Annotated Bibliographies

Each of your entries should be at least 250 words in length. You may follow the following guide as a way to complete each entry. Be sure to cite each article according to your discipline (APA, MLA, Chicago, etc.)

**Example Annotated Bibliography Entry (in APA format)**

Chamberlin, M., & Powers, R. (2010). The promise of differentiated instruction for enhancing the mathematical understandings of college students. *Teaching Mathematics & Its Applications,*29(3), 113–139. doi:10.1093/teamat/hrq006

This article focuses on the       POINT OF STUDY         . Chamberlin and Powers (2010) believe

 MAIN IDEA                . These authors use    TYPE OF STUDY      to provide evidence for      RESULTS                . Additionally, the authors provide explanations for the effects of    OTHER FINDINGS                                           . Chamberlin and Powers (2010) claim                  SECONDARY IDEAS THAT SUPPORT MAIN IDEA    . Furthermore, the authors recommend             NEXT STEPS IN RESEARCH                               . Questions arising from this article are         and     (POTENTIAL FLAWS IN METHODS, BIAS, UNSUBSTANTIATED CLAIMS, ETC)                  . The authors’ conclusion (or process) is of interest to me in my research on   EXPLAIN HOW THIS RELATES AND/OR EXTENDS YOUR RESEARCH PROJECT                          because                                                           .

2. After reviewing the SMARTER process and the purpose/how to develop an annotated bibliography with your teacher, use the SMARTER table and the following five sample annotated bibliography entries to identify where the student author of those annotated bibliography entries went wrong in using the SMARTER process to search for and annotate information pertaining to their topic of inquiry:

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| **Situate** | **Find key words from a source to align/revise your question and to search for other sources** |
| **Method** | **Look for what and how findings were developed in previous studies** |
| **Annotate** | **Document/cite a source with an annotation on how it relates to your study** |
| **Reference** | **Use bibliographies of the source to mine for other sources and other key words** |
| **Transfer** | **Identify key quotes or elements of the source that you will add to your research** |
| **Evaluate** | **Consider bias, gaps: be critical** |
| **Reflect** | **Use your PREP journal to record insights after engaging with several sources** |

**Annotated Bibliography Entry-Sample 1**

**Topic-Exploring the Extent to which Early-Childhood Programs Provide Effective Lessons in Health and Fitness for Pre-Schoolers**

[www.caringforkids.cps.ca/handouts/child\_ready\_for\_sports](http://www.caringforkids.cps.ca/handouts/child_ready_for_sports) [www.mayoclinic.org/healthy-living/childrens-health/in-depth/fitness/art-20048027](http://www.mayoclinic.org/healthy-living/childrens-health/in-depth/fitness/art-20048027)

<http://kidshealth.org/parent/positive/family/signing_sports.html> [www.livestrong.com/article/362478-what-age-should-my-child-start-playing-sports/](http://www.livestrong.com/article/362478-what-age-should-my-child-start-playing-sports/)<http://educatedsportsparent.com/my-child-ready-sports/><http://activeforlife.com/child-old-enough-for-sports/>

Nelson Textbook of Pediatrics, 19th ed.

**Annotated Bibliography Entry-Sample 2**

**Topic-Determining the Correlation between Types of Information Technology Acceptable Use Policies and Consumer Acceptance Rates**

CONSUMER ACCEPTANCE AND USE OF INFORMATION TECHNOLOGY: EXTENDING THE UNIFIED THEORY OF ACCEPTANCE AND USE OF TECHNOLOGY:

[http://aisel.aisnet.org/cgi/viewcontent.cgi?article=3014&context=misq&sei-redir=1](http://aisel.aisnet.org/cgi/viewcontent.cgi?article=3014&amp;context=misq&amp;sei-redir=1)

