

Annotated Bibliography on Working in America ESL 24

An annotated bibliography is a list of sources on a particular topic followed by an evaluation of each source. Creating an annotated bibliography is an excellent way to prepare for a research paper in an academic or job setting. It is also a common assignment in college, university and graduate-level courses and a common tool used in many professions. This assignment must be completed to pass ESL 24.

For this assignment, you will prepare an annotated bibliography on a topic related to our full-length work, Nickel and Dimed by Barbara Ehrenreich. Through this assignment, you will learn how to

- choose and narrow a topic **by reading some general encyclopedia articles**
- write a research question and thesis
- use the library and the Internet to discover **academic** sources of information on your topic,
- prepare correct citations using MLA style
- analyze and evaluate seven sources on your topic
- synthesize the information you have gathered
- present your work in an academic form
- **give an oral presentation of your work to your class**

Your handbook Keys for Writers will guide you. See Part 2: Doing Research/Evaluating Sources.

Choosing a Topic:

As you read Ehrenrich's book, keep a list inside the front cover of topics you would like to know more about. Some suggestions would be a particular union, the minimum wage, treatment of workers in one large corporation or chain, how or why Social Security was established, workplace injuries, CEO pay increases, **music or art of the labor movement**. **You may want to choose a topic related to your major or your work.** The librarians will also have some suggestions for topics when we take a library tour before beginning research.

Research Question and Working Thesis:

You'll have to get a little background information about your topic to decide how to limit it and what interests you most about it. A general encyclopedia **such as Encyclopedia Britannica, World Book, or even wikipedia (online)** are good places to get an overall view of the topic; **subheadings and "See Also" references in these articles can give you ideas for narrowing your topic.** Browse through several articles, and then write your **research question (See Keys For Writers, 6c)**. In class, we will change your research question into a **working thesis (See Keys, 6e)**. Your working thesis is a **complete sentence** that states what you expect to find from your research. It is often a statement that **ends with a series of *because* clauses that state your reasons for your claim.**

Examples:

Research Questions

- Why was the United Farm Workers' Union formed?
- Why was Cesar Chavez more successful in forming a union for farm workers than others had been?
- Has the United Farm Workers improved life for its members?
- How have farmers responded to the unionization of farm workers?

Working Thesis Statements

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- The United Farm Workers' Union was formed because. . . .
- Cesar Chavez was successful in forming a union for farm workers because. . . .
- The life of members of the UFW has changed in several ways since the union was formed but in other ways it has remained the same.
- Farmers have responded in three ways to the unionization of farm workers.

Of course, as you read more sources, you may change your opinion or decide to add or eliminate points from your working thesis. Most students find that they refine their working thesis before they finish their research.

The schedule below should help you manage your time on this assignment:

Date	Brief Statement of Topic
Date	Preliminary Background Reading
Date	Research Question
Date	Working Thesis
Date	Specialized Encyclopedia Entry
Date	Video Entry
Date	Book Entry (Book and Video dates may be reversed)
Date	Magazine or Newspaper Article Entry from Library Database
Date	Web site Entry
Date	Complete Research Package: <ul style="list-style-type: none">• Title Page• 7 Annotated Bibliographies:<ul style="list-style-type: none">○ 5 Annotated Bibliography entries previously handed in,○ plus 2 additional Annotated Bibliography entries from sources you choose--book, video, newspaper, website, magazine, personal interview, etc.• Concluding Remarks or Synthesis• Works Cited page
Date	Oral Presentation

Separate Annotated Bibliography Entries:

Each annotated bibliography entry should use the following format:

At the top of the page, in the right hand corner, write your name, the date, your topic, and **the type of source** (book, specialized encyclopedia, video, etc.).

Identify the source by writing a **complete MLA-style citation** for the source you are analyzing. Double space, and use hanging indentation. You can find the correct MLA format on the LPC library website listed under "Student Links" or you can use the pink slips near the reference desk. Follow the guidelines very carefully, checking punctuation, name order, italics or quotation marks with the examples provided. Also refer to [Keys for Writers](#) for additional models of MLA Works Cited sources.

•In one or two double-spaced paragraphs, **summarize** the information from this source that is related to your topic. Don't repeat information that you've already mentioned in an earlier annotated bibliography; if this source just repeats information you've already found, don't use it. If your source contains some new information, summarize that first. Then it's fine to explain how this source confirms or contradicts what you learned from an earlier source. In writing your summary, begin with a topic sentence stating the main

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idea(s) related to your topic; then add the most important details you learned, especially new information. Use your own words or put quotation marks around words you copy. In addition, briefly describe the intended audience (e.g., general American readers, American high school students, college and university students, non-union service workers, members of X union, members of a particular ethnic group, etc.).

