

# Research: Annotated Bibliography

## What is the relevance of an annotated bibliography? In other words, why are we creating an annotated bibliography?

**Objective:** To discover, summarize, and evaluate **6-8 sources** for the research paper

An annotated bibliography is a list of sources for your research paper. Like a Works Cited page, the sources are listed alphabetically by last name of the author (or by title, if no author) with a complete and correct MLA citation. The annotation that follows the works cited entry should complete **both** of the following:

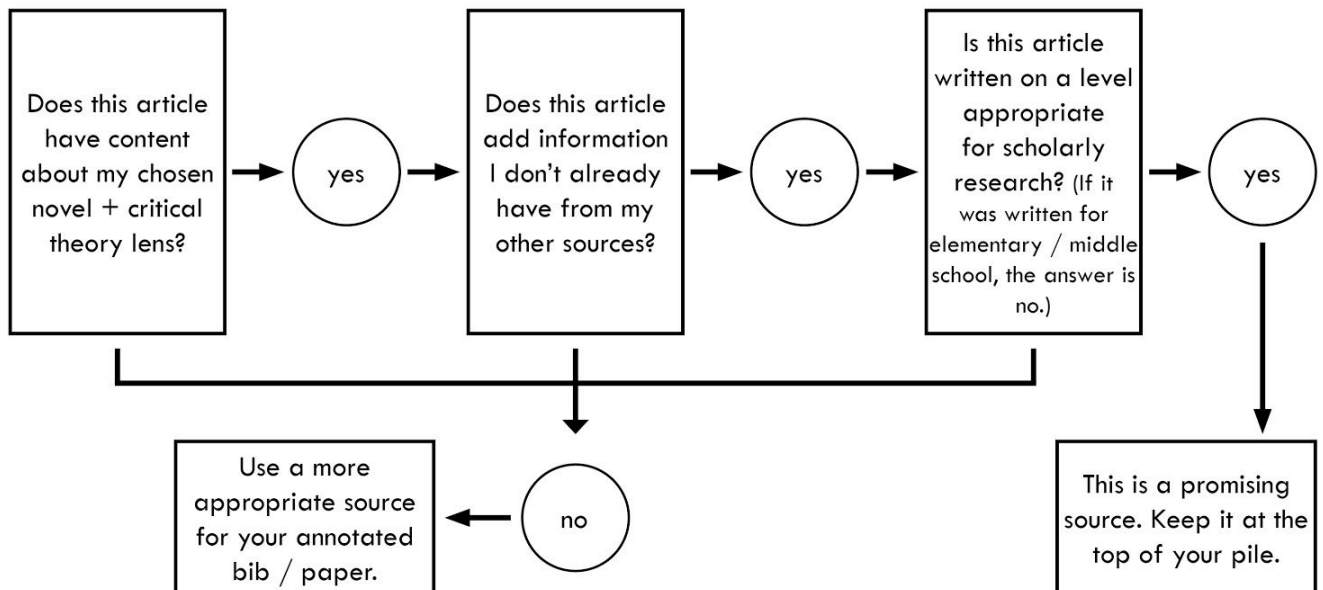
- Summarize the author's main claims or argument
- Evaluate the points that are relevant to your research

### Steps for Completing the Assignment

#### 1. Research:

- Using the library databases + the website of a nationwide **print** publication (e.g. *Wall Street Journal*, *The Atlantic*, *The New York Times*, *The Washington Post*, etc.), **find 6-8 reliable sources** focused on your topic and your main points of argument.
  - Keep in mind that the purpose of this assignment is to justify why your chosen novel is still relevant literature for a modern audience. You will narrow your focus to a critical lens / literary theory. Therefore, your sources need to support this topic.
  - You are looking for database sources that are about your chosen novel + critical theory lens.
  - For the print publication source, you are looking for articles that speak to your novel's relevance today.
- Limits / rules:
  - Aside from your article(s) from a nationwide print publication, do not use any other commercial sites. You should, in other words, not find **any** sources using a Google search on your topic.
  - You may use only **one** "summary" / "overview" source from the databases.

#### 2. Evaluate: After finding a source, read it and consider these questions while reading.



- 3. Summarize and Analyze:** For each annotation, please write an evaluative paragraph using the following format (see examples, too).
1. Name of the author with a rhetorically accurate verb (e.g., **argues, claims, explains**) followed by a **that** clause reporting the author's thesis.  
*Ex. Terry Castle argues that the American school system is failing minorities.*
  2. A brief but accurate **explanation of how the author develops or supports the thesis**, usually in the same order as the main points in the source.  
*Ex. Castle utilizes statistics showing the high dropout rates of minorities to demonstrate the severity of the problem. She pinpoints three major causes of minority failure in American schools: lack of role models, poor study skills, and environmental conditions.*
  3. A statement of the author's purpose followed by an **in order to** phrase.  
*Ex. Castle illustrates the severity of the problem in order to persuade the reader that the American school system must be overhauled.*
  4. An overall statement of **the conclusions** of the source.  
*Ex. She concludes by suggesting that we rethink how we educate our minorities and provides the reader with two ways to rebuild the education system: recruit more minority teachers and provide students with an integrated curriculum.*

