

Annotated Bibliography Project Rubric

Your final project for Psych1A is to complete an annotated bibliography exploring a topic of interest within the field of psychology.

Basic Criteria

- Must be relevant to the field of psychology - make the connection between your topic and the psychological aspects of it clear in your paper.
- APA format is required, as is an academic “voice” in your writing. Do not use pronouns such as “I” or “you”; Be sure to refer to the researchers by their names, or use phrases like “authors of this study”.
 - There is one exception to this. For this project, after you write the formal conclusion of your findings, spend one paragraph to discuss your thoughts and feelings about what you learned during this process, and/or from the research (like a mini response paper, limited to one paragraph).
- 3 credible sources are required, in addition to the textbook (total minimum 4 sources) **A credible source is one that is unbiased and is backed up with evidence, such as a peer reviewed journal, article, or book. Ask your instructor or librarian for help if you're not sure.**
 - Published within the last 10 years.
 - You can use a few older sources to help support your newer ones. You might want to cite a direct work of Freud (definitely older than 10 years), which is a great source, and you can do this as long as you also have the three others within the last 10 years.
 - You may use 2 “anecdotal”, or non-credible sources **after** all of your credible research has been cited in your paper.
 - Example: “These 3 researchers and the textbook said this...” then “Buzzfeed said this, too.”
 - Remember that Wikipedia is not a credible source!

Annotated Bibliography

An annotated bibliography is the full APA Reference of a source followed by notes and commentary about a source. The word “annotate” means “critical or explanatory notes” and the word “bibliography” means “a list of sources”. Annotations are meant to be critical in addition to being descriptive. It utilizes the same research skills and has the same basic parameters (credible sources, topic within the field of psychology).

The outline for an annotated bibliography for this assignment will look like this:

1. Introductory Paragraph
2. Source 1
 - a. 2 to 4 sentences to **summarize** the main idea(s) of the source.
 - i. Use academic language - no “I” statements here!
 - b. 1 or 2 sentences to **assess** and **evaluate** the source.
 - i. Use academic language - no “I” statements here!
 - c. 1 or 2 sentences to **reflect** on the source.
 - i. Here you can use limited “I” pronouns. “I found this article challenging to read because it used dense language that was difficult for the reader to understand”.
3. Source 2
 - a. Repeat process listed in Source 1
4. Repeat for however many sources you’re annotating
5. Connection paragraph
 - a. Make connections between articles/sources you’ve cited. “Ratiani and Coverdell both stated that imaginary friends can be healthy coping skills for children, supporting the idea that their existence should be encouraged by caregivers (Ratiani 2025, Coverdell 2009).”
6. Reflection paragraph
 - a. Reflect on your learning and the writing process (Here is where you can use “I” pronouns). This is like a response paper, condensed to one paragraph.

- i. "I really enjoyed the annotated bibliography because I was able to research something I'm interested in and learned that imaginary friends can be healthy in childhood. I wonder what might happen if an imaginary friend never "left" and was present into adolescence and adulthood?"

7. Reference page

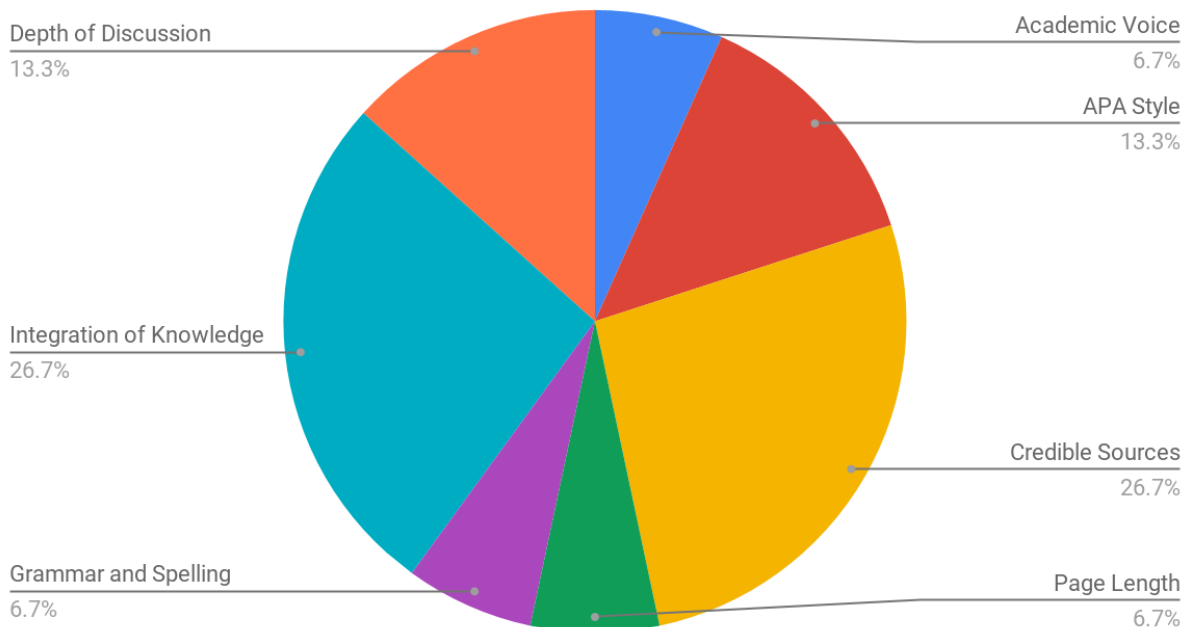
- a. Cite your sources with no annotations - just like you would in a research paper

Online Resources for the Annotated Bibliography

- [Annotated Bibliography - APA Guide](#) (this has pretty much everything you need, it's a great site!)

