English 1B Spring 2015  **Bibliographies**

**Working Bibliography + one annotation** Working bibliographies are like rough drafts, tentative. They grow out of the list of research questions you develop to help you answer your research question.

**Requirements**:

* At least ten sources related to your research topic.
* At least 3 different kinds of sources (books; newspapers or journal articles; websites from *reputable* organizations, published interviews with experts.)
* At least one source published within the last 6 months, none older than 10 years.
* There must be AT LEAST two different perspectives represented, that is, the sources can’t all agree with each other on whatever is arguable in this topic.
* Call it Working Bibliography, not Works Cited, but use MLA format otherwise.
* Annotate ONE of the sources (as described below).
* Must be typed! **Due Date:**

**Annotated Bibliography**

An annotated bibliography helps you or another researcher to assess sources and judge how they will fit into a particular project. The annotation itself is usually a paragraph (though often more) written for each source to summarize and sometimes evaluate the source. This kind of bibliography can vary in length from a few pages to book-length. **Procedure:** Starting with your working bibliography, read the sources to determine if they will be useful for your argument—that is, if they answer your focused research questions and seem credible. Annotate the ones that work, find better ones to replace the ones that don’t, and then annotate those, too.

**Requirements**:

* The requirements for the sources are the same as for the working bibliography, except for the annotated one you need only 5 sources, your *best* five.
* For EACH source, write a sentence or two of **summary**, giving the central argument (thesis) and/or main informative claims of each. Next, write a sentence or two of **evaluation**, assessing the credibility of the source as you see it. Finally, tell me briefly **how this source fits into your project** (e.g. “This will be the voice of opposition that I’ll refute,” or “This gives needed stats to show how popular farmers’ markets have become.”)
* **Write a brief introduction** that identifies your topic, your focus, your thesis question, and your research questions. Below that, list the sources alphabetically, each with its annotation directly below it. **Due Dates:** Rough Draft Final Draft

For details on how to use MLA format for both kinds of bib., go to these pages: <http://owl.english.purdue.edu/owl/resource/747/01/> (MLA in general and bib. format) <http://owl.english.purdue.edu/owl/resource/614/01/> (for annotated)

## Annotated Bibliography Sample

### Adapted from [MLA 2009 Formatting and Style Guide](http://owl.english.purdue.edu/owl/resource/747/01/)

### In the sample annotation below, the writer includes three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research, respectively [Note: In the original sample it says, “all your text, including the write-up beneath the citation, must be indented so that the author's last name is the only text that is flush left.” For me, please don’t double-indent the annotation. It just uses a lot of paper.]

Lamott, Anne. Bird by Bird: Some Instructions on Writing and Life. New York: Anchor

 Books, 1995. Print.

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.

Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.