

Visual Annotated Bibliography

Description: Your **visual annotated bibliography** will provide a showcase of the primary and secondary sources you'll employ in the major paper (the research-based argument).

Purpose/Goals: The purpose of this assignment is to give you practice distinguishing between descriptive and evaluative annotations, to introduce you to the major citation systems in use today, to develop your ability to discover, evaluate, and use the most important sources for your project. These critical evaluation skills will help you forge the most dynamic and rich research-based argument possible.

Subject/Procedure:

Step 1: The Research Log: Develop a **research log** in which you keep a running commentary/assessment of potential research sources for your project. **Note: see Chapter 4 of *Envision for more guidelines on the research log*. You should hand in your research log as part of your final research paper portfolio.** Realize that careful research notes are a crucial part of the process and they will help you avoid unintentional plagiarism (“kidnapping”) of material. The log can be a combination of typed notes, highlighted photocopies, emails to yourself, a CD-ROM of sources from databases, notecards, and other means of processing all the information you encounter.

Step Two: Selections and Annotations: For the **visual annotated bibliography**, pull from your log your “greatest hits” and provide a written explanation of how your research is going. In other words, you will be **writing up a selected list of your work in progress**. You should identify your thesis, key points, obstacles, and successes so far.

Step Three: Presentation and Feedback: If you choose to present your visual annotated bibliography to the class, you'll get feedback from the class about your developing research paper.

Format/Length: You can separate primary and secondary sources if you wish, or arrange the entire list alphabetically. You should include images for your primary sources and annotations for the most crucial sources. Prepare the paper according to the manuscript format detailed in the guidelines on the pages below. Be sure that you provide a range of print and electronic sources, primary and secondary sources. Let us see your iceberg of research!

(for More on the iceberg of Research, see the beginning of *Envision*, chapter 5)



Sample Annotated Bibliography Entries:

(The material below has been borrowed and modified from Ohio State University, the Center for the Study and Teaching of Writing, Writing Center Handouts Online:
Source: <http://www.cohums.ohio-state.edu/cstw/tutor/res12.htm>).

Annotated Bibliography

An annotated bibliography provides a brief summary of the contents of each book and article included in the list of sources used for a research project. Placed just below the facts of publication, the annotation describes the essential details of the work so that future researchers referring to an entry will be able to make an

informed decision about using the text. When writing a citation, be sure to use the format appropriate for the field in which you're writing (i.e., MLA, APA, Chicago, etc.). When writing an annotation, use the following guidelines:

- Explain the main purpose of the work
- Briefly describe the contents
- Indicate the possible audience for the work
- Describe the author's particular viewpoint or ideological framework if possible
- Note any special features as well as any weaknesses or problems
- Identify the relevance of the source to your research project
- Limit your annotation to approximately three to six sentences

Annotated Bibliography Samples (MLA Style)

Burhans, Clinton S., Jr. *The Would-Be Writer*. Lexington: Xerox, 1971.

This book helps students in writing courses to understand the basic writing process of pre-writing, writing, and rewriting. Such an understanding can make their subsequent training in more advanced thinking and writing more meaningful.

Christensen, Francis. *Notes Toward a New Rhetoric*. New York: Harper & Row, 1967.

The author's purpose is to present six essays on the structure of the sentence and paragraph. The major areas he addresses are: generative rhetoric of the sentence and of the paragraph, sentence openers, and restrictive and nonrestrictive modifiers. Especially useful for instructors concerned about helping their students compose more complex sentences and emphasize generation of meaning over form. Also includes illuminating study of sentence structures prevalent in fiction and non-fiction.

Gibson, Walker. *Tough, Sweet and Stuffy*. Bloomington: Indiana UP, 1966.

This essay on modern prose styles describes the three extreme styles: tough talk, sweet talk, and stuffy talk. Samplers in the appendix are especially useful for composition instructors and students.

“A rhetorician, I take it, is like one voice in a dialogue. Put several such voices together, with each voicing its own special assertion, let them act upon one another in cooperative competition, and you get a dialectic that, properly developed, can lead to the views transcending the limitations of each.” -- Kenneth Burke, *Rhetoric—Old and New* (1950)

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Works Cited

Boehlert, Eric. “Rock & Roll: Manson Mania.” Rolling Stone. 762. 12 June 1997: 27-28.

This article depicts various efforts made by Christian groups (and others) to put an end to Manson shows. It talks about tactics used and reasons for wanting the shows to be banned. I should be able to use this article for discussing the fear and hatred Manson evokes.

Manson, Marilyn, and Neil Strauss. The Long Hard Road Out of Hell. New York: Harper Collins Publishers, Inc., 1998.

This Manson autobiography is my strongest secondary source. In the book, Manson gives his history, a look at stage antics and other public spectacles, his philosophies, and his purpose. All of this information will probably make up a good portion of my research, as well as point me in the right direction. After reading the autobiography, it becomes very easy to see why he is disliked by so many (drugs, lewdness, masochism, Satanism, and so on). He also talks about standing up for the little guy and his mission to make people think (reasons for being liked). I plan to use this information as the backbone for my further research.

Marilyn Manson: The Golden Age of the Grotesque. 11 Feb. 2003. <http://marilynmanson.com/grotesque>.

Marilyn Manson's website will be extremely helpful and crucial because it provides me with (I believe) all of his music videos. I will be incorporating these videos as part of my analysis of his use of visual rhetoric to send a message. I have not made any final decisions, but I will probably use "Sweet Dreams," "The Fight Song," "Disposable Teens," "The Dope Show," and/or "The Beautiful People." Although, it is still currently under construction, I may be able to use the website for pictures as well (If they get put up in time).

Marilyn Manson -- Guns, God, and Government World Tour. Perf. Marilyn Manson. Red Distribution, Inc. 2002.