

# Annotated Bibliography

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## Definition & Aim

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An annotated bibliography is an organized list of sources, each of which is followed by a brief note or "annotation."

These annotations do one or more of the following:

- ▣ describe the content and focus of the book or article
- ▣ suggest the source's usefulness to your research
- ▣ evaluate its method, conclusions, or reliability
- ▣ record your reactions to the source.

## Annotations or Abstracts – What's the Difference?

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- ❑ An Annotation:  
Summarises the scope and substance of a piece of work and may also provide a critical comment
- ❑ An Abstract:  
Gives an outline of the key points of a piece of work but usually does not involve any significant assessment

## Function

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- ❑ It is excellent preparation for research of a particular topic
- ❑ Provides the author of the bibliography the opportunity to learn about a specific topic
- ❑ Offers others in a specialised field comprehensive and current information about related sources

## Forms of annotated bibliography

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- Indicative (descriptive--tell us what is included in the source)

This form:

- defines the scope of the source,
- lists the significant topics included,
- and tells what the source is about.
- In the indicative entry there is no attempt to give actual data such as hypotheses, proofs, etc. Generally, only topics or chapter titles are included.

## Indicative

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- Marine and Coastal Community Network. *URL:*  
<http://www.ozemail.com.au/~mccnet/who.htm>  
The Marine and Coastal Community Network is a non-government, community-based organisation, established in 1993 to assist community involvement in caring for oceans and coastlines. The network provides a range of services for NGOs and individuals (e.g. contacts, workshops, Internet web page, newsletters, ocean care day, & feedback).
  - Links to other sites
    - Hot list for marine and coastal issues
    - Accidents/pollution
    - Conservation and community groups
    - Databases/Registers
    - Documents/Reports
    - Education
    - Environmental Associations
    - Environmental Sites
    - Fisheries/Industry
    - Government Departments and Agencies
    - Marine Parks/Reserves
    - Maritime/Ports
    - Publications
    - Research**Keywords:** Australia, coastal community, conservation, education, environment, fisheries, marine

## Forms of annotated bibliography

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- Informative (tell us what the main findings or arguments are in the source)

This form of annotation is:

- A summary of the source.
- The informative entry gives actual information about its source. To write it, begin by writing the thesis; then develop it with the argument or hypothesis, list the proofs, and state the conclusion.

## Informative

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- Voeltz, L.M. (1980). Children's attitudes toward handicapped peers. *American Journal of Mental Deficiency, 84*, 455- 464.

As services for severely handicapped children become increasingly available within neighborhood public schools, children's attitudes toward handicapped peers in integrated settings warrant attention. Factor analysis of attitude survey responses of 2,392 children revealed four factors underlying attitudes toward handicapped peers: social-contact willingness, deviance consequence, and two actual contact dimensions. Upper elementary-age children, girls, and children in schools with most contact with severely handicapped peers expressed the most accepting attitudes. Results of this study suggest the modifiability of children's attitudes and the need to develop interventions to facilitate social acceptance of individual differences in integrated school settings.

(Sternlicht and Windholz, 1984, p. 79)

## Forms of annotated bibliography

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- ❑ Evaluative (tell us what you think of the source)

In this form of annotation

- ❑ You need to assess the source's strengths and weaknesses.
- ❑ You get to say why the source is interesting or helpful to you, or why it is not.
- ❑ In doing this you should list what kind of and how much information is given; in short, evaluate the source's usefulness.

## Evaluative

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- ❑ Scholtes, Peter R. and other contributors (1988)  
The team handbook: how to use teams to improve quality. Madison, Wis.: Joiner Associates, PO Box 5445, Madison WI 53705-0445)  
A very team- and people-oriented account, also very readable, of techniques for total quality management or TQM. One of the best books of its kind, it has wider application. Included because TQM has many similarities to action research in its cyclic approach, empirical focus, and the use of continuous improvement as a central theme.

## Forms of annotated bibliography

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- Combination

Most annotated bibliographies are of this type.

In this form of annotation

- They contain one or two sentences summarizing or describing content and one or two sentences providing an evaluation.

## Combination

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- Morris, Joyce M. (1959). *Reading in the primary school: An investigation into standards of reading and their association with primary school characteristics*. London: Newnes, for National Foundation for Educational Research.

Report of a large-scale investigation into English children's reading standards, and their relation to conditions such as size of classes, types of organisation and methods of teaching. Based on enquiries in sixty schools in Kent and covering 8,000 children learning to read English as their mother tongue. Notable for thoroughness of research techniques.

(Center for Information, 1968, p. 146)

## Documentation Style

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- ❑ Check with your tutor / lecturer / supervisor to determine which documentation style is required for your class: APA, MLA, Chicago, Harvard, Vancouver, Numbered References, ACS, AIP, etc.
- ❑ Since style manuals differ, check with your tutor / lecturer / supervisor about which one to use concerning form, spacing and consistency.
- ❑ Remember! the bibliography is an organized list of sources used. The annotation may immediately follow the bibliographic information on the same line, or it may begin on a new line, or two lines below the publication information.

