ONLINE ANNOTATED BIBLIOGRAPHIES

OSUN Teaching Resources

Course Type/ Level:	Literature/Humanities/Social Sciences 300
Assignment Goals:	Students practice: ● carefully reading secondary sources ● articulating main research questions, methodology and data, and arguments of secondary sources ● raising questions about secondary sources ● revising their own readings based on peer input ● identifying information most relevant and fruitful for class discussion
Materials to Provide Students:	1. A set of three research articles or chapters that address a single theme important to the class, made available to all students in class Google drive
Technological Resources Needed:	1. Google classroom (stream function), Google docs, Google drive
Preparatory Steps:	1. Split up class into three groups and assign one of three articles to each group, creating a Google doc for each group (with the professor included on the doc) 2. Make sure all students they have access to the Stream section of the Google classroom and can access their assigned article in the Google drive

Tasks/Activities:	1. Each student should read their assigned piece and write an annotated bibliography entry that is pasted into their group Google doc as well as emailed to the instructor. Entries should identify the student writer, cite the article in correct reference format (MLA, Chicago, whichever you choose but make sure to specify) and then address in brief (approx 350 words) the following questions:
	    • What is the main question or questions this article is addressing?
	    • What methodology and data/archive is used to address this question?
	    • What are the main conclusions drawn by the author? Do you have any questions about the conclusions or process of coming to the conclusions?
	    • End by identifying one or two particular points or questions of relevance to your class: how does this piece connect to and further your discussions about the topic to date? Does it point you in any new directions, or to previously overlooked factors and questions?
	2. Once all students in the group have submitted their individual annotated bibliographies to the professor and on the google doc, they should read through each other's entries on the doc and think about areas of convergence and divergence. Is everyone in agreement about how to respond to the questions? Did their peers see something different? Using the Suggestions and Comment functions on Google docs, the group should compile one collective annotated bibliography out of the multiple individual submissions, which they think best gives an overview of the article and its key contributions to ongoing class discussions.
	3. Post the collective annotated bibliography entry to the Google Classroom Stream, so that the other groups of students who read different articles have an accurate summary and guide to the text.
	4. Optional next steps would be to require students to read the two group entries for the articles they didn't read, and have them post to the stream responses to some of the questions or insights noted in those entries; or 2) have everyone make a short posting to the Stream about what they learned as they moved from their individual to a group bibliography entry

Additional Tips or Advice:	This exercise stands in for a format I often use in class, which is splitting up the class into groups to review a particular article assigned for that class day and making mini presentations to the rest of the class about main points and questions. I suggest that you have everyone email their first individual entries to instructors as well as just putting them into the google doc so you can make sure that everyone has done the initial work of reading the article and isn't relying on someone else in the group to take over; but I think the group step is really helpful because students can see where they might have missed something in their peers' readings. Having the final entries posted in the Stream is helpful especially if you do the exercise a couple of different times leading up to a final research paper, so students have a guide to see which articles they would want to look at or go back to. Or, after doing this once in the full group format, you could assign one student to produce and post an annotated bibliography entry for each article read throughout the semester.