The Annotated Bibliography
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What is an annotated bibliography?

An enhanced bibliography.

A beefed up bibliography.

A tool you might use to remember what you’ve read about a topic.

A tool you might use to evaluate the resources you’ve collected during your research.
An annotation ALWAYS contains:

1. A proper CITATION (APA style)
2. An brief annotation (summary/assessment/reflection) of ~200 words
What’s an annotation?

An annotation is a short paragraph about a resource that summarizes and evaluates that resource.
An annotation is made up of three parts:

1. A summary → what are the main arguments in the article? (2-3)
2. Assessment → Is this a reliable source? Is the information correct? Who wrote the article? Are there citations present? What journal is it published in? (3-4)
3. Reflection → is the article useful to you? (1-3)

This article reviews differing English for Specific Purposes (ESP) trends in practice and in theory. Belcher categorizes the trends into three non-exclusive sects: sociodiscoursal, sociocultural, and sociopolitical. Sociodiscoursal, she postulates, is difficult to distinguish from genre analysis because many of the major players (e.g., Ann Johns) tend to research and write in favor of both disciplines. Belcher acknowledges the preconceived shortcomings of ESP in general, including its emphasis on “narrowly-defined venues” (p. 165), its tendency to “help learners fit into, rather than contest, existing...structures” (p. 166), and its supposed “cookie-cutter” approach.

In response to these common apprehensions about ESP, Belcher cites the New Rhetoric Movement and the Sydney School as two institutions that have influenced progressive changes and given more depth to “genre” (p. 167). She concludes these two schools of thought address the issue of ESP pandering to “monologic” communities. Corpus linguistics is also a discipline that is expanding the knowledge base of ESP practitioners in order to improve instruction in content-specific areas.

Ultimately, she agrees with Swales (1996) that most genres that could help ESL learners are “hidden...or poorly taught” (p. 167) and the field of genre is only beginning to grasp the multitude of complexities within this potentially valuable approach to the instruction of language—and in turn, writing. This article proves examples as well as expert opinion that I can use in my project. It will provide me with evidence to support my argument about ESL.
Let’s take this step-by-step.

1. Take out the chapter you read for class. Write/type the citation in APA format.
2. Evaluate the article using the rubric. Follow directions for assessing the article.
Then...

3. Summarize the chapter in 2-3 sentences.

- No flowery language
- Don’t repeat author or title
- “In this chapter...”
And then...

4. Add your assessment sentences (2-3).

- Who is the author? Is he credible?
- Who is the intended audience?
- Are their citations?
- What is the publication?
- How old is the article?
5. Write your own reflection about the chapter.

- Is it relevant?
- Is it useful?
- Will you use it?
Put it all together!

Anyone willing to share their annotation?