

## Annotated Bibliographies

A <b>bibliography</b> is a list of the sources arranged alphabetically that includes basic bibliographic information such as the author, title, publisher, and date.	+	An <b>annotation</b> is a summary and/or evaluation of a written text.	=	An <b>annotated bibliography</b> provides a summary and/or evaluation of each of the sources listed in a bibliography.
--	---	--	---	--

An annotated bibliography can provide many types of information. Depending on the nature of your assignment, an annotated bibliography will typically answer some or all of the following questions:

**Summary:** What are the main arguments presented in the source? What is the point of this book or article? What topics are covered? If someone asked what this source is about, what would you say?

**Assessment:** Is this a useful source? In what ways? What unique or valuable information can this source provide? Is the information reliable? Does it have any weaknesses?

**Reflection:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help shape your argument? Will you use this source? If so, how?

**Record of Research:** What are the main things you learned from this source? What do you need to remember about this source in order to find and access it quickly while writing your rough draft?

### Purpose

**To learn about your topic.** At the professional level, annotated bibliographies help you to see what has already been covered in the existing literature and where your own research or scholarship might fit. As a student, an annotated bibliography is an opportunity to learn a great deal about a topic before forming an argument and writing.

**To help you formulate a thesis.** The primary purpose of research is to help you find, state, and support an argument that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on the debated issues surrounding your topic and what is being said about them.

**To help other researchers.** Extensive, scholarly annotated bibliographies are sometimes published to aid future researchers. Since they provide a comprehensive overview of everything important that has been said about a topic, they serve as a great springboard for new projects.

## Format

The format of an annotated bibliography can vary, so it's important to know which format is expected.

1. At LAPU, all bibliographic information is to be written in APA style on a **References** page.
2. Annotations go beneath the bibliographic listing for each source in paragraph form. The lengths of the annotations vary significantly depending on your assignment and purpose, ranging from a couple of sentences to a couple of pages. Be sure to follow the assignment instructions and consult with your instructor regarding the length of annotations.
3. Review the sample annotated bibliography on the next page to help prepare you for this assignment.
4. Make sure all of your sources are **current** (from within the past ten years) unless they might be from a classic work in the field you are researching.

## References

Anderson, L. A., & Glover, D. R. (2017). *Building character, community, and a growth mindset in physical education: Activities that promote learning and emotional and social development*. Human Kinetics.

The authors focused on teaching children through physical education and a growth mindset. When children have positive personality traits they are more likely to carry these traits into adulthood and these traits can be learned during physical education. Students who are able to problem solve, be good learners and work collaboratively with others while participating in physical education are able to use these skills in other areas of learning. The authors provided several useful examples for current and prospective teachers.

Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry*, 85(1), 3-9.

The authors share strategies for teaching with a focus on strengths in order to help students who have experienced trauma succeed. The effects of trauma on a child severely compound the ability to self-regulate and sustain healthy relationships. In the classroom, the effects of trauma may manifest as attention deficit hyperactivity disorder, conduct disorder, oppositional defiance disorder, and/or acute stress disorders. The authors contend that the classroom can be positioned as a powerful place of intervention for posttraumatic healing both in the context of special education and in mainstream classrooms that contain trauma-affected students.

Ghosn, I. K. (2013). *Storybridge to second language literacy: The theory, research, and practice of teaching English with children's literature*. Information Age Publishing.

The author presented information on teaching children many subjects like Math, English, and teaching English learners through the use of storybooks. The author explained that using a simple storybook as the base of a lesson can teach English concepts as well as other basic curriculum to young children. Another added benefit to teaching through storybooks is to help children think about morals and how to make good choices in certain situations.

Taber, K. S., Sumida, M., & McClure, L. (Eds.). (2017). *Teaching gifted learners in stem*

*subjects: Developing talent in science, technology, engineering and mathematics.*

Routledge.

This resource explained the basics of STEM, which is an acronym for Science, Technology, Engineering, and Math. STEM education covers a broad range of curriculum that is taught to children. STEM teaches students to relate topics that they learned in one subject and apply them to different parts of their learning and life. Students use STEM to apply their skills through multiple subjects. The authors share practical examples of how teachers might use STEM to increase student performance and achievement.