•**Evaluate** each source on the basis of the following questions. Write your answers in complete sentences. Number each answer.

1. How easy was it for you to understand this source? For example, bold print subheadings or charts, graphs, and photographs might help you find information in an article. Some articles might be hard to understand because the vocabulary is unfamiliar or the sentences are very long and complex. On a video, some people are easy to understand because they speak fairly slowly or their faces are shown as they speak. Other people might be hard to understand because they have heavy accents or there is too much background noise. Would you recommend this source to another ESL 24 student? This information will help us guide future students to the most useful sources.

2. Is this a **primary or secondary source**? Primary sources were written by people involved in the events you are researching. For example, letters or diaries of workers who are trying to form a union are primary sources, as are government documents and newspaper articles from that time. Secondary sources are summaries and interpretations of the primary sources, such as encyclopedia articles, history books, magazine or journal articles. Using both primary and secondary sources is the best idea for most research papers. Your first few sources will be secondary sources; later you should try to find one or two primary sources.

3. What **time period and what locations** are covered by this source? Some works cover many years, others only a specific year or two; some works consider labor law in general, others only laws in one particular state. Both types of sources can be useful. When you start your research, look for broad coverage such as you'll find in a specialized encyclopedia article or a textbook about labor. Later in the research process when you want more details, go to sources with a narrower focus, such as a book about laws that protect workers in California or one about the songs of **agricultural workers in the 1930s**.

4. What are the **credentials** or background of the author(s) or organization that presents this work? Where does the author work? Has the author written other books or articles? **Ask librarians for help locating the author and author information in specialized encyclopedias** (you'll need to find the list of contributors). For books or articles, you may have to do a Google search. For books, the publisher can be important information; a university press indicates a scholarly book, for example. For web sites, be sure to look at "About Us." or "Contact Us." To find the Home page of a site with a long web address, go to the end of the address and erase everything after one of the last slashes //. Keep going back until you find the sponsors of the page and the web site itself.

5. What is the author(s)' or organization's **purpose**? Check the Preface or Introduction for books and encyclopedias. Check "Mission" for web sites. Some websites are written by middle-school or high-school students; these may still be useful but they should be considered less reliable. Does the site present biased information? Facts? Expert opinion from only one side? Does the writer present several sides of a controversy or just one?

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6. What kind of **evidence** does the source provide? Evidence can be facts, statistics, opinions of experts, personal experience, etc. Did the source include **references** to other sources either within the section you read or at the end of the book or article? If so, how many? Do the titles sound as if they appeal to academic or general readers?

7. Did **your thinking** change after reading or viewing this material? Explain how.

8. For visual material only (web sites or books of photos or paintings): How effectively did the charts, pictures, or paintings present the information? How artistically did they carry out the author's purpose? Do the links to other sites work?

***Note:**

You must answer questions 1 – 7 for all sources and question 8 for visual material. All answers MUST be numbered.

You must also attach a copy of your source material to each entry.

Complete Annotated Bibliography:

When you turn in your complete research project, it should include

- a title page,
- your one to two-page entry for each source (7 sources including two you choose)
- Concluding Remarks
- a Works Cited page that lists all 7 entries in alphabetical order

Your Concluding Remarks should include these elements:

- An introduction that includes your working thesis or research question and the revised thesis statement (the conclusion you have drawn after finishing your research)
- A synthesis of your research that names each source (author and title) and explains in a few sentences how each source contributed to the conclusions you drew in your thesis
- A personal response that explains how your research has affected you and how it relates to your own life. What aspects of the topic would you like to study if you should have the opportunity in the future?

Assignment	Points
Brief Statement of Topic, Research Question, Working Thesis	5
Specialized Encyclopedia Entry	20
Video	20
Book Entry	20
Data base Article Entry (from magazine or newspaper)	20
Website Entry	20
2 Student Choice Entries	40 (20 each)
Peer review	10
Complete Annotated Bibliography Research Project*	25
Oral report	20
Total	200

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Oral Presentation:

As a culmination to your Annotated Bibliography project, you will do a **five to ten minute** oral report on the most interesting person or event you discovered in your research on the American Labor Movement.

First, you should formulate a thesis or main idea and select evidence from your research that supports that main idea. You should practice your presentation in advance so that on the day of the presentations you can **speak from the notes on your cards, not from a written report**. When you quote from a source or mention information that is not common knowledge (basic facts contained in all the sources you consulted), you must name the source. The first time you refer to a source, you can say, "George Smith, an American Labor movement historian from the University of Virginia, reports on his web site that. . . ."

In addition to your oral report, your presentation must have a visual or auditory component that supports your thesis. This can be a poster with photographs and text, a brief video clip, a musical selection, or a Power Point presentation.

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Student Learning Outcomes for Individual Annotated Bibliography Entry

Context:

Given a full-length work to be read and discussed in class, students will choose a related topic, narrow the topic after preliminary reading in general encyclopedias, choose a research question, and formulate a working thesis. Students will document, summarize, and evaluate each of their seven research sources (annotated bibliography entries). At least five different types of sources must be used (specialized encyclopedia, video, book, magazine or newspaper article from LPC database, web site).

Objective:

For each source, students will write a two- to three-page paper that documents, summarizes, and evaluates the source by answering specific questions. A copy of the original resource must be attached. Each annotated bibliography entry will include the following **traits**:

Citation

- includes author, title, editor, publication information complete and in correct order
- shows correct punctuation, including underlining or quotation marks for titles
- uses hanging indention and double spacing

Summary

- uses correct paragraph form: topic sentence, supporting sentences, concluding sentence
- shows understanding of the main ideas and important details in the source that are related to the student's working thesis;
- describes new information in the source about the topic or explains how the source confirms or contradicts points in previous sources.
- generally shows understanding of relevant vocabulary
- avoids plagiarism by
 - using quotation marks around three words or more copied from the source
 - introducing quotations with reporting phrases and correct punctuation
 - limiting quotations to 10% of the summary
 - explaining most of the ideas of the source in the student's own words and phrases

Evaluation Questions

- are numbered and answered in order of instructions
- are expressed in complete sentences, generally correctly punctuated
- generally use research terminology (such as *primary and secondary source, credentials, purpose, evidence*) correctly
- show additional research where necessary to evaluate credibility or purpose
- show understanding of the source, inferring purpose, audience, bias
- respond thoughtfully to new information, agreeing or disagreeing with the source

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use generally correct verb tenses, verb forms, sentence structure, and
spelling
evidence peer- and self-editing

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Annotated Bibliography Entry

Trait	Superior	Satisfactory	Below Expectations
MLA CITA TION	Correct MLA citation; (5)	Minor errors in MLA citation; (3)	Serious errors in MLA citation (1)
SUMMARY	<p>correct paragraph form</p> <p>main ideas and details related to thesis</p> <p>adds information or confirms or contradicts points of previous sources;</p> <p>relevant vocabulary used correctly</p> <p>avoids plagiarism.</p> <p>(6-7)</p>	<p>weak topic sentences; summary too long/short</p> <p>ideas usually related to thesis</p> <p>adds less information or doesn't compare/contrast to points in previous sources</p> <p>some misuse or avoidance of key words</p> <p>mostly avoids plagiarism</p> <p>(4-5)</p>	<p>missing topic sentences or very short summary</p> <p>ideas not related to thesis</p> <p>little new information; facts or ideas merely repeated from previous sources</p> <p>misunderstanding of key words</p> <p>frequent examples of plagiarism.</p> <p>(1-3)</p>
EVALUATION QUESTIONS	<p>correct order; all answered in complete sentences</p> <p>generally use research terms correctly</p> <p>show understanding of source and thoughtful response (agree/disagree)</p> <p>shows additional effort to evaluate credibility</p> <p>generally correct sentence structure, verb tenses and verb forms, spelling</p> <p>evidence of peer and self editing</p> <p>(7-8)</p>	<p>usually correct order; most answered in complete sentences</p> <p>minor errors in use of research terms</p> <p>minor misunderstanding of source; little response to new information</p> <p>some effort to evaluate credibility</p> <p>some sentence structure, verb, or spelling errors but meaning usually clear</p> <p>some evidence of peer or self editing</p> <p>(5-6)</p>	<p>out of order or more than 2 missing; many sentence fragments</p> <p>misunderstanding of research terms</p> <p>source seriously misinterpreted; repeats points without response</p> <p>serious errors in evaluation of credibility</p> <p>sentence structure, verb, or spelling errors that interfere with meaning</p> <p>little or no editing</p> <p>(1-4)</p>

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Student Learning Outcomes for Complete Research Project

Context:

Given a full-length work to be read and discussed in class, students will choose a related topic, narrow the topic after preliminary reading in general encyclopedias, write a research question, and formulate a working thesis. Students will then carefully select seven different research sources. They will prepare an annotated bibliography paper for each one, documenting, summarizing, and evaluating each source. Students will hand in each annotated bibliography on its assigned due date. Finally, students will hand in all the annotated bibliography entries in an academic format and give an oral presentation to the class.

