Points:
The annotated bibliography will represent your individual research process for the group service learning presentation. You may focus your bibliographic search on the topic your group has chosen, or you may decide to narrow the focus within that topic. For example, if your group has chosen the topic of voluntary simplicity movements, you may decide to focus on simplicity movements in the American West. Another one of your group members may decide to focus on anti-technology movements in America.

Purpose: The purpose of the annotated bibliography is for each group member to establish a knowledge base about the question/issue. It will make your writing in relation to the issue more informed and, thus, more credible. The annotated bibliography also is an opportunity for students to practice research and to learn more about how to conduct an effective research project. How does one find sources on Luddites or global warming? What article databases does the library have? How does one decide which sources are credible?

The great benefit of the annotated bibliography is that students get to “enjoy” the process of research without having to compose a research paper at the end of the process. Rather than try and fit all of your research into a single paper, you will be free to draw upon sources you have used to research your Service Learning project, as well as identify a focus question and conduct additional research. This assignment, I believe, reflects a more realistic view of how research is conducted and used in the real world. That is, we are rarely called upon to write lengthy research papers outside of college. But many of you will be called upon to learn more about a particular topic in order to perform some task more effectively. The annotated bibliography simply represents a formal record of that learning process.

Format: For the annotated bibliography, you need to have an introduction discussing the overall theme of your group project and how your specific research informs that topic. You then need to compile a list of five sources, cite those sources using MLA style, and then provide an annotation of each source. The annotation of each source will include a short summary of the argument (3-6 sentences) and a short evaluation of the source (1-3 sentences). Each source must be credible. I stipulate credible to include those sources that 1) make an argument, and 2) are scholarly (peer reviewed) and/or are lengthier commentary written for the generally intelligent reader. In addition to the sources themselves, the annotated bibliography should have an introduction (a well-developed paragraph) that explains your topic and your argument.

Intro and annotated bibliographies are single-spaced with double-spacing between each.

See next page for an example of an introduction and the format of annotated bibliographies.
Example of Intro for entire Annotated Bibliography (Express how these various entries fit into the overall larger debate about the subject):

Our group is studying Mark Twain's novel *Huckleberry Finn*. I am focusing on recent debates over the novel's use of racial epithets. Some claim that the novel's use of racial epithets constitutes reasonable grounds for excluding the novel from literary study in today's high schools and colleges. Others have defended the novel suggesting 1) that we must consider the novel in its context, late 19th century America, and 2) that Twain uses racial epithets ironically. Defenders argue that the novel finally amounts to an indictment of racism, even as it must represent racist terms in order to advance that indictment. Though I am sympathetic to recent objections to the novel's use of the term, I believe *Huckleberry Finn* still stands as one of the great American novels. Moreover, we need not shy away from controversy. We can use the novel as an occasion for debating current racial controversy.

Example of two annotated bibliography entries:

Horwitz argues that Twain's novel anticipates the later debates critics would have about the "value" of Twain's novel and literature in general. In particular, he analyzes the critical defense of the novel on the grounds of irony, an argument that comes, Horwitz argues, from early justifications for the study of modern literature. Horwitz traces the history of the ironist argument from its first manifestations in early reviews of the novel to Lionel Trilling's persuasive "codification" of the view in his famous essay on *Huckleberry Finn*. Though Horwitz does not directly enter the debate over whether or not *Huckleberry Finn* should be included in contemporary literary study, his reading of the novel suggests we can look to the novel itself for answers to our questions about the value of literary representations.

After reading the novel for the first time since junior high, Jane Smiley states that she is "stunned" by the prevailing view that this is a "great novel." Smiley finds the standard critical defenses of the novel equally shoddy. Because she is a recent Pulitzer Prize winning novelist, Jane Smiley's argument has a great deal of credibility. Her argument, however, that *Uncle Tom's Cabin* represents greater literature is, as Huck himself would say, "a stretcher."