WHAT IS IT?

An annotated bibliography is a list of sources for your research project. Its purpose is to give you a bird's-eye view of who said what on your topic, and to keep your sources organized so that you can better understand the academic conversation that you will be entering through your research. It contains:

--A focusing introduction to the bibliography that discusses the purpose of the bib, ties your sources together, and describes your bib’s usefulness to your topic.
--A short descriptive and evaluative summary (annotation) of each source on the list.

How to write your entries:
1) Start with a citation in APA or MLA format (or whatever format is common to your discipline)
2) Next, write one paragraph describing the type of source you are annotating, the topic of the piece, and the qualifications of the author. Use the steps for writing a rhetorical precis (samples from class).
3) In your next paragraph, discuss how the claims made by the author(s) in this article are related to at least one other article in your bibliography. What’s the connection between the sources? This will help you start grouping your paragraphs together. Include at least one quote from each article in your discussion.

*You should have no less than ten annotations in your bibliography*

Other Requirements:

- Arrange the bib alphabetically, beginning each entry with a citation (just like it would appear on a Works Cited page).
- Your entries should be double-spaced, but do not put an extra pace between entries.
- Use hanging indent after the first line of citation (See example below)

**See samples on from class, and think about the connections between your sources**
AN EXAMPLE:


Anne Lamott, a professional writer, in her 1995 work, *Bird by Bird: Some Instructions on Writing and Life*, asserts that students argue mostly with their own inner critic when writing a paper. She supports this assertion through a variety of anecdotes, in which she uses humor to display students’ insecurities with their own writing abilities. Her purpose was to show that students should be more confident when writing, because they are often their own tough critics. Her intended audience includes writing students and teachers, and she targets this audience by using anecdotes from both the student and the teacher perspectives on writing.

Lamott’s book is relevant to my topic because she focuses on the students’ writing processes as determinants of their confidence with writing. Stating, “Students’ lack of confidence with writing often limits their abilities,” meaning that students limit their writing potential when they doubt themselves, Lamott argues that writing teachers should work to increase their students’ confidence with writing (89). This article relates to the claims made by Swales, but he references the discourse communities in which students write, while Lamott speaks more directly about individual students and their writing processes. This article can also be related to Grant-Davie, since he discusses rhetorical situations and their influence on how students might target audiences through their writing.