

Evaluative Annotated Bibliography

➤ **Assignment Overview:**

Have students prepare an annotated bibliography that includes the most useful resources on their research topic. It should include books, journal articles, government documents and websites (number of sources and types assigned by the professor). In the annotations, the student will evaluate the usefulness of the resource for their topic. Each resource used should be cited in the correct bibliographic citation style as decided by the professor.

➤ **Assignment guidelines for the student:**

- **What is an annotated bibliography?**

A standard bibliography contains a list of citations (sources) including but not limited to books, articles, government documents, interviews, etc. Each citation is followed by a paragraph (about 100 words) that provides additional information about the source.

- **What information belongs in an annotation?**

An annotation contains, but is not limited to, the following elements:

- ❖ Summary of the main themes, arguments, and conclusions
- ❖ Author's professional qualifications and affiliations
- ❖ Intended audience (popular, scholarly or technical)
- ❖ Relevance of the source to your topic (why you chose the source)
- ❖ Relevance of the source to the other sources (compare and contrast)
- ❖ Political, social, religious, ideological bias, if any

- **How do I find an author's biographical information?**

Several library databases contain biographical information:

- ❖ NewsBank
- ❖ Current Biography
- ❖ Google (authors with academic, political and other public affiliations should be obvious, but make sure the information is current).

- **What does an annotated bibliography look like?**

Sample annotated citation (in MLA format):

Colten, Craig. "The hidden landscape of Yosemite National Park." Journal of Cultural Geography 22 (2005): 27-51. Print.

The author, professor of Geography at Louisiana State University, examines the infrastructure of national parks, mainly water, sewer, and garbage services. The paper traces the gradual adoption of romantic-era concepts about shielding human intrusions

in parks from public view by Park Service landscape designers during the early twentieth century.

He also examines how the U.S. Parks Department has drafted formal guidelines for continuing to keep these services out of public view. This article is relevant to my topic since it provides a detailed, historic policy overview of Yosemite and supports my argument that Yosemite needs more creative ways to deal with increased visitor traffic. This article augments my other sources by providing a background to current Yosemite infrastructure policy.

➤ **Purpose and Learning Outcomes:**

1. Helps students develop skills in searching, reading and reviewing the literature on a given topic.
2. Allows students to identify a source's thesis and key ideas.
3. Encourages students to think critically about selecting quality resources and provides practice in using a bibliographic citation style.

➤ **ACRL Information Literacy Standards incorporated in this assignment:**

Standard 1 – The information literate student defines and articulates the need for information.

Standard 2 – The information literate student accesses information effectively and efficiently.

Standard 3 – The information literate student evaluates information and its sources critically.

Standard 4 – The information literate student uses information effectively to accomplish a specific purpose.