&referer=http%3A%2F%2Fscholar.google.ca%2Fscholar%3Fq%3DUnified

%2BTheory%2Bof%2BAcceptance%2Band%2BUse%2Bof%2BTechnology%2B

%28UTAUT%29%26hl%3Den%26as\_sdt%3D0%26as\_vis%3D1%26oi%3Dscholart

%26sa%3DX%26ei%3DErcsVPX\_NaqoigLh64CIAw%26ved%3D0CBwQgQMwAA#search=

%22Unified%20Theory%20Acceptance%20Use%20Technology%20%28UTAUT%29%22

**Annotated Bibliography Entry-Sample 3**

**Topic-Exploring Unethical Implications of Gene Splicing**

Olesen, Kirsten. “HIV Can Cut and Paste in the Human Genome.” Aarhus University. May 25, 2014. Web. October 13, 2014.

Developed at the Department of Biomedicine at Aarhus University, the technology makes it possible to repair genomes in a new way. It also offers good perspectives for individual treatment of both hereditary diseases and certain viral infections: “Now we can simultaneously cut out the part of the genome that is broken in sick cells, and patch the gap that arises in the genetic information which we have removed from the genome. The new aspect here is that we can bring the scissors and the patch together in the HIV particles in a fashion that no one else has done before,” says associate professor in genetics Jacob Giehm Mikkelsen from Aarhus University.

**Annotated Bibliography Entry-Sample 4**

**Topic-To What Extent are Modern Preservation Techniques Effective in Maintaining the Endangered Species of Bats in the United States?**

Twenty-two summer colonies of the endangered gray bat, Myotis grisescens, were censused in 1968–70 and 1976. A conservative estimate revealed a 54% decline in that time period and a 76% decline from known past maximum population levels. A strong association between decline and disturbance by people in caves was observed. Some major colonies disappeared entirely within the 6-year period. Gray bats are restricted to caves year-round and, due to specific temperature and foraging habitat requirements, they aggregate in large colonies in fewer than 5% of available caves. Management requires that the 9 known hibernation caves receive immediate protection, followed by protection of the most important summer caves used by bats from each protected winter cave. Adequate protection may prove impossible unless accompanied by public education. Environmental disturbances such as pesticide contamination, water pollution and siltation, and deforestation may pose serious threats and require further investigation.

[www.jstor.org/discover/10.2307/3800631?uid=3739392&uid=2&uid=3737720&uid=4](http://www.jstor.org/discover/10.2307/3800631?uid=3739392&amp;uid=2&amp;uid=3737720&amp;uid=4)

&sid=21104199422361

<http://esrd.alberta.ca/fish-wildlife/wild-species/mammals/bats/documents/> Bats-GettingPastDarkAges-BatsAndPeople-Jun30-2011.pdf

**Annotated Bibliography Entry-Sample 5**

**Topic-To What Extent Does Migration Influence Genetic Varieties?**

The most useful article I found: “Novelty Seeking DRD4 Polymorphisms Are Associated with Human Migration Distance Out-of-Africa after Controlling for Neutral Population Gene Structure,” Luke J. Matthews and Paul M. Butler, discussed the conclusion that “global population patterning of 4R and 7R frequency variation can be explained by increased migratory distances of novelty-seeking individuals (7R varient) compared with that of low novelty-seeking individuals (4R varient).” They caveat this statement, however, by insisting that the correlation is a result of migration selecting for individuals who could “deal more effectively, with less stress response” with changing circumstances associated with migration. This article provided confirmation of the results of a previous article by Chuansheng Chen, Michael Burton, Ellen Greenberger, and Julia Dmitrieva titled “Population Migration and the Variation of Dopamine D4 receptor (DRD4) Allele Frequencies around the Globe.” This article also supports the theory of migration as a “key natural selection factor that accounts for the global variation of the DRD4 gene.” These conclusions pose a problem for my current research tract. Therefore, it is inevitable that my question must morph, or else the answer to the question will be: Genetic influence is quite simply not the cause of migration. The end.