

## **Annotated Bibliographies with Reflection**

### **Learning Objectives:**

- 1) Identify the components and characteristics of primary peer reviewed scientific research.
- 2) Analyze scholarly, scientific research articles in the field of health and wellness.
- 3) Write two analytical annotated bibliographies.
- 4) Integrate and reflect on how current topics apply to your wellness.

## **The Basics of Annotated Bibliographies**

### **First, what is an annotation?**

An annotation is more than just a brief summary of an article, book, Web site or other type of publication. An annotation should give enough information to make a reader decide whether to read the complete work. In other words, if the reader were exploring the same topic as you, is this material useful and if so, why?

### **How is an annotation different from an abstract?**

While an abstract also summarizes an article, book, Web site or other type of publication, it is purely descriptive. Although annotations can be descriptive, they also include distinctive features about an item. Annotations can be evaluative and critical as we will see when we look at the two major types of annotations.

### **What is an annotated bibliography?**

An annotated bibliography is an organized list of sources (like a reference list). It differs from a straightforward bibliography in that each reference is followed by a paragraph length annotation, usually 100–200 words in length.

Depending on the assignment, an annotated bibliography might have different purposes:

- Provide a literature review on a particular subject
- Help to formulate a thesis on a subject
- Demonstrate the research you have performed on a particular subject
- Provide examples of major sources of information available on a topic
- Describe items that other researchers may find of interest on a topic

### **Types of annotated bibliographies**

There are two major types of annotated bibliographies:

1. Descriptive or informative
2. Analytical or critical

### **Descriptive or informative**

A descriptive or informative annotated bibliography describes or summarizes a source as does an abstract, it describes why the source is useful for researching a particular topic or question, its distinctive features. In addition, it describes the author's main arguments and conclusions without evaluating what the author says or concludes.

**For example:**

Breeding evil. (2005, August 6). *Economist*, 376(8438), 9. Retrieved from <http://www.economist.com>

This editorial from the Economist describes the controversy surrounding video games and the effect they have on people who use them. The author points out that skepticism of new media have gone back to the time of the ancient Greeks, so this controversy surrounding video games is nothing new. The article also points out that most critics of gaming are people over 40 and it is an issue of generations not understanding one another, rather than of the games themselves. As the youth of today grow older, the controversy will die out, according to the author. The author of this article stresses the age factor over violence as the real reason for opposition to video games and stresses the good gaming has done in most areas of human life. This article is distinctive in exploring the controversy surrounding video games from a generational standpoint and is written for a general audience.

Please pay attention to the last sentence. While it points out distinctive features about the item it does not analyze the author's conclusions.

**Analytical or critical**

An analytical or critical annotation not only summarizes the material, it analyzes what is being said. It examines the strengths and weaknesses of what is presented as well as describing the applicability of the author's conclusions to the research being conducted.

**For example:**

Patrick, Y., Lee, A., Raha, O., Pillai, K., Gupta, S., Sethi, S., . . . Moss, J. (2017). Effects of sleep deprivation on cognitive and physical performance in university students. *Sleep and Biological Rhythms*, 15(3), 217-225. doi:10.1007/s41105-017-0099-5

**Purpose Statement:** The purpose of this study is to compare college students who got a full nights sleep versus those who didn't and how it affected them cognitively and physically. This study demonstrates how pulling an "all-nighter" does not significantly impact the cognitive skills of college students. On the other hand, there were differences in physical ability in which those sleep deprived performed better.

**Summary Statement:** This research study focuses on the impacts that sleep deprivation has on both cognitive and physical being for college students. Physical ability was measured by the students' reaction time while cognitive skills were measured through memory and focus-based skills. The results indicate that there are "no significant differences... in cognitive tests" (Patrick et al., 2017) meaning that whether participants had one night of sleep or not did not have a significant effect on cognition. However, for the physical aspect, there was an increase in reaction time for participants in the sleep deprived category.

**Audience Statement:** I think the main audience for this study is college students. A lot of college students tend to do school work at night and lose sleep over it.

**Unique Feature Statement:** This study is unique because it relies on skills such as speed in the reaction time test rather than something like the students' GPA where multiple variables can be a determinant of it. The approach to tracking the effects of sleep deprivation are not too specific where the study can only apply to college students but can also be tested on other people.

**Strengths/Weaknesses/Biases Statement:** One weakness of this study is that they only did the experiment for one day. Having only one day of sleep deprivation can be the reason why they did not find a significant decrease in the students' cognitive and physical abilities. For instance, "another study found that... total sleep deprivation has a significant effect on filtering efficiency" (Patrick et al., 2017) which could mean that if this experiment was done for longer the results could be different. In addition, the students were each in their homes and were not supervised by any researcher.

**Reflection Statement:** This article is connected to wellness because it talks about how lack of sleep can impact your ability in school in both cognitive and physical aspects. Every college student that I know has been sleep deprived at least once for staying up late doing work or other causes. So, I think many other college students also have a connection with this article in that sense. In class we talked about how the aspects of wellness are intertwined and this is an example of that. Since this is only a one night study, it is good to know that one night will not impact your abilities negatively but maybe having a lot of restless nights will.

Please note that in these samples, the citations follow the APA format. This class requires APA.

### Instructions for this Assignment

For this assignment you will read the material provided here, watch the videos (links provided), choose two articles from the articles provided on canvas, and write two analytical annotated bibliographies based on the criteria below.

