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How to Write a Chicago System Annotated Bibliography (Page 1 of 5)

By Dr. Karen Petit

1. Read the article or the book at least twice.
2. Write down some notes with the key words included. The key words are often seen as repeated words in the title, introduction, conclusion, headings, subheadings, and chapter titles. This repetition helps readers to connect the main ideas in an article, book, story, etc.
3. Information should be included from the beginning, middle, and ending of each source.
4. If you've printed an article, you can begin your project by circling or highlighting the key sections, and then write some summary information in the margins.
5. Whenever you copy and paste parts of an article or a book, please put quotation marks around the borrowed words. Correct documentation is also needed, so your reader(s) will understand where the borrowed words initially appeared.
6. Read the professor's directions to make certain you're using the correct documentation system.
7. Each annotated bibliography entry should be the correct length. The required length of each entry is often just a paragraph, but sometimes (depending on the bibliography's purpose and/or the professor's directions), multiple paragraphs will be needed.
8. Paragraph indents are only needed when there are multiple paragraphs in an annotated bibliography.
9. The annotated bibliography should include correct documentation information, such as what would appear on an Endnotes page. The sources need to be placed in alphabetical order.
10. Your annotated bibliography should be double spaced.
11. Follow the professor's directions about what kind of information the annotations should include. You should check to see if you should do one, two, or all three of these things:
    a. A summary, which is a shorter version of the original source
    b. An analysis and/or an evaluation, which comments on the source and parts of the source (such as the words, images, metaphors, theme, purpose, research techniques, introduction, conclusion, . . .). The comments can include information about whether the source is effective, logical, ethical, emotional, important in one or more specific ways, helpful for past/present/future projects, etc.
    c. Connections to your life, a research project, a course's content, . . .
12. This handout has an example of a Chicago System Annotated Bibliography, which starts on the next page. Each paragraph in the sample bibliography includes at least one quote with an example of an in-text citation. More information about the Chicago system and other documentation systems is available on the CCRI Writing Center's website: www.ccri.edu/writingcenter.
13. The three paragraphs about Steven Crane's "The Open Boat" have different kinds of entries for annotated bibliographies. The first paragraph is an example of a summary with analysis. The second paragraph is an example of an analysis with some evaluation. The third paragraph is an example of a summary with connections to a research project.

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Annotated Bibliography
By Dr. Karen Petit

Booth, Alison, J. Paul Hunter, and Kelly J. Mays, eds. *An Introduction to Literature, Portable Edition.* New York: W. W. Norton & Company, 2006.

The Norton Introduction to Literature Portable Edition has many examples of fiction, poetry, and drama. The introduction tells its readers why literature is important and includes some quotes from different authors, such as this one: “Literature always anticipates life. It does not copy it, but molds it to its purpose” (Wilde, as cited in Booth, Hunter, and Mays 2006, 9). The authors of this anthology of literature also comment on literature: “What we do with literature alters what it does to us” (Booth, Hunter, and Mays 2006, 10). This book has examples of student papers, chapters about how to write about literature, a glossary, information about the research process, a sample research paper, and biographical information about many authors. The three “Understanding the Text” chapters have sections to help with analysis of different kinds of literature: fiction, poems, and drama. The “Critical Approaches” chapter is also very helpful for writing about literature.

Clemmitt, Marcia. "Animal Intelligence." *CQ Researcher* 20, no. 37 (October 22, 2010): 869-92. http://library.cqpress.com/cqresearcher/cqresrre2010102200.

This article overviews different viewpoints about animal intelligence, including animal thinking processes, animal language, and similarities between animal and human intelligence. “Today virtually all animal scientists agree that animals—down through the insect kingdom—have amazing powers of mind” (Clemmitt 2010, 869). Darwin’s theory of evolution and many examples of clever animals are referenced. This article’s overview of smart animals includes dolphins, whales, elephants, dogs, horses, gorillas, chimpanzees, tamarin monkeys, honeybees, squirrels, and pigeons. While animal communication systems are different from human ones, these communication systems are overviewed in the article. Other aspects of animal intelligence mentioned include abstract concepts,

metacognition, and animal emotions. One example of debating authors (Larry Schaefer and Sharanya Prasad) displays information from two websites about whether live dolphin exhibits can or cannot protect this species. This article also has commentary about many research projects: "At the same time, researchers continue to be amazed at the mind-blowing mind feats that are showing more and more animal species to be special in different ways" (Clemmitt 2010, 888). The conclusion of this article has forty-seven endnotes, a bibliography, and a listing of additional articles.

Crane, Steven. "The Open Boat." In *An Introduction to Literature,* edited by Alison Booth, J. Paul Hunter, and Kelly J. Mays. 286-304. New York: W.W. Norton & Company, 1897/2006.

