

ANNOTATED
BIBLIOGRAPHIES

BACKGROUND

❖ TASK:

o 5 sources

o 1 abstract for **each** source

BACKGROUND

❖ AKA:

o *Annotated Bibliographies, Abstracts*

❖ Format:

o come in different shapes & sizes

o different teachers want different things

❖ Analogy:

o *Like a Works Cited Page on Steroids*

BACKGROUND

❖ **PURPOSE = Source Evaluation:**

- o you get 5 quality sources & then
- o **demonstrate their quality** in this analysis
 - I say, “**Make sure you have a credible source,**” and students reply, “**Yeah, I guess it’s credible; sure, why not.**”
 - My retort is, “**Prove it.**” I want students to prove that it is indeed credible; I want proof, **LOGOS**
 -and these Abstracts do just that.

SET UP

- ❖ Alphabetize the list
- ❖ maintain Reverse Indentation
- ❖ use the typical essay headers on each page
- ❖ single-space everything
- ❖ attribute points/ideas to the author (even if anonymous)
- ❖ use present tense throughout



see the
SAMPLE
at the end

4 PARTS


1. **Bibliographic Citation**
2. **Bullet Analyses**
3. **Summary**
4. **Evaluation**



see the
SAMPLE
at the end

1. BIBLIOGRAPHIC CITATION

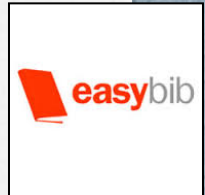
- ❖ this will be listed on your **Works Consulted** page later, in the essay
- ❖ & here, it **starts** the abstract for an individual source



Consult our
MLA-8 page
for exact
format

1. BIBLIOGRAPHIC CITATION

❖ yes, you can *start* with sites like *Easy Bib* or *Citation Machine*



❖ **BUT** – **FAIR WARNING!** –

- they're not perfect &
- they're not getting the grade for this assignment
 - (*you are*)

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for exact
format

1. BIBLIOGRAPHIC CITATION

BASICS:

❖ arrange **ALPHABETICALLY**

o alphabetize the list of sources

o by the 1st letter of the 1st item

▪ IF the 1st word is “A,” “An,” or “The,” then use the **next word** to alphabetize

▪ IF the 1st word is a **number**, then treat it as if it is spelled out

o (1911 – “N” for nineteen)

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for exact
format

1. BIBLIOGRAPHIC CITATION

BASICS:

❖ maintain **REVERSE INDENT**
throughout the entire source

o don't indent the 1st line

o indent lines 2+

o & then line up everything else *in the source*
even with that indented line

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for exact
format

1. BIBLIOGRAPHIC CITATION

BASICS:

❖ “QUOTATION MARKS”

o around Article Titles

❖ *ITALICS*

o Site Names

o books, movies, newspapers, databases

o court cases, journals, magazines

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for exact
format

1. BIBLIOGRAPHIC CITATION

BASICS:

❖ DATES:

- o ALL dates come in the same format –
 - Day Month Year.
 - 21 Dec. 2012.
- o **abbreviate** ALL months
 - *except* May, June, July
- o use a **period** after an abbrev.

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MLA-8 page
for exact
format

1. BIBLIOGRAPHIC CITATION

BASICS:

❖ URLs:

- o include a FULL URL for Internet sources
 - no “http://”
 - no <carets> around them
- o end with a PERIOD: , URL.
- o break URLs *only* after a *single slash*
 - to move up to the previous line as much of the URL as possible

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for exact
format

1. BIBLIOGRAPHIC CITATION

❖ EXAMPLE of a Web/Internet Source:

Last Name, First. "Article Title." *Publication/Site*

Name, Site Publisher, Date of Publication, complete URL. Access date.

