to complete an annotated bibliography. Annotated bibliographies take a simple works cited page to the next level, and can be a very helpful tool during research to analyze the efficacy of your sources. In a bibliography (or works cited or works referenced as we call them), the writer lists the sources he/she used. Annotating something is interacting (summarizing, evaluating, assessing, reflecting) with it. In an annotated bibliography, you will be doing both of these things.

 After finding the **three sources** you need for this project, you will need to write your annotated bibliography. This should include:

1. A correct MLA citation of your source (if necessary, please refer to <http://owl.english.purdue.edu/owl/search.php>)
2. A paragraph explaining the useful of that source for your project. In this paragraph, you need to **summarize, analyze/ assess, and reflect** on each source.
	1. Summarize – Provide an overview/paraphrase of what the source tells you. What is the point of the book or article? What topics are covered? If someone asked you what this source was about, what would you tell them?
	2. Analyze/Assess – Provide an evaluation of this source. Is it a useful source? How does this source compare with other sources? Is this source biased? Objective? Reliable? What is the goal of it? If there is information presented that you are unsure about or unclear on, this is the time to bring that up and discuss how you plan to solve the problem.
	3. Reflect – After both summarizing and analyzing the source, you need to tell where in your project you plan on using the information presented. How does this help shape your ideas, support your opinion, or provide an alternative viewpoint?
	4. Please note: The majority of your annotation should be the analysis and reflection portion. While the summary of your source is important, it shouldn’t take more than a few sentences. What I really want to see from you is evidence of critical thinking about the sources you chose and how they will fit into your final product.
3. The format of your annotated bibliography should follow MLA guidelines. Your citation should be correctly formatted and punctuated, as well as have a hanging indent. The annotation should be written in paragraph form with a hanging indent as well. Everything should be single spaced for this assignment (please remember an actual Works Consulted would be double spaced). Please look at the example on the back of this sheet, taken from Mrs. Ziegler, for formatting rules and an example of what should be included in the annotation.

You will have several days to do your research. You will then have a day to work on reading, highlighting, and assessing your sources (you might want to print off more than 3, for this reason!). Your final annotated bib will be due on, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at the beginning of the hour – typed and printed. Please use your time wisely so you can complete this. Rewrites on this assignment are NOT OFFERED, so please make sure you do your prewriting carefully, and OWN YOUR SOURCES!

Nicole Ziegler

ENGL 6910

Literature Study

Annotated Bibliography

Chambers, Antonia, et. al. “Creative and Active Strategies to Promote Critical Thinking.”

 *Yearbook (Claremont Reading Conference)* (2000): 58-69.

This article, written by instructors of California State University Fullerton’s Critical Thinking

 course, highlights different activities the authors use to build critical thinking skills. Although the article reflects on the college classroom, the activities are adaptable for high school and even middle school. The activities center around collaborative teaming and all focus on “thinking about one’s thinking” (59). Even though the strategies are not centered on reading, the article does present insight on how to get my students to see the bigger picture in what they read, especially those analytical prompts on the AP test. The author of the activity called “Think Aloud Protocol and Self-Reflection Activity” claims that it “helps develop test taking and self-assessment skills” (62) and I can see this being very usable. I surely won’t be able to tap into every suggestion in this article, but I will keep it around for future reference.

Gallagher, Kelly. *Deeper Reading*. Portland, ME: Stenhouse, 2004.

I’ve heard from several colleagues that Gallagher’s pieces are worth reading. So, I figured if I’m doing a project regarding reading critically, I best seek him out. I was not let down. This book is incredibly helpful as Gallagher is not only a pleasant read, but his text offers activities and insights into how I can get my AP students to read more carefully. I was especially drawn to his “Ten Strategies to Promote Higher Level Thinking in Small Group Settings;” this inspired me to try my timed writing prompt analysis in small groups, something a couple of my other texts reiterated. In this section, he overviews SOAPS, something I’d like to try with my students (it’s a strategy also recommended by the College Board). Further, chapter eight, “Leading Students to Meaningful Reflection” proves valuable. I appreciate Gallagher’s style and look forward to using this text beyond the confines of this research study.

Liu, Keming. “Annotation as an Index to Critical Writing.” *Urban Education* 41 (2006): 192-

 207.

Annotation is an important skill for students to have, and Liu’s article stresses this fact. At the

 beginning of the year I tell all my AP students (and my other students) that they must learn to “mark up” a text, to have a conversation with it. However, I don’t think I do a thorough enough job modeling this. I see on my practice test that students are carelessly underlining, starring, etc. Liu’s research study, outlined in this article, indicates that careful and meaningful annotations can lead to more versant and analytical writing. This is just what I need! She gives a full overview on the background of annotation and offers reflection on how she addressed the teaching of it in her college course. She cites several scholars’ previous works in order to convey her opinion that learned annotation skills are imperative to critical writing. I found this article very useful.