"The Open Boat" by Steven Crane has seven sections with four characters who try to survive some crashing waves of nature that keep entering their tiny open boat. They are all watching "the waves that seemed thrust up in points like rocks" (Crane 1897/2006, 286). The injured captain tells the other three characters what to do. The fat cook is bailing water out of the boat while the correspondent and Billie the oiler are moving the oars. When a lighthouse is seen, the four characters think they can be rescued and celebrate by smoking cigars and drinking water. When they see a beach with a man who is waving a coat, the tired characters in the tiny boat debate about what they think the man is saying. The waves, a shark, wind, and the ocean's currents are too strong for all of them to get safely ashore. Billie, the oiler, dies before reaching the shore.

Many metaphors connect the characters in "The Open Boat" to animals and to the need to be strong to overcome the "waves" of life. These metaphors enhance the action and the images that the readers envision. The tiny boat is compared to a strong horse: "A seat in his boat was not unlike a seat upon a bucking broncho" (Crane 1897/2006, 287). The typical reader will better imagine riding in a tiny boat with huge waves when he/she thinks about also riding on a crazy horse. This story is trying to say that nature and nature's animals both are strong. A shark's fin is referenced as strong: "the

whirroo of the dark fin. The speed and power of the thing was greatly to be admired. It cut the water like a gigantic and keen projectile" (Crane 1897/2006, 298). The animals in this story can overcome the strength of the ocean's waves. The ironic ending says the three men who are now safe on the shore "felt that they could then be interpreters" of the great sea's voice (Crane 1897/2006, 304). The sound of wind pushing against waves is being compared in this spot to a strong voice. Strength can happen in different ways, so using metaphors to compare these differences can help the readers to have fun while imagining many possibilities.

"The Open Boat" by Steven Crane connects to my research project about comparing human and animal learning styles. Here is one example where the thoughts of a person are compared to the thoughts of a strong dog: "A young man thinks doggedly at such times" (Crane 1897/2006, 288). The animals referenced in this story (a horse, a shark, birds, a mountain-cat, and chickens) are very strong when dealing with nature's waves in their lives. People and animals all need to build their strength, so they can do tasks that might become tougher. In this story, the different strengths of nature, animals, and people are sometimes admired: the shark was "playing around" (Crane 1897/2006, 299), and its fin was strong enough to be admired (Crane 1897/2006, 298). The people also needed to be strong, as the captain noted: "If we have to run a surf you'll need all your strength, because we'll sure have to swim for it" (Crane 1897/2006, 291). They really did have to swim for the shore later in this story. In addition to physical strength, the animals in "The Open Boat" sometimes had mental strength; some seagulls "came very close and stared at the men with black bead-like eyes. At these times they were uncanny and sinister in their unblinking scrutiny" (Crane 1897/2006, 289). For seagulls to be scrutinizing men, the seagulls had to use their bird minds to analyze sounds and images to learn more about the four humans who were on a very small boat. Analysis, in addition to strength, is an important part of the learning process for both animals and humans. While doing this research, I also learned a lot about the connections between animal and human learning processes.

O'Bryan, Lisa, Margaret Beier, and Eduardo Salas. "How Approaches to Animal Swarm Intelligence Can Improve the Study of Collective Intelligence in Human Teams." *Journal of Intelligence,* MDPI AG. Klybeckstrasse 64, November 30, 2019, https://eric.ed.gov/?q=animal%2BAND%2Bintelligence&id=EJ1322430.

This article uses the results of many researchers to show how studying animal swarm intelligence can build collective intelligence for humans. The Information in this article is from 112 sources. The animals referenced include ants, honey bees, fish, birds, Japanese tree frogs, and marmoset monkeys. The authors discuss why team intelligence is often better than individual intelligence. There is also discussion about group behaviors, interactions, team processes, team outputs, and team cohesion. "New ways of modeling and analyzing collective intelligence in human teams could be inspired by approaches used in studies of swarm intelligence in animals" (O'Bryan, Beier, and Salas 2019, 10). Collective intelligence for humans can be maximized with more analysis of animal swarm intelligence.

Trotter, Antony S., Padraic Monaghan, Gabriël J. L. Beckers, and Morten H. Christiansen. "Exploring Variation Between Artificial Grammar Learning Experiments: Outlining a Meta-Analysis Approach." *Topics in Cognitive Science* 12, no. 3 (July 2020): 875–93. doi:10.1111/tops.12454.

This article explains research about artificial grammar learning (AGL) in humans and animals. The authors use meta-analysis techniques in their article to combine, analyze, and comment on a lot of research about AGL in birds, non-human mammals, human children, and human adults. The article looks at how previous research has been done in many AGL research studies. "The analyses of moderator effects within each animal class demonstrated that multiple variables were affecting learning, highlighting potential distinctions across species" (Trotter et al. 2020, 889). The report presents some of its data analysis in charts, in addition to commenting on and analyzing the different research methods used by many sources. Fifty-six sources are listed in the "References" section. The authors are analyzing their own research when they say that they "have made an illustrative first step toward providing a perspective on what is learned and what is learnable within and across species" (Trotter et al. 2020, 890).