

Annotated Bibliography Assignment Guidelines

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Annotated Bibliography Assignment Guidelines & Rubric

Assignment Purpose

According to librarians at Cornell University (2008, para. 1) an annotated bibliography is “a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.” An annotation differs from an abstract. Abstracts often appear at the beginning of a scholarly journal article and simply summarize what the article is about, without any evaluation or critique. When finished, the annotated bibliography will help you to transition to writing your research paper.

Assignment Directions

There are many ways to approach an annotated bibliography. For the purpose of the capstone course, students will jump in by working with the LRC librarians in order to complete the **Research Article Keyword Search Plan** assignment. Next, students will use the plan to locate scholarly evidence-based primary research articles related to the research paper topic approved by the instructor earlier in the trimester. From the collection of articles identified, the student should choose seven that, when combined, demonstrate a variety of perspectives on the topic, but still remain focused on the topic. To do this, students often find it helpful to develop an outline of the research topic. Contact the Logan University Writing Center for assistance if you're rusty on developing topic outlines. Remember, review articles are useful to the student in that they give an overview of the topic and include relevant literature, but they may not be used as annotations since a review article is not, in itself, original research.

Before writing each annotation, be sure to review the “how to” videos provided in the weekly course module. An annotation should address summary (focus on conclusions), usage (facts, statistics, quotes), and evaluation (research methods used and how it will inform the research paper topic). Do not simply “lift” (a.k.a. “cut and paste”) information from the abstract of the article itself – this is plagiarism. Instead, summarize the key premise(s) and give the reader a sense of how the article contributes to the understanding of the topic. When the annotated bibliography is complete, students should develop a 1-page introduction that gives an overview of the research paper topic and explains how the annotated bibliography is organized.

Do follow APA Style – use a properly formatted title page, double-spaced 12-point Times New Roman font, and 1-inch margins. Paginate the annotated bibliography by placing the page number in the top right corner, starting with the title page. Since each annotation includes a complete citation, there is no need for a reference page.

In addition to the videos provided in the weekly course module, students may find the following web sites to be very useful.

Cornell University Libraries

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what>

The OWL at Purdue University

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what>

Colorado State University

http://writing.colostate.edu/guides/teaching/activities/annotated_bib_palmquist.htm

The following example was adapted from the Cornell University web site above. Since this is not the work of the instructor, quotation marks should have been used. But to illustrate exactly how the annotation would look had the instructor created the annotation using her own words, they were left off for illustration only. **Be sure to use your own words and paraphrase properly, and if you must use**

a quote from the article, use quotation marks and insert the page number inside parentheses after the quote. This example uses the APA format for the journal citation. Bold the citation for each annotation.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review, 51*, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. The authors note that increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. The study authors employed a cross-sectional survey research method for data collection. This article was among the first to show significant gender differences in sex role as a result of nonfamily living. This article will inform the research paper by adding support to the sex role sub-topic of the research paper.

The annotated bibliography assignment is worth 100 points. While it is not due until **Day 7 (Sunday) of Week 9 by 11:59 PM Central Time**, this assignment takes considerable time and students should start it immediately. The instructor is unable to review an entire draft of this assignment, but will check to be sure that one annotation is done correctly before students move on to complete the remainder of the assignment. **The draft (annotation of one article) is due on Day 7 (Sunday) of**

Week 6 by 11:59 PM Central Time. The grading sheet for the single annotation and the rubric for the completed annotated bibliography are located below.

Logan University
 College of Health Sciences
 CAPS04101 Health Sciences Capstone

Annotation Draft Grading Sheet

Student Name: _____

1. Included an evidence-based research article that is targeted for the purpose/intent of the grant proposal in the future.

Yes No

2. Offers an annotation that:

- a. summarizes the major premise(s) Strong/Needs Work
- b. includes sufficient detail/description and evaluation Strong/Needs Work
- c. notes how it will be used to inform the grant proposal in the future

Strong/Needs Work/Missing

3. Well written summary and evaluation in terms of style; vocabulary and expression are excellent and appropriate for college-level writing. Strong/Needs Work

4. APA format Strong/Needs Work

5. Included a doi and/or permanent link for the article Yes/No

Overall:

Excellent Draft	Very Good Draft	Fair Draft	Poor Draft
25 pts.	22 pts.	19 pts.	16 pts.

Rubric (100 points possible)

Through this assignment, the student will:	Thorough	Adequate	Minimal	Did not meet expectations
provide an excellent collection of evidence-based research articles that represents a variety of perspectives on the topic.	18-20 points	14-17 points	12-13 points	0-11 points
select a collection of articles are cohesive and provides a consistent focus for the topic.	18-20 points	14-17 points	12-13 points	0-11 points
offer an annotation for each reference that summarizes the major premise(s) of each; includes sufficient description and evaluation and notes how it will be used to inform the research paper. (development)	18-20 points	14-17 points	12-13 points	0-11 points
present an annotated bibliography that is well organized ; one article narrative flowed seamlessly into the next; each idea builds upon the topic of the annotated bibliography; each sub-section relates to the overall topic.	9-10 points	7-8 points	6 points	0-5 points
present very well written article evaluations and critiques in terms of style; vocabulary and expression are excellent and are appropriate for college-level writing.	9-10 points	7-8 points	6 points	0-5 points
correctly format all references according to APA guidelines, as noted in the <i>APA Publication Manual</i> , sixth edition. Student presented an annotated bibliography with ≤5 formatting, grammar and/or spelling concerns	10 (yes)			0 (no)
Provide the instructor with doi and/or permanent link to each article used in the annotated bibliography	10 (yes)			0 (no)

Adapted from J. Duncan (personal communication, August 13, 2012)

Comments: