**Annotated Bibliography – Let’s Tag-Team It!**

This activity focuses on the writing, construction and organization of a typical evaluative annotation paragraph. Students can sometimes find this task tedious or intimidating but these writing, research and documentation skills are necessary as students embark on their academic careers.

Students will be working in groups on this activity. I’ve found that breaking it up like this can be incredibly helpful because:

1. It has a fun, team-building component, without feeling overly competitive. Students love seeing their work come together at the end when I type everything up.
2. It’s less intimidating, as construction of each portion of the annotation paragraph is handled by a group.

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| --- | --- | --- |
| **Activity** | **Description** | **Time** |
| Keep in mind: the **Time** listed does not take into account giving students instructions, dividing into groups, etc. | | |
| Video | Watch this YouTube video: [What Is An Annotated Bibliography?](https://youtu.be/MQwPMnNgvh4?feature=shared)  *(can search: Annotated Bibliography Santiago Canyon College)* Or whatever video you think is appropriate | 4 |
| Silent Reading | The article I use is: Tom Philpott’s “Let Them Eat Junk Food” from *Mother Jones* (vol. 39, no. 2, Mar. 2014, p. 68)  I use it bc it’s short and rather easy to digest. Feel free to use another article but it should be short, easy to digest. Ideally all students should have their own ‘copy’ of the article, be it print or digital, so that they can each individually read the portion of the article they/their group is responsible for. (Different groups will be told to focus on different things as they’re reading through it.) | 5-7 |
| Group Work | I’ve designed this assignment for 5 groups but you can adjust as appropriate. Each group needs to be given a copy of their specific group instructions (see next pages).  Students will work within their groups to write… Group 1: Summary - 3 sentences of 1st half of article  Group 2: Summary - 3 sentences of 2nd half of article Group 3: Evaluation - 1 sentence re: who target audience is; 2 sentences re: level, depth of writing (Easy or hard to read? Jargon-filled? Etc.) Group 4: Evaluation - 2 sentences re: does author address both side of argument; 2 sentences re: why the article is relevant to research  Group 5: Find info (Google) on the author, write 2-3 sentences | 10-15 |
| Annotation Construction | Each group (starting with 1, ending with 5) reads you their finished sentences, you type it up, BOOM – we have an annotation! | 5-7 |

**How To Write An Annotation**

**Group 1**

**Step 1: Summarize the article**

Directions:

1. Entire group: Take 5 min. to carefully read the FIRST HALF of the article silently to yourself.
2. Then as a group, come up with/agree on 3 sentences that summarize what you just read. One person in the group will write that summary on the blue sheet of paper.   
     
   **Rule:** When writing, only use the author’s last name. No first name,   
   no Mr. -- just *Philpott*.   
     
   Remember, there are lots of interesting, well-written ways to say that *so-and-so-said-thus-and-such*. Feel free to use any of the “Better, more interesting” examples when writing your sentences!

☹ Boring, blah:  
 “Philpott says that…” “Philpott states that…”

☺ Better, more interesting!  
 “Philpott [asserts, claims, argues, points out, outlines, describes, disputes, declares, makes a case for, ] …”

MLA Citation for the article:

Philpott, Tom. “Let Them Eat Junk Food: Should Uncle Sam Tell Food Stamp Recipients What to Buy?” *Mother Jones*, no. 2, 2014, p. 68. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.359410324&site=eds-live.

**Group 2**

Directions:

1. Entire group: Take 5 min. to carefully read the SECOND HALF of the article silently to yourself.
2. Then as a group, come up with/agree on 3 sentences that summarize what you just read. One person in the group will write that summary on the blue sheet of paper.   
     
   **Rule:** When writing, only use the author’s last name. No first name,   
   no Mr. -- just *Philpott*.   
     
   Remember, there are lots of interesting, well-written ways to say that *so-and-so-said-thus-and-such*. Feel free to use any of the “Better, more interesting” examples when writing your sentences!

☹ Boring, blah:  
 “Philpott says that…” “Philpott states that…”

☺ Better, more interesting!  
 “Philpott [asserts, claims, argues, points out, outlines, describes, disputes, declares, makes a case for, ] …”

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**Step 2: Evaluate the article**

**Group 3**

Directions:

1. Entire group: Take a few minutes to skim the article, silently to yourself. While skimming, do these 2 things:
   1. Identify the target audience
   2. Get a feel for the author’s writing style
2. Then as a group, come up with/agree on 3 or 4 sentences describing 1) who the target audience is and 2) the author’s writing style. One person in the group will write those sentences on the blue sheet of paper.

How to go about this:   
In a nutshell, just ask yourself, “Who would be most interested in this article? Who would want to read it?” Other questions to think about are:

* 1. Is the article really difficult to understand? Does the author use a lot of complicated words and jargon?   
     If so, then the target audience is likely other professionals who study government financial assistance programs for a living.
  2. Is the article somewhat easy to understand, even if you don’t understand every detail? Does the author avoid jargon and instead uses easier language that most could understand? If so, then the target audience is probably what’s called “the general reader.”

**Rule:** When writing, only use the author’s last name. No first name, no Mr. -- just *Philpott*.

**Group 4**

Directions:

1. Entire group: Take a few minutes to skim the article, silently to yourself. While skimming, keep these 2 questions in mind:
   1. Does Philpott address both sides of the argument?
   2. Given the scenario, how is this article relevant and helpful to your research?
2. Then as a group, come up with/agree on 3 or 4 sentences about:   
    1) whether or not Philpott addresses both sides of the argument. Don’t just give a “Yes” or “No” on this; include a sentence or two supporting your claim that he does or does not address both sides.   
    2) how this article could be relevant and helpful to your research. (ie. What is particularly good about this article? What are its strengths?)

One person in the group will write those sentences on the blue sheet of paper.

1. **Rule:** When writing, only use the author’s last name. No first name, no Mr. -- just *Philpott*.   
     
   Remember, there are lots of interesting, well-written ways to say that *so-and-so-said-thus-and-such*. Feel free to use any of the “Better, more interesting” examples when writing your sentences!

☹ Boring, blah:  
 “Philpott says that…” “Philpott states that…”

☺ Better, more interesting!  
 “Philpott [asserts, claims, argues, points out, outlines, describes, disputes, declares, makes a case for, ] …”

**Step 3: Find out a little about the author**

**Group 5**

Directions:

1. Entire group: Take a few minutes to quickly skim the article, silently to yourself. Try and get a feel for the author’s writing style.
2. Who is the ***author*** of this article? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is the ***title of the magazine*** it was published in? *(Need a hint? See the citation at the bottom.)*  
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4. Now Google the ***author’s name*** along with the ***title of the magazine***.
5. See what you can find out about the author. Look for things like:
   1. What educational degree(s) does he/she have?
   2. What is their job title? (ie. “staff writer,” “senior editor”…stuff like that)
   3. What experience and expertise do they have? What’s their background?
6. Then as a group, come up with/agree on 2-3 sentences that describe what you found out about the author. One person in the group will write that description on the blue sheet of paper.

MLA Citation for the article:

Philpott, Tom. “Let Them Eat Junk Food: Should Uncle Sam Tell Food Stamp Recipients What to Buy?” *Mother Jones*, no. 2, 2014, p. 68. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.359410324&site=eds-live.

**Group 1**  
Who in the group is doing the writing? 😊  
Please write 3 sentences summarizing the 1st half of the article.

Blue sheet of paper

**Group 2**  
Who in the group is doing the writing? 😊  
Please write 3 sentences summarizing the 2nd half of the article.

**Group 3**  
Who in the group is doing the writing? 😊  
Please write 3-4 sentences describing the target audience and the author’s writing style.

Blue sheet of paper

**Group 4**  
Who in the group is doing the writing? 😊  
Please write 3-4 sentences describing whether or not Philpott addresses both sides of the argument and how this article could be helpful to your research.

**Group 5**  
Who in the group is doing the writing? 😊  
Please write 2 or 3 sentences about the author.

Blue sheet of paper