

## Compiling an Annotated Bibliography

Throughout college, you may encounter many ideas of what collegiate or academic writing looks like including research-based, reactionary, argumentative/ persuasive, and reflective. Many of these styles of writing will challenge you to work to acquire new knowledge which you will examine, analyze, and perhaps stake a claim about. One great way to start this writing process, is by creating an annotated bibliography. In fact, disciplines throughout STEM and the Humanities use this genre of writing to encourage students to more deeply engage with a topic or material.

To start, ask yourself the following

- What would you want to know more about in relation to class/ lab discussions thus far? In other words, what topic do you want to research further?
- Where do you usually go to find academic-based articles for your research? How might you need to expand that exploration?<sup>1</sup>
- What information do you know you need to include in relation to the topic and thus do you know you need to research further?

Once you've answered one or all of these questions, you can begin your research. To do this work well, you must engage with the databases at IWU and perhaps even go beyond to i-Share or Illiad to get complete results. Once you have found materials that help you answer your questions—and perhaps discover new ones—you can then compile an annotated entry for each to keep your materials organized and your research on track.

<b>Annotated Entry with MLA Citation</b>	<b>Our Explanation</b>
<p>Shanahan, Fergus and Eamonn M.M. Quigley. "Medicine in the Age of 'Ulysses': James Joyce's Portrait of Life, Medicine, and Disease on a Dublin Day a Century Ago." <i>Prospectives in Biology and Medicine</i> 49.2 (2006): 276-285.</p> <p>This article was composed by two employees at University Hospital in Cork, Ireland. The authors open with a particularly helpful statement for this research: "literature or the visual arts provide vivid examples of the experience of disease and may be a potent learning tool for the appreciation of illness and suffering" (277). From here, the authors move into writing about Ulysses and the</p>	<ul style="list-style-type: none"> <li>• Open with an end citation (what you'd see on a works cited or references page) in either MLA or APA format. Make sure to alphabetize your entries by author's last name.</li> <li>• Begin the annotation with a summary of what the <b>text's background</b> is: where was it published? Who wrote it? Is the location of publication important?</li> <li>• Focus on how <b>it may be useful to your research</b> and <b>quote or paraphrase as needed</b>. Note that most STEM papers will prefer <b>paraphrased</b> information and most Humanities ones will prefer <b>direct quotations</b> along with <b>paraphrasing</b>.</li> </ul>

<sup>1</sup> Here you want to consider the source specifications your professor has outlined. Do they want journals from a specific discipline like Psychology? Do they expect peer-reviewed sources? Are they requesting a specific database like *PubMed* or *JSTOR*? Consider: What can you encounter in some of the other resources the library has to offer?

<p>representations of illness in the text (at which I might be looking in regard to this paper’s examination of anemia). <i>As medical professionals themselves, the authors focus well on the interactions between these professionals and patients (279).</i> They move into the relationship between TB and “The Dead” and this is particularly useful for studying in terms of this dissertation (281). This source, then, will <i>help me address medical advancements in the era during which the story takes place.</i></p> <p><b>Key words:</b> Tuberculosis, Ireland, doctor-patient relationships, “The Dead,” James Joyce, <i>Ulysses</i>, medical humanities</p>	<ul style="list-style-type: none"> <li>• Whatever you include, make certain to <b>cite in-text</b> with page numbers for MLA and page numbers and years for APA. Author names do not need to be included because each source is listed under each citation already.<sup>2</sup></li> <li>• Wrap up with another reminder of <b>how you might use this important information</b> to craft further research (a paper, a poster, a presentation, whatever the case may be.)</li> <li>• End with <b>key words</b>. These terms are helpful for when you craft a larger annotated bib and you need to go back and find themes that your resources have in common or find the sources you need.</li> </ul>
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A fall back formatting suggestion is to include entries that are single-spaced and have a line break between each portion of the entry (pictured above) and each entry itself. Some professors also request bullet points, indentations, or different spacing. You can always check with your professor during their office hours to find out.

Every piece of research should also be clearly connected to your topic and must include the **permalink** for the URL (if you cannot find the DOI). Note that some professors will not allow you to use the permalink if it’s IWU specific. In those cases, you must go to the publisher’s website and look for the DOI or URL for the article that way.

It is important to note that the genre of annotated bibliography is one you will encounter time and time again during your academic career and is therefore a useful one to learn. STEM and humanities majors both end up partaking in this compilation of research at both the undergraduate and graduate level.

**ProTips:**

- Run spell check.
- Take your entries to the writing center to have someone read them over. It’s not always a requirement but it is highly recommended. Tutors work with all writers, not just the “bad” ones. Be ready to pull up the prompt and rubric when you go.
- Visit your professor during his, her, or their office hours. They may have additional tips you can use.
- Go to your discipline’s librarian for help during the research stage. They know better than anyone how to navigate the wonderful databases we have here at IWU.

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<sup>2</sup> Your professor may require you to include author names. Always check with them to learn their preferences for citations.