

## HANDOUT 1B: CREATING AN ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a list of bibliographic entries for articles, books, or other academic sources that the student anticipates being relevant to the written report, accompanied by the student's own notes for each source. Students will be responsible for finding and selecting articles and taking notes that identify the main thesis or conclusions of the article, the argument or evidence presented, an explanation about how the article is relevant to the case at hand, and how they think it will help the group better resolve the case.

Before you write the annotated bibliography, you should already have determined your role in your group, become familiar with your case, and found at least 5 sources that are relevant to your case (see handout "1A. Researching for the group project").

**The annotated bibliography should summarize at least 5 sources.** These sources must be peer-reviewed journal articles from the relevant academic discipline. They **should not be from blogs, news articles, or other non-academic sources.** You may use any relevant sources in your paper (including those from non-academic sources or course readings), but **only external academic sources count towards the minimum of 5 sources required for this assignment.** If in doubt, check with Dr. MacDougall.

Your annotated bibliography should contain one entry for each of the five sources. Each entry should be **at least half of a page in length, single-spaced** (there is no need to double-space this assignment). The entries should be **listed in alphabetical order**, according to the last name of the first author, and should be written in **a single document**. Remember, the purpose of this exercise is to help you develop your paper, and (ultimately) to help your group resolve the case. More complete notes now will ultimately make the paper writing process go more smoothly.

For each entry, there are **two steps**.

### 1. Create the annotated bibliography entry

When you've found five references you would like to interact with in your paper, write out the references in the Chicago Style.\* For information on how to do this, follow this link: [Chicago Manual of Style, Author-Date System](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html) ([https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html))

Click on the tab that says, "AUTHOR-DATE." (We will use the "author-date" format rather than "notes and bibliography" format for this assignment).

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\* You may also use another style if it is one you are more familiar with; it must be a real bibliographic style, however, and **no important information should be missing**

Scroll down to the section entitled “Journal Article” (or “Book,” if you are using a book). Use the format suggested there.

## 2. Annotate the bibliographic entry

Once you have selected your articles, and written out the reference, you will next need to “annotate” your articles. This just means that you will write notes below the reference.

**Always use your own words.** While there are times that you will have to use single terms in common with the original source (for example, there is no synonym for many anatomical and scientific terms), sentences should be entirely your own. If sentences or major parts of sentences are the same as the source, and you have not put the words in quotation marks, you will receive a zero on the assignment and will be reported for plagiarism.

Before annotating the article, you will need to determine whether it is an empirical or a normative article. You can tell whether an article is empirical or normative by determining whether the **main claim** of the article is empirical (i.e., if it is descriptive) or normative (i.e. if it is prescriptive). Most of the articles addressed by doctors and nurses should be **empirical**. Most of the articles addressed by philosophers should be **normative**.

The notes should **EXPLICITLY LABEL** the following three components. The format of these will depend on whether you determine the article to be normative or empirical.

1. **Thesis or Conclusions:** The notes should state the author’s **thesis** (if it is a normative/philosophy article) or the main **conclusions** of the study (if it is an empirical/scientific article). This demonstrates that you have understood the main point of the article. Whether your article has a thesis or conclusion(s), these should be stated in the way we discussed in class (thesis should be a truth claim, concise, and appropriately specific; conclusions should be general and stated in present tense)
2. **Arguments or Evidence/Results:** The notes should include a brief summary of the author’s arguments presented in support of the thesis (if it is a normative article), or a summary of the evidence/results presented in support of the conclusions (if it is an empirical article). It should be clear, in every case, how the arguments or evidence support the main thesis/conclusion of the source. If the article is empirical, the statement of evidence should be specific and in the past tense (indicating what the researchers actually observed).
3. **Relevance to the main ethical problem in my case.** The notes should indicate which part of the author’s argument or data you think will help you with the main ethical problem in your paper. You should say specifically how you think it may help with your particular case. Be detailed and specific in your explanation. What part of the author’s evidence or argument did you think was helpful? Does it reinforce your initial impressions about what should be done in this case, or has it made you rethink some things? Maybe you will argue against something in this source in your paper? The point of this section is not just to show that the article *is* relevant, but to begin thinking about how you will actually use this article in your paper.

## ANNOTATED BIBLIOGRAPHY SAMPLE ENTRIES

### Example of a normative article:

Gill, Michael B, and Robert M Sade. 2002. "Paying for kidneys: The case against prohibition." *Kennedy Institute of Ethics Journal* 12 (1):17-45.

**Thesis:** The current prohibitions against selling kidneys should be overturned.

#### Arguments for thesis:

Kidney transplants themselves are not immoral and should be legal; in fact, we praise and encourage donation.

In other cases, there is widespread recognition that selling body tissues is not morally objectionable and so should be legal. For example, selling plasma is legal and not frowned on.

These arguments suggest that kidney sales are relevantly similar to other kinds of treatments we usually think are morally acceptable (kidney donation and the sale of human tissue). If it is morally acceptable both to transplant kidneys and to sell human tissue then it seems likely it should be legal for a person to sell one of his or her kidneys, since these are the two major aspects to such a sale.

#### Relevance to my paper:

In our group's case, the physician has to make a decision about whether to agree to provide follow-up care to an American patient who plans to travel to India, where he will buy a kidney for transplantation, which he thinks may save his life. Gill and Sade's arguments suggest that kidney sales are not morally different from other kinds of procedures most people think are morally acceptable. This suggests that kidney sales are not wrong, and the physician should agree to help his patient with follow-up care.

### Example of an empirical article:

Tamburrino, Federica, Dino Gibertoni, Cesare Rossi, Emanuela Scarano, Annamaria Perri, Francesca Montanari, Maria Pia Fantini, et al. "Response to Long-Term Growth Hormone Therapy in Patients Affected by RASopathies and Growth Hormone Deficiency: Patterns of Growth, Puberty and Final Height Data." 2015. *American Journal of Medical Genetics Part A* 167, no. 11: 2786-94.

**Conclusions:** The study demonstrates that administration of growth hormone in some patients with RASopathies can positively impact final height, although it will not necessarily help these patients reach average height, since growth hormone deficiency is

not the sole factor responsible for short stature in individuals with RASopathies. Further research is needed to determine other causes of short stature in individuals with RASopathies, and to determine the general safety and efficacy of these treatments.

**Evidence/Results:** In this study, researchers observed that long term growth hormone therapy (starting prior to puberty) in patients with RASopathies resulted in measurable height increases relative to untreated patients, and final heights within normal height distributions. The treatments did not result in final height levels equivalent to that of participants' parents or compared to the overall population, however.

**Relevance to my Case:** Although this study shows that patients with RASopathies benefit from growth hormone therapy, it also shows that these treatments do not necessarily help patients reach average height. While growth hormone might provide a small height increase for Billy, it is unlikely to make him competitive at basketball, because it will probably not enable him to achieve even average height. Moreover, this study only measured cases of pre-pubertal administration of growth hormone. Because Billy is already in high school, it is likely that growth hormone will have even less of an impact on his growth than it did on those patients in the study.