## Layout

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- ❑ The length of the annotation will depend on the purpose
- ❑ Annotations are written in paragraph form
- ❑ Both the *summary* and *critique* are generally equal in length

## Bibliographic Details

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▣ Source information to include:

1. Author
2. Title
3. Publisher
4. Place
5. Date
6. Page Numbers (if relevant)

\*\* check referencing style to be used

## Writing the Summary

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Use these Two Points to Guide your Thinking and Note-making:

- ▣ What point is the author actually making?
- ▣ What ideas and evidence are used to support this view?

## A More Detailed Look at the Summary Questions

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### □ Summary

#### 1. **Journal**

- Is this a scholarly or a popular journal? (This characteristic is important because it specifies different levels of complexity in communicating ideas)

#### 2. **Intended Audience**

- What type of audience is the author speaking to?
- Is the publication aimed at a specialized or a general audience? Is this source too elementary, too technical, too advanced, or just right for your needs?

## A More Detailed Look at the Summary Questions

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### 3. **Contents breakdown**

- What are the author's intentions?
- What material does it cover?
- Are other bibliographies included? (The existence and quality of a bibliography at the end of an article may reflect the care with which the author/s has prepared the work)
- What topics are covered?
- To what extent?
- What point is the author actually making?
- What ideas and evidence are used to support this view?

## Writing the Critique

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The critique is shaped around these four points:

- ❑ How does this work help to build my understanding of the subject?
- ❑ What specifically does it add to my knowledge?
- ❑ How does this reading relate to the other works I have read?
- ❑ Would I recommend it to a friend? Why? Why not?

## A More Detailed Look at the Critique Questions

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- ❑ **Critique (Assess and Reflect)**
  1. **Objective Reasoning**
    - ❑ Is the information fact or opinion? (Sometimes difficult to tell apart: Facts generally are able to be demonstrated; opinions build from an interpretation of facts)
    - ❑ Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence?
    - ❑ Are assumptions reasonable?
    - ❑ Have I noted errors or omissions?

## A More Detailed Look at Critique Questions

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- ❑ Is the author's point of view objective and impartial?
- ❑ Is the language free of emotion-arousing words and bias?
- ❑ Do the ideas and arguments integrate with other works on the same topic or does it depart from others' points of view? (If this is the case, it requires more careful scrutiny)
- ❑ Can the work be used in my own research?

## Format

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- ❑ Scriven, Michael (1991) Evaluation  
The Art of Evaluation, fourth edition, Newbury  
Park, CA: Sage.   
If you want to know anything  
about evaluation you can probably find it  
somewhere here. It is written  
in an encyclopedia style, with a long  
list of alphabetical entries. It contains  
both introductory and more advanced material,  
and much of it is interesting and readable  
despite the format.

Source  
Information

What Kind of  
Information

How  
information is  
Written

Source  
Strength &  
Weakness

## Other Examples

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Canadian Parks/Recreation Association. 1997. The Benefits Catalogue. Gloucester, ON: Canadian Parks/Recreation Association.

This catalogue provides extensive documentation of the benefits to health and wellbeing from parks and recreation. It arose out of the 'benefits movement' in the United States and Canada in the 1980's. It provides an overview of current research evidence to support numerous benefit statements. It was intended to help workers in fields such as recreation, parks, sports, fitness, arts and culture focus on outcomes. The benefits are grouped around eight marketing messages, which are: recreation and active living are essential to personal health; recreation is a key to balanced human development; recreation and parks are essential to quality of life; recreation reduces self-destructive and anti-social behaviour; recreation and parks build strong families, and healthy communities; recreation reduces health care, social service, and police/justice costs; recreation and parks are significant economic generators in the community; and parks, open spaces, and natural areas are essential to ecological survival. One section of the catalogue is devoted to each of these messages, and contains a summary of the benefits and documents the supporting literature. The aim is to help reposition and promote parks and recreation as essential services. This is a very comprehensive report, and has considerable value as a management tool.

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### ANNOTATED BIBLIOGRAPHY ON INDIGENOUS EDUCATION ISSUES: EARLY CHILDHOOD EDUCATION

**Adams, I.** (1998). The Educational Plight of Indigenous Australian Students in the Early Years of Schooling. Unicorn v.24 n.1 p.5-15

*Descriptors:* Poverty; Self-esteem; Indigenous identity

*Identifiers:* Student attitudes

*Abstract:* In this paper, Adams identifies factors which influence the effectiveness of education provided for Indigenous students, focussing on child poverty (including loss of cultural identity and self-value); the degree of educational disadvantage Indigenous students are likely to experience because of such poverty, as well as the covert discrimination and racism they have to contend with in the school setting, which frequently leads to their alienation from the schooling process. In discussing educational participation, achievement and absenteeism among Indigenous students, the author suggests that poor educational outcomes apparent in upper primary/lower secondary school are symptomatic of inadequate educational progress in the early years of schooling. In addressing improvements needed in the provision of education for Indigenous students, Adams points to the need to recognise the importance and equal status of each stage of schooling, the inter-relatedness of all stages and the responsibility incumbent in each stage to ensure a student's satisfactory progression during that stage and into the next. Such an orientation focuses attention on the crucial importance of early childhood education in establishing attitudes to self, as an individual, and as a learner and in developing future attitudes to schooling. [Bourke et al]

*Education Sector:* Pre-school

*Notes/availability:* ACER Cunningham library

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**1935 – 1939 (n = 2)**

Gorby, C. B. (1937). "Everyone gets a share of the profits." *Factory Management & Maintenance* **95**: 82-83.

