

ANNOTATED BIBLIOGRAPHY PROJECT -- ENGLISH 373

Some General Notes on Bibliographies for 373

1. Italics and underlining mean the same thing in the entries below. Choose one style for your entries but do not use both.
2. All bibliographies/works cited lists are alphabetized by authors' last names when possible. Otherwise the first major word of a title becomes the alphabetized character.
3. You should double check the assigned distribution of sources (see the course syllabus for details) to be sure that you have the right types of sources in the right distribution.

Annotations in a Variety of Formats

- **Evaluative Assessment** of the quality or usefulness of sources (strengths or weaknesses, comparison to other sources, reliability, biases, goals, information that is provided, etc.)
- **Informative Summary** of the content of sources (main arguments, salient points, proofs, topics covered, actual detail from source etc.)
- **Indicative Description** of the scope of a source (what the source is about, what is included, topics or chapter titles, etc., not specific detail of arguments)
- **Combination** of above—the most common type—(summary, description, evaluation)

Evaluative Assessment

Gurko, Leo. *Ernest Hemingway and the Pursuit of Heroism*. New York: Crowell, 1968.

This book is part of a series called "Twentieth Century American Writers": a brief introduction to the man and his work. After fifty pages of straight biography, Gurko discussed Hemingway's writing, novel by novel. There's an index and a short bibliography, but no notes. The biographical part is clear and easy to read, but it sounds too much like a summary.

Hingley, Ronald. *Chekhov: A Biographical and Critical Study*. London: George Allen & Unwin, 1950.

A very good biography. A unique feature of this book is the appendix, which has a chronological listing of all English translations of Chekhov's short stories.

(Original source Spatt, 1991, p. 322, 411)

Informative Summary

Voeltz, L.M. "Children's Attitudes toward Handicapped Peers." *American Journal of Mental Deficiency* 84 (1980): 455-64.

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.

(original source Sternlicht and Windholz, 1984, p. 79)

Indicative Description

Griffin, C. Williams, ed. *Teaching Writing in All Disciplines*. San Francisco: Jossey-Bass, 1982.

Ten essays on writing-across-the-curriculum programs, teaching writing in disciplines other than English, and teaching techniques for using writing as learning. Essays include Toby Fulwiler, "Writing: An Act of Cognition"; Barbara King, "Using Writing in the Mathematics Class: Theory and Practice"; Dean Drenk, "Teaching Finance Through Writing"; Elaine P. Mairnon, "Writing Across the Curriculum: Past, Present, and Future".

(Original source Bizzell and Herzberg, 1991, p. 47)

Combination of Above

Morris, Joyce M. *Reading in the Primary School: An Investigation into Standards of Reading and Their Association with Primary School Characteristics*. London: Newnes, 1959.

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 organization 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.

(Original source Center for Information, 1968, p. 146)

Annotations in Complete Sentences or Telescopic Style

Complete Sentences

Kinter, W. R., and R L. Pfaltzgraff. "Assessing the Moscow SALT Agreements." *Orbis* 16 (1972): 341-60.

The authors hold the conservative view that SALT cannot halt the slipping nuclear advantage of the United States. They conclude that the United States needs a national reassessment of defense policy. They further conclude that the only utility of SALT is in developing a dialogue with the Soviets. This is a good conservative critique of SALT I.

(Original source Strenski and Manfred, 1981, p. 165)

Telescopic Style

Vowles, Richard B. "Psychology and Drama: A Selected Checklist." *Wisconsin Studies in Contemporary Literature* 3:1 (1962): 35-48.

Divided by individual authors. Reviews the research between 1920 and 1961.

(Original source Bell and Gallup, 1971, p. 68)

A Couple More Samples in MLA Style

Print Journal Article

Harmon, Robert. "Elements of Bibliography." *American Scholar* 65 (1989): 24-35.

Although this article from a scholarly journal does not focus on annotated bibliographies, the author does a superior job of indicating the reason and process of general bibliographing. Harmon writes this text for librarians who must focus on detailing books. The bibliography for this text is annotated and provides a good source of examples.

Online Journal Article from JSTOR

Ingram, Martin, "Ridings, Rough Music and the 'Reform of Popular Culture' in Early Modern England," *Past and Present* 105 (1984): 79-113. *JSTOR*. Iowa State U Parks Lib., Ames, IA. 5 Apr. 2005 < <http://links.jstor.org/sici?sici=0031-2746%28198411%290%3A105%3C79%3ARRMAT%22%3E2.0.CO%3B2-Z>>.

Ingram argues that the use of rough music and other shaming techniques to address community problems and non-conformity combined festive elements with penal justice.

Note: Because all JSTOR articles are considered "online" sources, use the stable URL listed in JSTOR for citing a JSTOR article.

Book

Cook, Sybilla. *Instruction Design*. New York: Garland, 1986.

This book provides an annotated bibliography of sources concerning instructional patterns for research libraries. Written for an academic audience, the author provides information on how such a bibliography can be used. Although it does not provide information on how to compile an annotated bibliography, the book proves a good source for examples.

Additional Samples of Annotated Bibliographic Entries for Literature (Created by Prof. Laura Mielke and used by permission)

Lepore, Jill. "The Curse of Metamora." The Name of War: King Philip's War and the Origins of American Identity. New York: Vintage, 1999. 191-226.

This final chapter in a book on accounts of King Philip's War places Stone's Metamora in the context of the controversy surrounding Indian Removal. Lepore argues that the play, like many other works of the period, pushes Native Americans into history or the West. She provides useful, detailed information and analysis concerning other works that inspired Stone (including Washington Irving's portrait of King Philip), Edwin Forrest's performance in the lead role, three interesting productions of the play (including the hostile reception in Augusta, Georgia, in 1831), and the cultural context in which the play was produced. Lepore also considers two critiques of Stone's portrayal: William Apess's "Eulogy on King Philip" and John Brougham's burlesque, Metamora; or, The Last of the Pollywogs.

Pearce, Roy Harvey. Savagism and Civilization: A Study of the Indian and the American Mind. Rev. ed. Berkeley: University of California Press, 1988.

Pearce describes the evolving attitude of Euro-Americans toward American Indians from the seventeenth century through the mid-nineteenth century. He stresses that by the early nineteenth century, the American Indian symbolized the "savagery" against which an American "civilization" could be defined. Pearce convinces the reader of this thesis through examples from literary and historical portrayals of American Indians, the scientific study of American Indians, and the development of federal Indian policy.

Spaulding, A. T. "Commodity Culture and the Conflation of Time in Ishmael Reed's Flight to Canada." Contemporary Black Men's Fiction and Prose. Clark Heith, ed. Urbana: University of Illinois Press, 2001. 71-88.

In this straightforward and convincing analysis, Spaulding argues that Ishmael Reed uses anachronisms in Flight to Canada to indicate the connection between slavery in nineteenth-century America and the commodification of black art and literature in late twentieth-century America. Spaulding also contends that Reed rejects the analysis of the slave narrative as the author's self creation and views it instead as an example of the slave both critiquing his or her cultural context and gaining the economic means to freedom. But once the text is commodified, the black artist (represented in the novel by Raven but also Reed) faces the danger of re-enslavement by the establishment (represented by Harriet Beecher Stowe and Yankee Jack).