ENG221 Annotated Bibliography Guidelines
DUE: Tuesday, March 13, 2007

What ENG 221 students have written about this assignment:
♦ “This was a great project that introduced me to a variety of children’s books. I now have a new understanding and great fondness of children’s literature.”
♦ “My intention in this collection was to select and describe books that would bring adventure, imagination, creativity, sensitivity, and new understanding to the lives of children.”
♦ “This annotated bibliography is something that I will continue adding to as a student, as a parent, and as a teacher.”

Learning Outcomes:
➢ Select, evaluate, and describe Children’s Literature through critical reading and writing.
➢ Write confidently about your own and others’ ideas.
➢ Demonstrate how Children’s Literature enhances personal awareness and creativity.

Assignment Description: An annotated bibliography presents a selection of books by describing and evaluating each title based on common criteria. In your ENG 221 Annotated Bibliography, you will describe and evaluate 25 children’s books that you have chosen, at least 22 titles from our text. Please consider this assignment as your opportunity to focus on the specific literature that you’re interested in. As we progress through each chapter, make choices from the titles offered (either in the chapters or in the end-chapter bibliographies).

Tip: To produce your best work and to get the most out of this major project, follow the advice of former ENG 221 students: Begin collecting your titles and annotations right away. Then stay current; collect and work with titles as we progress through each chapter.

Resources: Begin by exploring the literature in your own personal libraries: the books that you and your family love. Beyond that, you’ll find the Children’s Sections of our county and school libraries your best resource. Don’t forget our own LBCC’s small but growing collection. Tap into the home libraries of neighbors, grandmothers, friends, classmates. The Children’s Section of our local and regional bookstores is also a favorite haunt of ENG221 students.

Suggestions: Whatever your approach, remember to make choices that matter to you. While it is a requirement that you select books from each section/chapter that we cover, your choices should reflect your own interests and passions. If, for instance, you’re interested in teaching 3rd Grade, then your bibliography will be heavily weighted with books for that age. If you’re interested in American minority literature, your bibliography will present a wide multicultural range.

Regardless of your focus, be sure to write your annotations as we go. We’ll be handling a wide range of books in and out of class. Try to get in the habit of jotting down the necessary bibliographic information and notes to yourself while you have the book in hand. Then, as soon as you can, sit down with your notes and draft your annotation. Finally, please consider visiting the Writing Center as you revise and proofread your writing.
GUIDELINES

ORGANIZATION AND PRESENTATION

- **Title Page**
- **Table of Contents**: Use the book’s organizing principle or develop one of your own, but remember that you’ll need to cover each of the six categories we cover in class: Books to Begin On, Picture Books, Traditional Lit, Modern Fantasy, Poetry, Contemporary Realistic Fiction.
- **Cover Letter**: Include a cover letter that introduces your selections. Remember your writer’s role here: You are the author of your collection. What does your Annotated Bibliography offer your reader? Consider here an explanation of the selections you have chosen to include.
- **Presentation**: As you compile your Bibliography, be creative. Consider including your own artwork, illustrations, extensions.

COMPLETENESS

- Include all 30 titles. Twenty-five of those titles must be drawn from our text. You may choose up to 5 that you do not find in our text.
- Be sure that you cover all six categories that we cover in class (as stated above).
- Provide all necessary information. Be thorough in your bibliographic information: author, illustrator, title, publisher, copyright date.
- Also, **be thorough in your description and evaluation**. Consider the category as you describe and evaluate. For example, if you include a title in Contemporary Realistic Fiction, use that chapter’s guidelines to develop your evaluation. See the attached example (Owl Moon) as a guide of quality and length. Finally, feel free to add a personal note to your description/annotation.

QUALITY OF WRITING/FORMAT

- Here’s your opportunity to illustrate your skills in selecting and evaluating children’s books. Draw from the knowledge (use the concepts and terms) you have gained from our text and discussions. As you present each book, you are the authority.
- Pay attention to your quality of writing as well as to the information that you convey. Be clear; fully develop your description. Remember that grammar and punctuation count. Consider getting help at the Writing Center in the Learning Center as you revise your annotations.
- Your entries should follow Modern Language Association format. This MLA format is used in the bibliographies that follow each chapter in our text. Consider using the following Sample Entry as a guide for format. Also, consider using the following Bibliography Template as you collect information for each title.
A Sample Entry

Contemporary Realistic Fiction

Jane Yolen’s story about the owling “adventure” of a young boy and his father, in its rich detail and simple, elegant storytelling, is universal in scope. The story unfolds one winter night under a full moon when a father takes his young son on an owling adventure. Yolen’s narrative is told from the perspective of the young boy, with the simple cadence of a young child: “They sang out, trains and dogs, for a real long time.” The reader can’t help but be charmed by the perspective of this young child, filled with expectation and optimism: “When you go owling you have to be brave.” Jane Yolen uses poetic and lyrical language to describe this *coming of age* event, as in this lovely simile: “And when their (the dogs) voices faded away it was as quiet as a dream.” One of the language elements that makes this story so arresting as a contemporary realistic story is Yolen’s details of the *felt things*: “I could feel the cold,” the young boy tells us, “as if someone’s icy hand was palm-down on my back.” Indeed, *Owl Moon* has all the elements of a good story, following a narrative arc of expectation and suspense (will they meet the great owl?), to climax (“For one minute, three minutes, maybe even a hundred minutes, we stared at one another”) to resolution in a story that is at once disarmingly simple and majestic. *Owl Moon* won the Caldecott Medal in 1988 for the beautiful watercolor illustrations by John Schoenherr that add to the grand scope of a winter’s evening under a full moon.

BIBLIOGRAPHY TEMPLATE

Author:___________________________________________________________

Title:_____________________________________________________________

Illustrator:________________________________________________________

Publisher:_________________________________________________________

Publication/Copyright Date:_________________________________________

Notes & Considerations:

✓ Follow the evaluation guidelines in your text (in the chapter you will be placing this title) to develop your own evaluation.

✓ Is this title an award winner? What are the outstanding features?

✓ Is the author or illustrator noted for other titles?

✓ What age range will appreciate this title?

✓ What is your favorite feature of this book?