The following is a visual representation of how your project is scored. A text description follows.

Points scored



Categories and Points:

Integration of Knowledge: 20 points

Credible Sources: 20 points

Topic and Depth of Discussion: 10 points

APA Style: 10 points

Page Length: 5 points

Grammar and Spelling : 5 points

Academic Voice: 5 points

Total Points: 75

The following table details the criteria in each category:

	An "A" Paper:	A "B" Paper	A "C" Paper	A "D" or lower
Integration of Knowledge	<p>Demonstrates that the author fully understands and has applied concepts learned in the course, analyzes and synthesizes ideas. Concepts are integrated into the writer's <u>own insights</u>.</p> <p>Reflection paragraph is focused, clear, and concise.</p>	<p>Demonstrates that the author, for the most part, understands & has applied concepts learned in the course.</p> <p>Reflection paragraph summarizes the paper, not the learning process and is too long/short.</p>	<p>Demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.</p> <p>Reflection paragraph summarizes the paper, not the learning process and is too long/short.</p>	<p>Does not demonstrate that the author has fully understood and applied concepts learned in the course.</p> <p>No reflection paragraph.</p>

Topic Focus & Depth of Discussion	Topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis. In-depth discussion & elaboration in all sections of the paper.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position. In-depth discussion & elaboration in most sections of the paper.	The topic is too broad for the scope of this assignment. The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Topic is not clearly defined. Discussion in all sections of the paper or brief discussion in only a few sections.
Spelling and Grammar	Minimal spelling/grammar mistakes	Some spelling/grammar mistakes	Noticeable spelling and grammar mistakes	Apparent that paper was not proof-read.
APA Style	Cites all data obtained from other sources in text and bibliography	Cites most data obtained from other sources in text and bibliography	Cites some data obtained from other sources in text and bibliography	Does not cite sources.
Credible	Author uses	Author uses mostly	Author uses	Author uses

Sources	appropriate number of credible sources, limits anecdotal sources	credible source, a few too many anecdotal sources	mostly anecdotal sources, a few credible sources	predominantly anecdotal sources
Academic Voice	Author uses academic voice throughout writing; appropriate use of pronouns during reflection paragraph	Author usually uses academic voice throughout writing; appropriate use of pronouns during reflection paragraph	Author occasionally uses academic voice throughout writing; pronouns are used in reflection paragraph and some other areas of writing.	Author uses non-academic voice throughout writing; excessive use of pronouns and fillers such as “like”

General Research Process

1. Choose a topic of interest. For best results, choose something truly interesting to you - a boring topic will be a painful paper to write.
 - a. Keep in mind that you may need to narrow down, or widen your topic to make your paper manageable. “Depression” is too wide, “Diagnostic rates of depression in kindergartners who lived in New York City during the 9-11 attack on the World Trade Center” is too specific. Remember that this is an introductory course to psychology - don’t get too deep into your topic just yet, it will make your paper very difficult to write.
2. Use the library database to make sure there are enough credible sources to write 3-5 pages on your topic.
 - a. If you’re interested in something with little research, you may be able to get creative and explore the topic with existing research, then introduce the novel idea citing “anecdotal” (not credible) sources.
 - i. Example: Impacts of social isolation on COVID19 populations (can you tell when I wrote this rubric?)
 1. Cite sources from other incidences of social isolation, and what psychology knows of isolation in general. Build a foundation of why this is a topic worth exploring.

2. Incorporate research about the prevalence of COVID19 (Washington Post said that it impacted this number of people in this many countries...here's what those countries did...etc)
 3. Identify connections between research on social isolation and current COVID19 research
 3. Begin reading article abstracts/summaries and gathering information.
 4. Come up with a thesis statement.
 - a. "Social isolation has negative impacts on mental health; the negative mental health impacts from COVID19 are not yet known as this is a novel pandemic in which a majority of the world has access to social media."
 5. Compile gathered information into similar subject categories
 - a. This pile of papers is my "social isolation" information that I pulled from the articles I read, that defines what it is, and what's happened to other people in isolation.
 - b. This pile is my COVID19 research that I've reviewed and pulled relevant info from.
 - c. This pile is some info I gathered from research on how social media changes our perception of connection with others.
 - d. These are the sections of your paper!
 6. Begin writing the bulk of your paper, the 3-5 pages. Your paper should have a clear beginning, middle, and end.
 7. Write the abstract, or summary; the one paragraph summary of your paper.
 8. Review APA formatting and citations. Make sure you use in-text citations correctly, otherwise you have plagiarized (even if it was an accident).
 - a. Remember to double check the citation machines work - sometimes they are wrong!
 9. Unique to this assignment, you'll add a section after your conclusion to discuss your thoughts, feelings, and learnings from this assignment.

