Annotated / Critical Bibliographies

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Book an appointment: https://goo.gl/htbNLt
What is an annotated bibliography?

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A writing format that mashes up 2 elements:

1. a citation (or a list of citations) with...
2. annotations (descriptive + critically evaluative paragraphs, ~300-400 words each)
Are annotations & abstracts the same thing?

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Abstracts tend to be...

- Purely descriptive summaries of main points

Annotations usually include other elements...

- Descriptive summaries
- Evaluation
- Critical analysis
- Consideration of relevance

Purpose of your annotated bibliography:

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As *individual* contributors to your group...

- Review the *peer-reviewed literature* on your group topic
- Select a *relevant primary research article* published in a peer-reviewed journal.
- Write an annotation that briefly *describes* the main points, *evaluates* the source in context, *assesses* the study methodology and comments on *value and relevance*.


Ken Battle draws on a close study of government documents, as well as his own research as an extensively-published policy analyst, to explain Canadian child benefit programs. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of child poverty rates in a number of countries is a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children. Battle pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve to be criticized by politicians and journalists. He outlines the NCB’s development, costs, and benefits, and laments that the Conservative government scaled it back in favour of the inferior Universal Child Care Benefit (UCCB). However, he relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from others’ perspectives and analyses. However, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.
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Qualifications & experience of author (or authors or research group / institution)

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Writing your annotations.

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- (APA Citation - not included in word count)
- **Succinct summary (brief)**
  - Identify & describe main points, purpose, and conclusions
  - **Tip:** Try to combine multiple ideas within single sentence(s)
  - OWL at Purdue, Writing for Conciseness: [https://goo.gl/u9b344](https://goo.gl/u9b344)
- **Evaluation: Assessment & Analysis**
  - Analysis should go beyond reported “limitations” of study; identify weaknesses (& strengths), reliability, bias, intended audience, generalizability / usefulness
  - Demonstrate critical analysis
- **Comment on relevance**
  - Value to research question (what does it add?), usefulness for group project
Critical analysis of primary research studies:

- Critical appraisal tools & checklists:
  - Example: http://www.casp-uk.net/casp-tools-checklists
  - Tip: Use questions to guide analysis / assessment of articles

- Writing that demonstrates critical analysis

- Useful verbs and phrases...
### How to critique sources? Useful verbs & phrases

<table>
<thead>
<tr>
<th>account for</th>
<th>clarify</th>
<th>describe</th>
<th>exemplify</th>
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<td>imply</td>
<td>propose</td>
<td>suggest</td>
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The evidence indicates that . . .

The article assesses the effect of . . .

The author identifies three reasons for . . .

The article questions the view that . . .

Check your assignment details!

- Title page
- APA Citation
- Annotation of 300-400 words, not including citation:
  - Succinct summary, description of methodology
  - Assessment (source) & analysis (reliability, validity, bias, etc.)
  - Commentary on relevance, value, and usefulness
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<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
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<tbody>
<tr>
<td><strong>APA Citation</strong> (5)</td>
<td>Source is cited in APA format with no errors (5)</td>
<td>All citation elements are present; however 1-2 formatting infractions are present (3-4)</td>
</tr>
<tr>
<td><strong>Descriptive Component</strong> (25)</td>
<td><strong>Succinct and comprehensive summary</strong> of the main points and/or purpose of the source; succinct overview of the arguments and evidence addressed in the work; resulting conclusion is noted; thorough and accurate <em>description of authors’ methodology</em> or approach (20-25)</td>
<td>Summary is not succinctly stated; most main points of the source are included; arguments and evidence in the work are not succinctly or accurately stated; conclusion is not accurately noted; inaccurate description of author’s methodology or approach (13-19)</td>
</tr>
<tr>
<td><strong>Evaluative Component/ “Critique”</strong> (50)</td>
<td>Clear articulation of <strong>strengths and weaknesses</strong> of the source; reliability of the source is assessed; biases are identified, if present, and are clearly articulated; other evaluation criteria (e.g., audience, currency, accuracy, etc.) is discussed (45-50)</td>
<td>Identifies strengths and weaknesses of the source, however these are not consistently and clearly articulated; biases, if present, are not clearly articulated; other evaluation criteria (e.g., audience, currency, accuracy, etc.) are superficially discussed (26-44)</td>
</tr>
<tr>
<td><strong>Not’s Value/ Relevance</strong> (10)</td>
<td>Clear articulation of the <strong>worth</strong>, effectiveness, and usefulness of the source in terms of development of the poster component of the group project (9-10)</td>
<td>Superficial, inaccurate, or partial assessment of how the source will be utilized for the poster component of the group project (8-6)</td>
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<td><strong>Mechanics and Grammar</strong> (9)</td>
<td>Writing is <strong>clear and concise</strong>; no misspellings, typos or grammatical errors (9)</td>
<td>Writing is clear and concise; few misspellings, typos or grammatical errors (6-8)</td>
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<td><strong>Word Count</strong> (1)</td>
<td>Within <strong>word count limitation</strong> (1)</td>
<td>Exceeds word count ≤ 25 words (0.5)</td>
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Annotated bibliography ‘how to’ resources:

University of Toronto (annotated & critical bibliographies):
http://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/
http://hswriting.library.utoronto.ca/index.php/hswriting/article/view/3331/1458

James Cook University (Step-by-Step & Guides):

University of Alberta (annotated bibliographies):
http://guides.library.ualberta.ca/research-writing/annotated-bibliographies

OWL at Purdue (annotated bibliographies & writing for conciseness):
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html
Resources:

Resource Links: [http://libguides.macewan.ca/robbins](http://libguides.macewan.ca/robbins)
- Annotated Bibliographies (Nursing): [https://goo.gl/2JjU1J](https://goo.gl/2JjU1J)
- NURS 372 (tips for finding & selecting primary research)
- Managing Citations with Zotero: Free citation tool: [https://goo.gl/MGneR5](https://goo.gl/MGneR5)

Writing Centre, 7-112: [MacEwan.ca/WLS](http://MacEwan.ca/WLS)

Library: [http://library/macewan.ca/help](http://library/macewan.ca/help)

Book an appointment with Jody:
Appointment calendar: [https://goo.gl/htbNLt](https://goo.gl/htbNLt)
Questions?

Jody Nelson, Nursing Librarian: jody.nelson@macewan.ca