1. Watch these Videos:  
[https://www.youtube.com/watch?time\\_continue=1&v=s3fvyN7QC0o&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=s3fvyN7QC0o&feature=emb_logo)
  - <https://www.youtube.com/watch?v=MQwPMnNgvh4>
  - <https://libguides.uwf.edu/c.php?g=436278&p=3891645> Non-YOUTube Version
2. **Choose your sources** before writing your annotated bibliography, you must choose your sources. This involves doing research much like for any other project. Your choices for this assignment are on canvas and you choose **two** of the articles to annotate.
  - i. You are going to write an **analytical annotated bibliography**.
3. **Write the citation and annotation** when writing your annotation, the complete citation should always come first and the annotation follows.  
You will need to include **each Subheading** one:
  - a. **Purpose statement** that describes the purpose of the work.
  - b. **Summary Statement** is summary of the article content.
  - c. **Audience Statement** describes the type of audience the article is written for.
  - d. **Unique Feature Statement** elucidates any special or unique features in the article.

Modified From: [https://sites.umgc.edu/library/libhow/bibliography\\_tutorial.cfm](https://sites.umgc.edu/library/libhow/bibliography_tutorial.cfm)

- e. **Strengths, weaknesses or biases statement** describes the strengths, weaknesses or biases in the article.
    - f. **Reflection statements** describes reflective thoughts on how this article and materials in class relate to various components of your wellness.
4. Please follow this proper format:
  - i. Citation in APA format 1<sup>st</sup>
  - ii. Then text as above.
5. In order to get full credit you need to you to address each item above.
6. You will be turning in a doc, docx, or PDF file type. Below are resources for you to access the ability to generate this document type.
  - a. Download your FREE copy of Microsoft Office from UCI's Office of Information and Technology (highly recommended):  
<https://www.oit.uci.edu/help/microsoft/softwarefor-students/office-365-pro-plus/>
  - b. Use Google Docs to open the .docx file: <https://www.google.com/docs/about/>
7. Make sure your citations are in APA format and you follow the template above. Here are some additional links for examples as well:
  - a. <https://library.earlham.edu/c.php?g=82926&p=912496>
  - b. <https://guides.library.cornell.edu/annotatedbibliography>
8. Please seek help from your professor and learning team if you need help ahead of due date.

**Annotated Bibliographies with Reflection Rubric**

| <b>Attributes</b>  | <b>Proficient</b>   | <b>Developing</b>  | <b>Emerging</b>   | <b>Not acceptable</b>                                    |              |
|--|---|--|---|--|--------------|
| <b>Points</b>  | <b>5</b>  | <b>3</b>   | <b>1</b>  | <b>0</b>   | <b>Total</b> |
| <b>Criterion 1:</b><br><i>Purpose Clearly Stated</i>                                   | Purpose of 2 out of 2 ABS are clearly and concisely stated.   | Purpose of 2 out of 2 ABS are stated, but 1 purpose needs clarity.                           | Purpose is clearly stated for 1 out of 2.   | Purposes are not clear at all in both submissions.       |              |
| <b>Criterion 2:</b><br><i>Quality &amp; clarity of the summary of ideas in sources</i> | Main ideas of sources are clearly summarized in 2 out of 2 Annotated Bibs(AB).                      | Main ideas of sources are clearly summarized in 1(AB), but not well in both ABs.             | Main ideas are not summarized clearly; or are incomplete in both ABs.                                 | Summaries are unclear or not accurate.                   |              |
| <b>Criterion 3:</b><br><i>Audience Identification</i>                                  | Audience properly identified in each submission.  | Audience properly identified in 1 of 2 submissions.  | Audience identified for both submissions, but not correct.  | No audience identified in either submission.             |              |
| <b>Criterion 4:</b><br><i>Unique Features of Article Identified</i>                    | Unique features properly identified in each submission.   | Unique features properly identified in 1 of 2 submission.                                    | Unique features identified on both submissions, but not correct.                                      | No unique features identified in either submission.      |              |
| <b>Criterion 5:</b><br><i>Identification of Strengths, Weaknesses or Biases</i>        | Strengths, weaknesses, or biases were properly identified in each submission.                       | Strengths, weaknesses, or biases were properly identified in 1 of 2 submission.              | Strengths, weaknesses, or biases were identified on both submissions, but not correct.                | No strengths, weaknesses, or biases were identified.     |              |
| <b>Criterion 6:</b><br><i>Reflection</i>   | Reflection statements were concisely relevant to the material and were present on both submissions. | Reflection statements were relevant to the material and were present on only one submission. | Reflection statements were not concisely relevant to the material in both submissions.                | No reflection statements were relevant to the material.  |              |
| <b>Criterion 7:</b><br><i>References/ Citations</i>                                    | APA citations are used appropriately throughout the entire assignment.                              | APA citations are not used, but sources are referenced in an alternative format.             | The assignment is missing one citation component (in-text OR reference list).                         | Citations of any kind are not used.                      |              |
| <b>Criterion 8:</b><br><i>Formatting</i>   | Appropriate subheadings are used throughout the document, and citations is present.                 | Some subheadings are included in the document and citations is present.                      | There are a few subheadings included and one citation.  | There are no subheadings and no citations.               |              |
| <b>Criterion 9:</b><br><i>Spelling and Grammar</i>                                     | The assignment is free from spelling and grammar errors and complete sentences were used.           | The assignment has occasional spelling and grammar errors.                                   | The assignment has several spelling and grammar errors, but they distract minimally from the content. | The assignment has numerous spelling and grammar errors. |              |
|  |   |  |   | <b>Total Possible Points</b>                             | <b>45</b>    |