### Annotated Bibliography Rubric

Insufficient (0-7)	Proficient (8-9)	Exemplary (10)								
<b>Selection of articles (x2)</b>										
	<ul style="list-style-type: none"> <li>● 6-8 appropriate, scholarly sources               <ul style="list-style-type: none"> <li>○ Two are literary criticism</li> <li>○ Two address topic without directly mentioning novel / play</li> </ul> </li> <li>● All articles are from appropriate databases or print publication sites (not internet searches)</li> </ul>									
<b>Summary / Evaluations (content) (x4)</b>										
	Each summary: <ul style="list-style-type: none"> <li>● Provides name of author</li> <li>● Clearly states author's thesis</li> <li>● Explains how the author develops and supports thesis</li> <li>● Identifies author's purpose</li> <li>● Presents overall conclusions of the source</li> </ul>									
<b>MLA Formatting (x2)</b>										
	Very few minor issues with MLA formatting, including: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">One inch margins</td> <td style="width: 50%;">MLA style page numbers</td> </tr> <tr> <td>Double spaced</td> <td>MLA heading</td> </tr> <tr> <td>Title</td> <td>Works cited entries</td> </tr> <tr> <td>Printed on the front only</td> <td>12 pt Times New Roman</td> </tr> </table>	One inch margins	MLA style page numbers	Double spaced	MLA heading	Title	Works cited entries	Printed on the front only	12 pt Times New Roman	
One inch margins	MLA style page numbers									
Double spaced	MLA heading									
Title	Works cited entries									
Printed on the front only	12 pt Times New Roman									
<b>Overall Quality / Conventions (x2)</b>										
	<ul style="list-style-type: none"> <li>● Articles provide a good foundation for a research paper</li> <li>● Writing is clear + final copy quality (language has been revised)</li> <li>● Few / no errors in grammar, punctuation, etc.</li> </ul>									

Your MLA heading ONLY goes on the first page, not in the "header"

Insert page # and last name in header (Insert→Page Number→Plain Number)

Ima Cougar  
Mrs. Oualline  
English IV H – 1  
6 October 2017

Your title should be centered

Annotated Bibliography

Hanging Indention (.5 inch)

Bracher, Mark. "Ideology and Audience Response to Death in Keats's 'To Autumn.'" *Studies in Romanticism*, vol. 29, no. 4, 1990, pp. 633-655. *JSTOR*, www.jstor.org/stable/25600872.

Mark Bracher counters previous critics' ideological analyses of Keats' "To Autumn" by

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claiming that the true point of ideology lies not in factors such as distortion and elision but in the effects that these factors produce in human subjects. In order to prove his claim about the locus of ideology and move beyond a focus on cause and effect, Bracher applies reader-response analysis to the poem with attention to a collective reader consisting of a variety of perspectives that are shared among readers with no vested interest. To do this, he approaches the poem with a particularly psychoanalytic slant, exploring various aspects of Lacanian psychoanalysis experienced by the reader, including the symbolic order, the imaginary order, and desire for the Other. Bracher ultimately concludes that the significance of ideology in "To Autumn" lies in an attitude which rejects the mortality and suffering of the Real in order to transcend the Symbolic order and unify with the Other in the Imaginary order: the Romantic Ideology.

Buchsbaum, Betty. "Stevens and Keats' 'Easeful Death': A Revision of Youth by Old Age." *Wallace Stevens Journal*, vol. 6, no. 3-4, 1982, pp. 87-98. *EBSCOhost*, ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mzh&AN=1983023639&site=ehost-live&scope=site.

No extra space when beginning a new citation

Betty Buchsbaum explores the connection between two poems written by Keats two years before his death and a lyric written by Wallace Stevens three years before his death in order to show that the former's approach to death influenced the latter. Through her essay, Buchsbaum explores the idea of the "easeful death" expressed by both poets and the ways in which the two

poets speak to each other through their poetry. Buchsbaum eventually concludes that, despite the distinct contrast in age, both poets embraced their impending deaths through their poetry, though each embrace reflects a perspective unique to their age and experiences.

Faflak, Joel. "Keats and the Burden of Interminability." *Romantic Psychoanalysis: The Burden of the Mystery*. State University of New York P, 2008, pp. 199-231.

Joel Faflak argues that the Romantics invented psychoanalysis long before the big names of psychoanalysis of whom we commonly think when we use psychoanalysis as a basis for literary criticism. In this chapter, Faflak primarily discusses *The Fall of Hyperion*, though he does also discuss other Keats poems in his argument, in order to show that the Romantic exploration of the mind is much more that a precursor to a more sophisticated psychoanalytic study of the mind that will come later in history; the Romantics themselves, as evidenced by Keats' *Hyperion*, made significant psychoanalytic advances through their poetry. Faflak concludes the chapter by claiming that it is Romantics who first placed the subject in a position to contemplate identity and the psychic world.

Kappel, Andrew J. "The Immortality of the Natural: Keats' 'Ode to a Nightingale.'" *ELH*, vol. 45, no. 2, 1978, pp. 270-84. *JSTOR*, [www.jstor.org/stable/2872516](http://www.jstor.org/stable/2872516).

Kappel explains the arguments of past critics who had identified the immortality of the nightingale as either a generic immortality of the species or a symbolic immortality of the lyric that makes the poet immortal, and he counters those claims with a claim of his own: he argues for another aspect of the nightingale's immortality that distinctly separates it from human mortality. The primary focus of Kappel's argument is the seventh stanza of the poem, which he explains has led many critics to their varying interpretations of the nightingale's immortality. Kappel first clarifies the basis for immortality and then analyzes the seventh stanza in order to show how previous critics misjudged the structure of the stanza, which then led them to the conclusions that he now challenges. He concludes that it is the nature of the nightingale that is immortal for Keats.