

Mid-Research Annotated Bibliography

Purposes: While, at the end of the writing process, annotated bibliographies can be useful for your readers, in the early stages of research, writing annotations can help you clarify to yourself how you can make use of your sources as you set out to write (as Background, Exhibit, Argument, or Method/Theory sources). In this assignment, you will craft annotations that will help you make sense of the research you've collected.

Tasks: Keep a working **bibliography** as you research. Then write an **annotation** for each source below each entry in the bibliography. Finally, compose a **reflection** using the prompt at the end of this assignment.

Components of an annotation:

1. **GENRE: Name the genre in a few words.**

- Your annotation should begin by mentioning the source's genre (e.g. "In this article from an edited collection...")
- Make sure you are precise when you identify the genre. Here are some common *academic* genres:
 - peer-reviewed journal article (an article written by a scholar for an academic audience and vetted by other scholars in the field)
 - scholarly monograph (a book on one topic written by a scholar and published by a scholarly or university press)
 - edited collection (a book of articles written by various scholars on one overarching topic)
 - textbook (an introduction to a field of study written by one or more scholars and aimed at students)
- In this class, there are many different types of *non-academic* sources you might be using. Don't forget to add entries for photographs, news and magazine articles, advertisements, poems, musical works, paintings, films, interviews, blogs, novels, memoirs, and any other sources you plan to use.

2. **SUMMARY: Summarize the source's content in a few sentences.**

- What is this source about, or what topic(s) does it cover?
- What are its main points or arguments, if it makes any?
- How was it created and for what purpose and/or audience?

3. **ASSESSMENT: Evaluate the source.**
 - What is this source's significance?
 - What are the goals of or motives behind the source?
 - How well does the source accomplish those goals?

4. **RHETORICAL ROLE: Consider how you will use the source.**
 - How does this source fit in with the others in your bibliography?
 - How will you use it in terms of BEAM/BEAT?
 - *Hint: Think about the verbs you choose:*
 - Is this a source you'll *respond to* (argument)?
 - Or will you *analyze/interpret* it to support your own claims (exhibit)?
 - Will you *rely on* it for factual/non-controversial information (background)?
 - Or will you *invoke* or *use* it as a model or for some key terminology to carry out your own analysis (method/theory)? (Remember that you might find more than one use for a single source)].

Prompt for reflection:

Once you've completed the bibliography, reflect in a paragraph or two on the process of crafting these annotations.

1. Did you learn anything new about your sources in naming genres and summarizing content? Are there any sources that you know you'll need to look at a bit more carefully?
2. When you look at what you've found so far, how well do you think your sources will work together? What is the balance between background, argument, exhibit, and theory like?
3. Are there any sources that seem like they might not be necessary moving forward? What's missing? What do you need to focus on in your research at this point?