Objective:

Students will collect their seven annotated bibliography entries and present them in academic form with a title page, an essay of concluding remarks, and a complete works cited page. The complete research project will have the following **traits:**

Format

- includes centered title of project, student's name, teacher's name, course name, date
- uses same font as the rest of the project
- covers all seven annotated bibliography entries, plus concluding remarks and Works Cited List

Concluding Remarks

- introduction describes the student's progression from research question and working thesis through research to a final, revised thesis that is clearly stated and specific
- body paragraphs
 - use standard paragraph form: topic sentence, supporting sentence, concluding sentence
 - informally name each source in the student's own words
 - briefly describe what it contributed to the student's conclusions, whether it confirmed or contradicted his/her working thesis, and why the student writer judged the source credible or unreliable
- personal response
 - thoughtfully explains how this research has affected the student's understanding of American culture and history
 - relates the research to the student's life, other academic courses, or major
 - describes aspects of this topic that would be interesting to research in the future
- language
 - shows generally correct sentence structure, verb tenses, verb forms, punctuation and spelling
 - includes appropriate academic vocabulary for the topic
 - shows evidence of peer- and self-editing (rough draft)

Works Cited Page

- uses correct MLA format (alphabetical order, double spaced, with hanging indentation)
- lists all seven annotated bibliography entries

Complete Research Project

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Trait	Superior	Satisfactory	Below Expectations
FORM	correct title page covering seven entries using five types of sources plus concluding remarks & works cited list (4-5)	minor errors on title page; seven entries but more than two sources of same type (2-3)	serious errors on title page ; less than seven entries or three of same type (1)
CONCLUDING REMARKS	introduction describes process leading to clear, well-stated thesis body paragraphs use correct form all sources identified and concisely evaluated for contribution to conclusions (thesis) thoughtful personal response fully describes changes in thinking, relationship to student's life, future research areas sentences generally correct in structure, verbs, punctuation, spelling appropriate academic vocabulary for topic; evidence of peer & self editing (14-15)	introduction generally describes process but with less detail; thesis less specific body paragraphs have weak topic sentences or fewer supporting sentences all sources identified but with less evaluation personal response somewhat less complete errors in sentences do not interfere with meaning less academic vocabulary evidence of editing, but more needed (10-13)	introduction missing information; final thesis very general body paragraphs lack topic sentences; few supporting sentences not all sources identified and evaluated personal response missing or very short serious sentence errors interfere with meaning weak vocabulary, many errors little or no evidence of editing (1-9)
WORKS CITED LIST	seven sources uses correct MLA format (alphabetical order, double spaced, hanging indentation); appropriate title and font (4-5)	seven sources minor errors in MLA format; title missing; font changes (2-3)	fewer than seven sources serious errors in MLA format; inconsistent appearance (1)

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Student Learning Outcomes for Oral Presentation:

Context:

Having completed the Annotated Bibliography project, students will present a five to ten minute oral report on the most interesting person or event discovered during research on the American Labor Movement.

Objective:

Students will inform the class about a person or event that they learned about during their research project in a presentation with the following **traits**:

Organization

- Main points are clearly organized around a thesis or main idea.
- Main idea is supported by convincing evidence

Content

- Information is accurate and complete
- Two sources are named with their credentials
- Some visual or auditory material supports the main idea
- The presentation will inform other students and add new insights about American history and culture

Presentation:

- Speaker seems relaxed and makes eye contact with classmates
- Speaker knows the topic well and has practiced enough to refer to notes only occasionally

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Oral Presentation Rubric

	Superior	Satisfactory	Below Expectations
ORGANIZATION	Carefully organized Provides convincing evidence to support main idea (5)	Main idea is evident Some evidence supports main idea (3)	No apparent organization Little or no evidence provided (1)
CONTENT	Accurate and complete considering time limits At least two sources are named and credentials described Interesting visual/auditory materials support main points Listeners are likely to gain new insights about topic (9-10)	Generally accurate but incomplete Only one source named or credentials incomplete Some adequate visual/auditory materials related to main points Listeners may learn isolated facts (7-8)	Inaccurate or overly general. Sources and credentials not clear Little visual/auditory material; link to main points not clear Listeners unlikely to learn anything or may be misled (5-6)
PRESENTATION	Speaker is relaxed and comfortable Refers to notes but doesn't read them word for word (clearly has practiced) Good eye-contact with listeners (5)	Speaker is somewhat relaxed and comfortable Refers to notes often (needs some more practice) Some eye-contact with listeners (3)	Speaker seems anxious and uncomfortable Reads notes (needs much more practice) Little eye-contact with listeners (1)

8/17/05 jk