

JOHNSON COUNTY COMMUNITY COLLEGE

ANNOTATED BIBLIOGRAPHY

MODIFIED TO MATCH MLA EIGHTH EDITION

Throughout your academic career, you will be asked to write term or research papers. The final product requires a careful synthesis of the sources to support a thesis. However, the finished paper is much like the tip of an iceberg in that it represents only a small portion of the necessary work and skills. Moreover, many research situations do not require a formal term paper. You may only be interested in the address of a foundation or corporation, you may be tracing your family history, or you may be looking for supplemental materials as you study for an exam.

The vast resources of a library are often overwhelming to the uninitiated. To find the most representative, most reputable, and most useful sources is not necessarily an easy task. Even with tools and strategies, creative search can be time-consuming and frustrating. You must be prepared for blind alleys, misleading titles, and unavailable materials. The annotated bibliography is both an important stage in any research project and a useful tool in itself.

OBJECTIVES

After completing this unit, you should be able to:

1. use a variety of indexes, catalogues, and other library tools
2. employ various search strategies
3. organize your sources into a comprehensive bibliography
4. use correct bibliographic form
5. write concise abstracts that adequately describe each source
6. complete an annotated bibliography

THE PROCESS FOR WRITING AN ANNOTATED BIBLIOGRAPHY

1. Select topic for research, then narrow it down and submit for approval.
2. Read checklists and sample annotated bibliography.
3. Read sources to be annotated by taking notes in response to the checklists. Most likely, you will take down more information than you can use in your final entry.
4. Write your annotation from your notes, taking care to represent the source accurately and thoroughly; if appropriate, "judge" the source by the criteria contained in the evaluation checklist.
5. If necessary, rewrite your annotation to range in length from 50-100 words. Remember: the annotation is an overview. Be thorough but concise.
6. Write the appropriate bibliographic entry form.
7. Type final draft and proofread.

CHECKLIST FOR NOTE-TAKING

1. Include all citation information (author, title, publisher or periodical, pages or city, volume, and date.)
2. What is the subject and position?
3. What are the major points, attitudes or opinions covered?
4. What types of evidence are cited to support these points?
5. What unique and/or interesting approaches and features does it contain?
6. Is the author particularly qualified to write on this subject?

CHECKLIST FOR EVALUATION OF THE RESOURCE

1. Is the source clearly written? Readable? Vivid and logically organized?
2. Are its data or theories worthwhile?
3. Are its data or theories adequately and reasonably supported?
4. Are useful examples, illustrations, case studies employed?
5. Does the source provide useful suggestions for further study? (For example--a bibliography or references to the work of others.)
6. Can you recommend it as a valuable reference?
7. Does it provide useful background on the subject, or does it deal with recent developments?
8. Generally, does the author appear to be in touch with the real or pertinent issues of the subject?

SAMPLE ANNOTATED BIBLIOGRAPHY

Gebhardt, Richard C. "Writing Processes Revision, and Rhetorical Problems: A Note on Three Recent Articles." *College Composition and Communication*, vol. 34, no. 3, Oct. 1983, pp. 294-96.

Briefly discussing Flower and Hayes' "A Cognitive Process Theory of Writing," Berkenkotter's "Understanding a Writer's Awareness of Audience," and Witte and Faigley's "Analyzing Revision," Gebhardt redefines the emphasis on revision as being a part of the writing process. The defining of a rhetorical problem seems to be an essential part of that revision stage. Furthermore, he takes note that these writers do not all agree with the notion that revising is not an end to the process but, instead, a complex step reflecting a variety of writing strategies.

Huff, Roland K. "Teaching Revision: A Model of the Drafting Process." *College English*, vol. 45, no. 8, Dec. 1983, pp. 800-16.

In this article about the revision stage of the process, Huff analyzes the movement from zero draft (a term coined by Peter Drucker in 1966) to final draft. Using twenty-two students for his study, Huff shows the importance of students putting their prewriting ideas in a draft while exploring their topics. During the second draft, students identify the major problems through a system of heuristic questions about audience, writer position, the relationship between audience and writer, conceptualization of the topic, and organization of the text. The final draft begins to show the order that the final text will take. Huff is not stating that all writers must write three drafts; in fact, there may be more,

but he instead states that this movement from zero draft to problem-solving draft to final draft is necessary and should be taught to composition students.

O'Mealy, Joseph, and James Register. "Editing/Drilling/Draft-Guiding: A Threefold Approach to the Services of a Writing Workshop." *College Composition and Communication*, vol. 35, no. 2, May 1984, pp. 230-33.

The co-authors of this article discuss the methods of help given to the various levels of writing students. The students were divided into levels based on their writing skills: advanced writers, middle level, and lower level. Advanced writers primarily need help in editing; middle level students struggle with errors needed of elimination and systematic drilling; lower level students require help for basic concerns ranging from spelling to organization, requiring what the authors call draft-guiding. The co-authors advise students to use writing workshops with drop-in customers to try this method of instruction.

Swartz, Mimi. "Revision Profiles: Patterns and Implications." *College English*, vol. 45, no. 6, Oct. 1983, pp. 549-58.

In her report, Schwartz characterizes various ways that writers revise. She classifies writers and their writing strategies. She states these classifications help provide a set of terms that aid students in understanding their own revision strategies, help teachers in individualizing their writing instruction. She concludes by reemphasizing that the revision stage is not an isolated act but an important part of the creative writing process.

Witte, Stephen P. "Topical Structure and Revision: An Exploratory Study." *College Composition and Communication*, vol. 34, no. 3, Oct. 1983, pp. 313-41.

Witte's study begins with a historical background of topical structure in extended texts, listing the Prague School linguists as the leaders in modern research on topics in discourse. Terminology such as subtopics, sentence topics, and discourse topics are defined. Acting on the proposition that topical structure analysis would prove beneficial in the study of revision strategies, Witte set up his exploratory model. Witte concludes by saying that while his method might appear artificial and only explored one student's writing, it does suggest the relationship between reading and writing skills, help identify problems in student writing, and suggest that revisions help writers move closer to their audience and intended meaning.