A report of a profit-sharing plan in existence in the Hosking Manufacturing Company, Detroit, since 1923. After deducting from the total profits an amount equal to 6% of the value of the outstanding stock, the balance is divided among employees in proportion to their responsibility in creating the profits. Three groups share the profits: department heads, assistant department heads and salesmen, and factory employees and clerks. The last group is divided into three classes according to service record: 5 years and over, 3 to 5 years, and 1 to 3 years. Participation in each group is in the proportion that yearly salary or wage bears to the total for each group. In consequence costs have been reduced, labor turnover is almost non-existent, and older employees assume the task of **coaching** others in the importance of spoiled work.

((c) 1997 APA/PsycINFO, all rights reserved) **A**

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Bigelow, B. (1938). "Building an effective training program for field salesmen." *Personnel* **14**: 142-150.

In a discussion of methods and pitfalls in the development of a sales training program, the author advocates the group personal **coaching** method as being most effective.

((c) 1997 APA/PsycINFO, all rights reserved)

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**Boswell, J.** (1997). Presentation of early otitis media in 'Top End' Aboriginal infants.

Australian New Zealand Journal of Public Health v.21 p.100-102

*Descriptors:* Hearing

*Abstract:* This study found that of 41 Aboriginal infants examined monthly, all had otitis media and over one third had experienced eardrum perforation. The earliest age of perforation was 44 days and mean duration was just over 44 days. [Batten et al]

*Geographical source:* Northern Territory

*Education Sector:* Pre-school

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Aditjondro, George J. 1993. 'Millenarianism in Melanesia.' Paper for the Irian Jaya Ethnology option class during the 22nd Intensive Indonesian Language and Cultures Program (Program Intensif Bahasa dan Budaya Indonesia) at Satya Wacana Christian University, Salatiga, 21 December - 6 January 1993. Salatiga, January 1993. 10pp.

A review of millenarian movements in Irian Jaya, focusing on the Biak Koreri movement and the Amungme *hai* movement, using the studies of Pogolamun et al (1984, 1985), and Strelan and Godschalk (1989).

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AEA-Freeport Medical Service 1995. A Simple Dictionary for Health Care Workers to Communicate Effectively with Our Amungme Community. Tembagapura: AEA Freeport Medical Service. July 1995. \*\*pp.

A basic triglot dictionary of Amungme / English / Indonesian terms for use by health workers, with a short introduction to Amungme culture.

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Allied Geographical Section 1944. Area Study of Central Dutch New Guinea (Sub- Division Wissel Lakes). Allied Geographical Section, South West Pacific Area, Terrain Study No.68. 15 October 1943. \*\*pp.

An Allied intelligence document describing the topography, resources and population of the Wissel Lakes and Central Highlands region, drawn from information supplied by Dutch missionaries and colonial officers. Contains numerous maps and photographs of valleys and settled areas, including information on the Uhunduni (northern Damal) of the Beoga and Oewagimama areas (pp.22,36-38).

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Brook R, McGlynn E, Cleary P. 1996.

"Measuring quality of care"

The New England Journal of Medicine **335:13**  
966-970

The authors discuss approaches to measuring the quality of care. Can quality of care be measured? What are the limitations of current measurement techniques? The paper identifies five methods by which quality can be assessed, and discusses the merits of outcome versus process measures.

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Berkes, F. 1999. Twenty-five years in community-based coastal resources management. *Out of the Shell*, 7(2): 5-8. URL:

<http://www.dal.ca/~corr/7no2.htm>

In this paper Berkes identifies successful cases of community-based coastal resources management (CBCRM) from around the world (Canada, Bangladesh, Mozambique...). He concludes that CBCRM should never be thought of as a solution in itself, but rather as an antidote to top-down, centralised, disembedded resource management.

**Keywords:** coastal resources management, community-based, fisheries

## References

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- [http://www.wisc.edu/writing/Handbook/AnnBib\\_content.html](http://www.wisc.edu/writing/Handbook/AnnBib_content.html)
- <file:///C:/Documents%20and%20Settings/jc132573/My%20Documents/NESB%20Workshop%20Information/Teaching%20period%202/Powerpoint%20Presentations/annotated.jsp.htm>
- <How%20to%20write%20an%20annotated%20bibliography.pdf>