Annotated Bibliography Spring 2016
ENG102, Dr. Ashby

The purpose of an annotated bibliography is to help you gather and evaluate information before starting to write a research paper. In conducting research, you must decide what resources will be most useful and how you might use them later in your own argument.

Your annotated bibliography should include a one to two page introduction followed by the citation information (bibliographic entry), summary, and evaluation of at least **six sources**, at least **four of which should be academic** and all of which are credible.

The Introduction: A one to two page overview of your topic, research process, and findings. The introduction should explain your topic, research questions, search terms, and provide an overview of how the sources fit together (for example, that they provide differing views on a topic; that half of them show that a problem exists while the other half support a solution to a problem; that they represent changes in knowledge about a topic over a 30 year period; etc). The purpose of this introduction is to help others who might be interested in your topic; it also serves as a formal record for you, to keep track of how you found these sources in case you need to come back to the topic again.
Note: This introduction is **not** an argument essay—you'll write that later in the semester.

Source Citations and Annotations: Generally, annotated bibliography entries are arranged in alphabetical order according to the author's last name (or the title if there is no author). You need at least 6 sources, at least 4 of which must be academic (articles from a peer reviewed journal; books or book chapters published by an academic press).

For each entry in your Annotated Bibliography (you'll need **at least 6**) you must include:

1) A citation/bibliographic entry: Provide complete publication information, formatted to follow MLA, APA, or Chicago style (be consistent; use the form that best fits your major).

2) Two paragraphs of annotations.

The first paragraph of each annotation needs to summarize the source. Write with an audience who has not read the article in mind. In your summary, consider the following questions.

- What argument does it make?
- What information does it present, and where does it get it—through lab studies, interviews, field observation, textual analysis, survey of previous literature?
- How does it interact with other sources—is it building on, responding to, or disagreeing with other research or conventional wisdom? If so, explain.
- Call attention to any important **key terms or concepts** that are explained in the source.

The summaries should **avoid direct quotes** as much as possible—put this information in your own words to show that you understand it. Only use direct quotes if the exact wording is important. Keep your opinions out of this paragraph—your job is to summarize what the source is about. However, **focus on what is important about this source in terms of your topic.** So, while you will summarize the whole source, you will want to pay particular attention to those parts that are related to your research—this is what makes your annotation different from the abstract at the start of many articles. (Abstracts are written to inform general readers; annotated bibliography entries are written to show how a piece addresses a particular topic or research question).

The second paragraph of each annotation needs to evaluate the source's usefulness and effectiveness. Here you would state any problems, omissions, or shortcomings that *you* see in the article. Here is also where you would point out what is useful, or ideas about how you might use the source in your own

argument (what could it help you to show, or what arguments could you use it to support). Maintain a formal voice in these paragraphs.

Sample Entries:

Beam, Henry H. "Good Writing: An Underrated Executive Skill." ***Human Resource Management*** **20.1 (1981): 2-7. Print**.

This short article points out several ways that "good writing" is important for business executives. Beam discusses how writing influences hiring and promotion decisions, workplace efficiency, and communication with stockholders. The author makes recommendations for how executives (or aspiring executives) can improve their writing skills, and closes with an ethos argument about how "clear writing is indeed a reliable indicator of clear thinking" (6).

This article is highly anecdotal and certainly dated (published 1981). However, I think it may be useful as an example of an early piece that, while advocating for the importance of writing instruction for Business majors and MBA students, still tends to focus largely on surface concerns when trying to define what good business writing is. The piece gestures towards genre and audience, but does not use that language—the author seems to acknowledge that, really, it is training in these areas that is paramount, but advocates reading model pieces as the best way to gain these skills. That is, it is a piece about training by exposure rather than by guidance and instruction.

Brzovic, Kathy, and April Franklin. "Reflections On The Custom Of Disciplinary Isolation And One Modest Attempt To Overcome It." ***Business Communication Quarterly*** **71.3 (2008): 365-369. Print.**

This "focus on teaching" article presents two writing faculty's attempts at outreach to instructors in writing-intensive Business classes. The article includes a summary of the objections or complaints they often hear from Business instructors about teaching writing; these include class size and a sense of being unprepared to adequately teach and assess writing (365-6). Brzovic and Franklin discuss how they revised a term-paper assignment with the chair of the Economics Department at their school, and how these revisions made the assignment more meaningful to students and less of a burden on instructors. They also include a before and after example of the assignment they revised.

Brzovic and Franklin seem to be doing similar work to what we are trying to do in the HWI, in terms of faculty outreach. What I find most useful about this article is the list of common objections heard from Business faculty regarding teaching writing—time/class size, uncertainty about being able to explain writing concepts, and discomfort with grading are themes that come up in several other articles included in my review. Actually, I find it interesting that this piece appears in *Business Communication Quarterly*, as it seems more geared towards a Composition audience (at least, one that is trying to do WAC/WID work) than to a Business faculty audience.

TL;DR: Begin with a one to two page overview of your topic and research process (**not** an argument essay). Provide entries for at least six sources, each with a citation and two paragraphs (one summary, one evaluation). Of the six sources, at least four must be academic. Sources should be arranged in alphabetical order.

Due Dates:

Peer Review:	Thursday 3/10	Friday 3/11
Final Draft:	Tuesday 3/22	Monday 3/21