

## ANNOTATED BIBLIOGRAPHIES: EXAMPLES OF ENTRIES

Below you will find various examples of entries on bibliographies that have been annotated: that is, the author has included a short summary of the work and, perhaps, a brief evaluation of its usefulness. You should be aware that information about the work--author, title, publication information, date and the like--must be given in a standard documentation style such as Chicago, APA, or MLA. Entries below are given in the Chicago Humanities style. The annotations themselves may be written in a separate paragraph below the bibliographic entry, or they can begin immediately after the end of the bibliographic entry. In either case, the annotation should be indented the same number of spaces as the subsequent lines of the bibliographic entry.

### SOME EXAMPLES OF BOOKS AND COLLECTIONS

Beechold, Henry F., and John L. Behling, Jr. *The Science of Language and the Art of Teaching*. New York: Charles Scribners Sons, 1970.

This book would probably make a good introductory text about linguistics for elementary and high school teachers because it explains many linguistic theories in a simple and readable way. But some of the examples used to illustrate ideas don't seem realistic: i.e., they are taken from literature and won't really help teachers learn how to teach expository writing. While some teaching suggestions are innovative and helpful, others (like "don't teach students to do outlining or you'll destroy their sense of 'discovery' as they write") seem downright silly.

Cairns, Helen S., and Charles E. Cairns. *Psycholinguistics: A Cognitive View of Language*. New York: Holt, Rinehart and Winston, 1976.

This is a good overview of experimental psychology's response to the science of linguistics. There are excellent discussions of efforts to "test" behaviorist and Chomskian linguistic theories. The authors present current psychological data about language acquisition, perception and comprehension and discuss some of their implications for linguistics. They also do a good job of describing a "cognitive" approach to experimentation in comprehension, recall, etc.

Carroll, John B., and Roy O. Freedle, eds. *Language Comprehension and the Acquisition of Knowledge*. Washington, D.C.: V. H. Winston and Sons, 1972.

This is an interesting anthology of papers compiled from a research workshop in 1971 on discourse comprehension. The articles themselves are valuable for their research and

discussion of the psychological implications of discourse study; but the book is doubly fascinating because of the summary of the workshop "discussion" by all of the experts represented there. These discussions often consist of the thorough grilling of the author, a grilling that questions methodology, results, and interpretation of results. (Too bad all reports aren't subjected to this kind of peer-group scrutiny!) The result is very edifying for the reader, who learns something about the psychology of discourse and about the methods for testing it.

### SOME EXAMPLES OF PERIODICALS

"Accidental Help for Alcoholics." *Time*, 12 November 1965, 67. *Time* introduces a new drug that is capable of partially eliminating an individual's craving for alcohol. The drug was discovered accidentally when it was used as a cure for a vaginal disorder in a female alcoholic. The article explains how effective the drug actually is.

McBroom, Patricia. "A Case For Genetic Drinking." *Science News Letter*, 24 December 1966, 543. McBroom emphasizes the influences of genetics on the personality, which may cause alcoholism. Identical twins were studied in Finland. The research behind the article is sufficient to warrant its reading.

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Lewis, Ellen S. "Teacher Influence on Pupil Cognitive Performance." *Peabody Journal of Education* 55 (1978): 252-264.

A fascinating article about classroom questioning that all teachers should probably be aware of. Lewis uses Piaget's theories and recent experiments in learning to show that the "right kind" of questions in the classroom actually increases cognitive development of children in that classroom. She shows that frequent "analysis and evaluation" questions from a teacher actually raise the achievement levels of the students because they demand a higher level of cognitive processing than mere "knowledge-level" questions. Studies show that few grade school teachers use much of this type of questioning. Other studies show that teachers who encourage experimentation in problem-solving and who are positive in their questioning and evaluation of answers also increase cognitive development in their students.

McLain, Richard. "The Role of Explanation in Teaching Standard English: Constitutive and Regulative Rules in Language." *College English* 38 (1976): 242-49.

This is a good article that discusses the "relativity" of many grammatical rules and criticizes the way many grammarians and composition teachers give all grammatical conventions equal value.