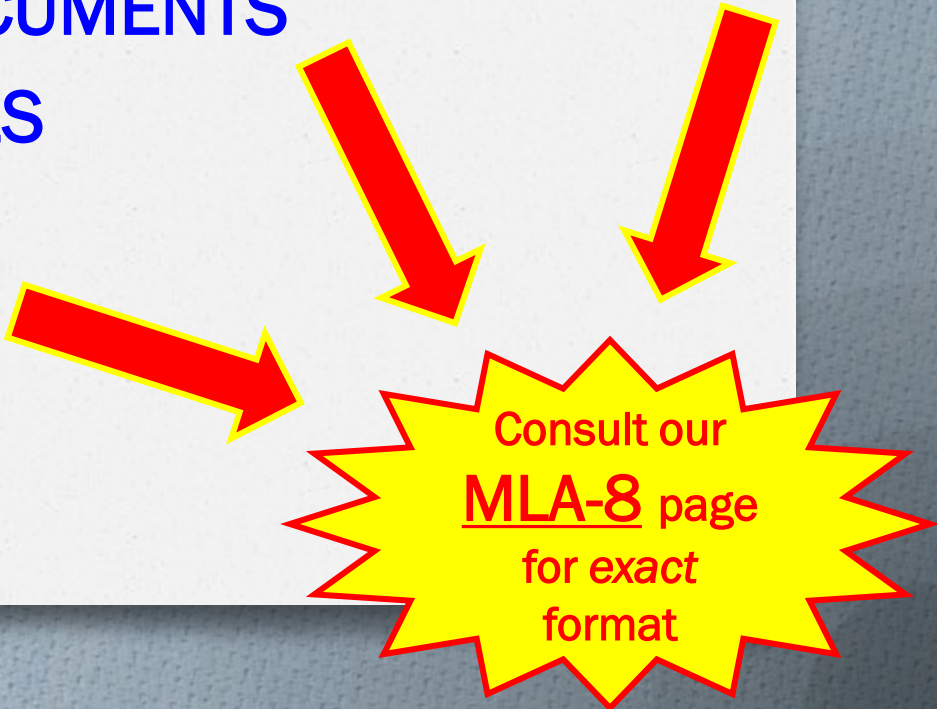
Smyth, Jayne. "Why Students Should Care About Plagiarism." *College-Level Articles.com*, Picky Press, 11 Nov. 2011. www.collegearticles.com/article89751>. Accessed 21 Dec. 2012.

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MLA-8 page
for exact
format

1. BIBLIOGRAPHIC CITATION

❖ DIFFERENT TYPE of SOURCE =
DIFFERENT FORMAT:

- o *GOVERNMENT DOCUMENTS
- o *DATABASE ARTICLES
- o *MOVIE REVIEWS



Consult our
MLA-8 page
for exact
format

2. BULLET ANALYSES

❖ these are analyses of the

○ AUTHOR

○ PUBLICATION-PUBLISHER

○ AUTHOR'S INTENDED AUDIENCE

○ AUTHOR'S AIM of ARGUMENT

❖ as they appear on the handout, they will be **bulleted**

2. BULLET ANALYSES

AUTHOR:

- ❖ What are the **author's credentials?**
- ❖ *Who is this person & why should I care what s/he has to say?!*
 - o (“if” you have NO AUTHOR, then just leave this **blank**)

2. BULLET ANALYSES

AUTHOR:

- ❖ full name (*professional title*)
- ❖ background (*credentials*)
 - educational background in this field
 - professional experience in this field
- ❖ professional organizations in this field
- ❖ political & professional affiliations
- ❖ reputation, character (Ethos) in this field

2. BULLET ANALYSES

AUTHOR:

❖ Where to find this information:

- o the **About Us** page
- o often mentioned before or after the article
- o sometimes the name is a hypertext link



2. BULLET ANALYSES

PUBLISHER or PUBLICATION:

- ❖ What is the **focus** of their publication?
- ❖ *What kind of material do they publish?*
- ❖ Do they publish anything else?
- ❖ What is their **reputation** *in this field*?
- ❖ What **biases, agendas, political leanings** do they have?

2. BULLET ANALYSES

PUBLISHER or PUBLICATION:

- ❖ full name
- ❖ publisher
- ❖ bent, political leaning, inclination, disposition
 - *liberal, moderate, conservative*
- ❖ editorial board
- ❖ sponsoring foundation
- ❖ reputation, character (**Ethos**)
- ❖ types of articles
- ❖ types of advertisements
- ❖ types of language/diction/jargon
- ❖ intended audience

2. BULLET ANALYSES

PUBLISHER or PUBLICATION :

❖ Where to find this information:

- o the **About Us** page
- o home page
- o go back to the .com/



2. BULLET ANALYSES

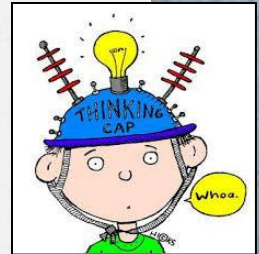
INTENDED AUDIENCE:

❖ **inferred by you**

○ (not overtly stated in the piece)

❖ **who do you think would read this, who is the targeted readership**

❖ **based on its style, language, tone, advertisements, images, ...**



2. BULLET ANALYSES

INTENDED AUDIENCE:

- o target audience, readership
- o their traits, qualities
 - age, sex, race, class, religion, education level
 - political affiliation, sexual orientation, ...
- o their opinions, in general
- o their stance on this issue
- o their leanings in politics, religion, war, ...