10. Re-read your completed work from beginning to end. Have a friend, librarian, research liaison at the library, someone else reach your work from beginning to end to verify that your argument makes sense and your paper flows well.

Academic Voice

Using academic voice can be a challenge for any student. Here are some helpful guidelines to help ensure you're using the type of language that fits the academic tone. Of course, you can utilize office hours and the writing center for help with this. The following is adapted from Ashford University.

- **Make declarative sentences instead of "I" statements**
 - "I think school uniforms eliminate competition based on brands and family income"
 - **"School uniforms benefit students by eliminating competition based on brands and family income"**
- **Avoid Casual Language**
 - Avoid contractions such as "can't", "don't"
 - Avoid storytelling indicators like "okay", "well", "then", and "after that"
 - Avoid using foul language or inappropriate humor
 - Do not address the reader casually with the word, "you"
 - Tip: One way to teach yourself formal language is to read academic journals and textbooks
 - Example of casual language: "Most people nowadays would prefer someone to keep it short, simple, and cut to the chase. This happens with social encounters at work, with friends, with family, on t.v., the radio, or wherever people communicate."
 - Example of academic language: **"Brief, effective communication can enhance social encounters at work, with friends, and with family, and may even relay messages better on television, over the radio, or wherever people communicate."**

- **Be Concise.** In academic writing, every sentence you write should be straight to the point. Don't use 7 words to say something that can be said in 3 and don't state the same thing twice. This helps your reader to get your ideas quickly and is an indicator of good communication.
 - Avoid unnecessary filler words or redundancies
 - Avoid overly complex sentences in favor of simple and direct sentences.
 - Example of an overly complex and redundant statement: "At the present time, a total of four researchers summarized briefly the results of the two different and varying groups' tests."
 - Same sentence, revised to be concise: **"Four researchers summarized the results of the two groups' tests".**
- **Use specific vocabulary and precise words.**
 - Use language from the discipline of psychology.
 - Instead of saying "Researchers taught monkeys how to clap"...
 - **"Researchers conditioned monkeys to clap on command"**
 - Using precise words means avoiding vague or subjective language. "A lot" is subjective because it means different things to different people.
 - Instead of stating: "The monkeys seemed to really like a lot of peanut butter". ..
 - **"Test subjects responded positively to the peanut butter reinforcer"**
- **Use Evidence**
 - Writing academically means using credible and relevant evidence to support your claims and ideas. If your evidence is not from a credible source and is not relevant to the specific time frame and topic you are discussing, your reader will not accept it as valid.
 - Avoid using Wikipedia or simply Googling your topic (at least try Google Scholar).
 - **USE THE LIBRARY**

- In a literature review, cite your sources within your paper (called an in-text citation) to show where you obtained that information. For the annotated bibliography, this is less prevalent because you're reflecting on each source as you go; however, in your connection and reflection paragraph, accurate citation of sources is important.
- **Include Your Ideas and Analysis**
 - To add your own analysis or ideas, ask yourself these questions:
 - What is your position on the controversial topic you are writing about?
 - How might you apply what you learned to your own field of study?
 - How does a research study you read or evidence you've presented specifically relate to or what does it mean for your topic?
 - What conclusions have you come to about the topic you are writing about?
 - Example: "Students can access digital applications, and according to Kervin (2016), digital play with carefully selected apps can provide active, hands-on, engaging and empowering learning opportunities. Apps can facilitate versatility in children's literacy experiences by providing opportunities for reading and writing, and to listen and communicate through a range of scenarios and activities (Kervin, 2016). **By this explanation, an app on a tablet can provide students an alternate medium for education while introducing them to technology literacy. Although not all available apps are created to enrich a child's educational experiences, the guided use of carefully chosen apps for digital play can be a powerful learning tool when used in academic contexts.**"
 - Note how the author has included their analysis of the cited research without using pronouns like "I" or casual language such as "I think technology is a useful tool..."

For more help and tutorials on academic voice, you can visit Ashford University's site at [this link](#).

Need help? You can always ask! Your instructor, librarians, and writing center are here to help with different aspects of your paper.

Research Help: Make an appointment with a librarian or instructor

- Finding sources, determining if they're credible, APA citations and formatting

Writing help: Make an appointment with the writing center, or instructor

- Flow and strength of argument, academic voice, structure of paper, putting casual language into academic vocabulary.

IMPORTANT NOTE

Asking for help to start your project the day before it's due is a bad idea. Give yourself a few days at least; best practice is to have it done, or almost done a week before so you can focus on formatting and fine-tuning details. You'll receive better help if you start early and give yourself time to work on it because both of us will be less stressed!

Happy researching!

