



# **ENGAGING STUDENTS IN ACADEMIC WRITING WITH ANNOTATED BIBLIOGRAPHIES**

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# PITFALLS OF THE TYPICAL TERM PAPER


## For Students

- Overwhelming
- Prone to procrastination
- Lack of accountability within groups

## For Teachers

- Not appropriate for every course/student
- Lack of time to teach content and writing skills
- Time consuming to grade

## The Result

- Poor writing
  - Content not learned
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# WHAT IS AN ANNOTATED BIBLIOGRAPHY?

- A collection of references with commentary (*annotations*)
- Purpose may be descriptive or persuasive
  
- Types of Annotation:
  - summary
  - evaluation
  
- Optional elements
  - introduction
  - conclusion



# WHY USE ONE?

## For Students

- Teaches reference style (e.g., APA, MLA)
- Requires students to actually read materials
- ‘Atomizes’ the writing process

## For Teachers

- Annotations can be retained (e.g., in a lab)
- Grading is segmented
- Focuses only on relevant writing skills

## For Both!

- Encourages collaboration
- Intermediate due dates
- Explicit group equity



# HOW TO CUSTOMIZE AN ANNOTATED BIBLIOGRAPHY

- Topic
- Scope
- Purpose
- Individual or Collaborative?
- Sources
  - Number
  - Type
    - books
    - journals
    - news/magazines
    - multimedia
- Annotations
  - length
  - type
    - summary
    - evaluation
- Other components
  - Introduction
  - Conclusion
  - Presentation



ACTIVITY:

GENERATING EXAMPLES FOR YOUR OWN TEACHING



# SUMMARY

- Annotated bibliographies solve several problems with traditional term paper assignments.
- They actively engage students in the process of research and writing.
- They can be customized for various courses and student populations.