2. BULLET ANALYSES

AIM of ARGUMENT:

- ❖ **this is also inferred by you**
- ❖ **Why did they write it?**
- ❖ **Why was it written? For what purpose?**
 - Did something happen, is it happening, will it happen?
 - *kairos* = writing situation
 - Who, Where, To Whom, When, Why



2. BULLET ANALYSES

AIM of ARGUMENT:

The Aims of Argument –

<u>INQUIRE:</u>	to investigate , explore, look into - objectively
<u>CONVINCE:</u>	to convince, sway , prove, make a case for
<u>PERSUADE:</u>	to convince/sway <u>AND</u> get to act
<u>MEDIATE:</u>	to intercede, find a compromise, look for common ground (SIDE #3)

3.SUMMARY

❖ paragraph format

- o no lists, no bullets
- o no fewer than 5 sentences

❖ report on the

- o main ideas, main points, major Claims
- o in the order that they appear
 - think of this as an Outline in paragraph format
 - (subheadings are really helpful!)

3.SUMMARY

❖ remain *objective* –

- o no opinion

- o no analysis

❖ show respect:

- o refer to the author by full name

 - title + surname

- o no 1st name only

- o no ad hominem attacks

4.EVALUATION

❖ paragraph format

- o no lists, no bullets
- o no fewer than 5 sentences

❖ subjective—

- o analysis
- o Is this a “good” source?
 - how well was it written, did it reach its aim of argument, was the author and publication credible/reliable,....?

4. EVALUATION

- ❖ **success/failure of “Aim of Argument”?**
- ❖ *relevant credentials? warranted claims?*
- ❖ **Logos**
 - examples, facts, stats
 - proof = pertinent, related?
- ❖ **Pathos**
 - manipulative?
- ❖ **Ethos**
 - credible, reliable?
- ❖ **Logical Fallacies**

OTHER USES



- ❖ **We may use information from these abstracts in the essay itself**
 - “frankensteining” or “recycling” this data and analysis into the paper

OTHER USES



❖ AUTHOR:

- o the material for your author will be used in the **LEAD-IN EXPRESSIONS**

❖ BIB.CITATION:

- o the MLA bibliographic citations will be used for the **WORKS CONSULTED** page
- o after my grading/feedback, these should be perfect ... & worth 20pts. out of the 100pts. for the paper

❖ SUMMARY:

- o the summary often has **QUOTES** that can be used in the paper

SAMPLE

❖ this is what ONE abstract of ONE source looks like (it's from the 3rd page of our handout)

- o follow this lead for *all 5* sources
- o notice how everything is indented under the very 1st line
- o the **next source** would begin **by not indenting** its 1st line & then indenting all the rest
- o (the colors are just to highlight each section, mentioned above)

SAMPLE

John Smigliessa
Dr. Housenick
ENG 102-999
15 Mar. 2025
Anno. Bib.

Smith, Joseph D. "Modern Fiction's Flaws." *Critics' Corner*, vol. 12, no. 6, 2011, pp. 9-11.

- o Author
 - Dr. Joseph D. Smith, Oxford professor, author, poet
 - author of several articles and host of the Ovation show *Literally Speaking*
- o Publication
 - *Critics' Corner*: moderate level, for teachers & students
 - conservative scholarly journal
- o Intended Audience
 - for teachers & students, literature lovers
 - educated, avid readers
- o Aim of Argument
 - to inquire, inform

SUMMARY: Dr. Smith asserts that contemporary fiction has had a "fall from grace, akin to that of our Edenic ancestors" (9). He includes several excerpts from recent best-sellers to illustrate the shoddiness of writing. After each blurb, he points out the flaws and then rewrites the passage. Smith then concludes that wholesale changes need to be made across the industry and across the reading public, from publishers to readers.

EVALUATION: Smith demonstrates appropriate logos throughout his article, especially in his use of examples. When he rewrites after his critique, he bolsters his ethos, as well. His tone is even, professional, and unbiased. Also, he has credibility and authority on this issue, for he has published several books on several topics, including literary theory and criticism, the publishing markets, and his own poetry. His article will work well with my position.

Skip a line to begin the Next Source; make it even with Smith. Do NOT indent the 1st Line.

GRADING RUBRIC

- ❖ **5 sources, 20 pts. each, 100 total pts.**
- ❖ **-2 for improper alphabetizing**
- ❖ **-2 for improper reverse indenting**

GRADING RUBRIC

SOURCE #1

<u>SECTION</u>	<u>TOTAL POSSIBLE PTS.</u>	<u>EARNED PTS.</u>
Bibliographic Citation	5	
Bullet Analyses	5	
Summary Paragraph	5	
Evaluation Paragraph	5	
	(20 pts.)	(pts.)



THE END

Ask if you have questions.