

### Writing Project Three: How Is “Process” Related to Research? Looking at annotated bibliographies

Throughout this class you have investigated “process” writing—in your own writing practices and in those of other students. In Writing Project One, using reflective writing and empirical data, you analyzed your own writing process and gained insight into who you are as a thinker and writer. In Writing Project Two, through a case study of undergraduate writing, you acquired the tools and sensitivity to analyze and discuss the complex practice of revision and its role in shaping quality “final” drafts. In a very real sense, you have participated in the kinds of academic work that writing scholars perform every day. Furthermore, you have gained valuable insights into how real writers of all kinds discover ideas and shape them into texts that are meaningful and important to readers.

The next step in our course will show how “process” writing fits within the larger process of research. While it is no doubt valuable to craft a thoughtful and moving piece of writing without ever stepping foot in a library or scanning a research database, the writing done in college, generally speaking, is used to investigate the ideas of other writers and to engage in extended conversations with those writers. In other words, writing is not an “end” in itself; it is a tool to develop and share ideas. Like the writing process, the research process is highly (and often maddeningly) complex and consists of many “recursive” steps. This writing project asks you to begin the process of research.

In order to focus on the “process” of research, the third writing project asks you to write an annotated bibliography. **Think of the annotated bibliography as a “first step” in the research process:** it is a document that includes the bibliographic citations as well as a detailed summary of each of the entries. Of course, all of your chosen entries included in the bibliography are related to a certain overarching topic.

The writing center at the University of Kansas states that “the purpose of an annotated bibliography is to provide your reader with a fairly complete list of relevant scholarly sources on a given topic,” and it also gives both a *descriptive* annotation and an *evaluative* annotation of the information in each entry (“Bibliographies,” [www.writing.ku.edu](http://www.writing.ku.edu)).

**The descriptive annotation** summarizes the entry and explains how the author addresses the topic, and **the evaluative annotation** includes your own opinion of the quality of the information of the entry. The OWL@Purdue also notes that the annotation you write for each entry will **summarize, assess, and reflect** in order to learn about your topic in greater depth AND to help other researchers by providing a well-researched, comprehensive overview of your topic (“Annotated Bibliographies,” [www.owl.purdue.english.edu](http://www.owl.purdue.english.edu)).

**Your assignment: research and create an annotated bibliography based on a scholarly topic of your own choosing.** The ultimate topic that you choose must be related to an academic subject that is related to your major, coursework, or area of interest.

You will need to do some research in the library databases, online, and possibly some firsthand inquiry in the form of surveys or interviews to produce an effective discussion of the scholarly conversation. Please keep in mind all of the articles we have discussed in class as potential sources for your analysis. We will discuss research strategies in preparation of your first draft for this paper.

**Research Requirements:** You must use a minimum of **five sources** in your analysis. Your sources must come from peer-reviewed, academic sources such as those from the ASU library databases. Keep in mind that you must write a thorough analysis of your topic, so you made need to use more than the minimum number of sources.

#### Requirements:

- Minimum of five annotated bibliography entries with descriptive and evaluative annotations

- 12-point Times New Roman typeface
- Follow MLA format or other documentation style (make sure that you get permission to use a different documentation style before submitting your drafts)

### **Goals of the Assignment**

- Critical reading, selection, and synthesis of secondary sources
- Application of ideas in secondary source(s) to analysis of a scholarly conversation about writing
- Effective integration and appropriate documentation of ideas from secondary source(s)
- Generation of new insight into the conversation (for reader and perhaps for writer)

### **Grading Criteria**

- Clear identification of the topic under discussion
- Effective selection and use of secondary sources
- Fully supported annotation, including in-depth descriptive and evaluative assessment of each source
- Analysis yields some new insight or comes to some position in the conversation
- Audience appropriate language, subject, tone, formatting; in short, the writer demonstrates audience awareness and attempts to meet expected conventions (including citation and documentation of sources and editing/proofreading of final draft)

First Draft Due: Tuesday, August 6

Revised Draft Due: Friday, August 9

Final Draft Due: Tuesday, August 13