

**Political Science 461 – Senior Thesis in Political Science**  
**ASSIGNMENT: Annotated Bibliography**

Due Friday, November 6 by email (mag@cpp.edu)

It must be sent by 5:00PM. **No late assignments will be accepted.**

Parameters:

- 12-point, Times New Roman font
- File must be in .doc or .docx format

An annotated bibliography is a preliminary list of sources that you will include in your literature review. For the annotated bibliography, you must include at least **15 sources**. These sources should mostly be journal articles and books. Your full literature review is due Week 7 (November 8), is 8-10 pages long, and must include at least 20 sources.

In the annotated bibliography, each individual source includes a summary (2-5 sentences) of that study that is intended to help you construct the literature review. Remember, the literature review is an *analysis* of the literature. Here are some questions that you may consider when writing your summaries in the annotated bibliography:

- (1) What question is the author trying to answer?
- (2) What theories is the author informed by?
- (3) What data or methods does the author use?
- (4) What are the author's key findings?
- (5) What further research or limitations does the author point out?
- (6) How does your research question fit into this study?
- (7) Does the author specifically relate to others who have written on key topics?

Please note you can address one, a few, or none of these questions in each of your summaries. These are only suggestions for how to approach the summaries.

**Example:**

**Bostch, Robert E. and Carol S. Botsch. 2012. Audience and Outcomes in Online and Traditional American Government Classes Revisited." *PS: Political Science & Politics* 45(3): 493-500.**

This study examines the difference between American government courses offered exclusively online and those that are in the traditional face-to-face format. The 2012 study is a follow-up to an earlier survey with 10 additional years of data. Bostch and Bostch are responding to criticisms in the literature that suggest online or hybrid courses will never match the benefits of the traditional format. They find that learning outcomes between the two formats are comparable. However, online courses increased newspaper readership, provided flexibility in scheduling courses, and alleviated student demand on regular courses. Face-to-face courses had a better completion rate and were less of a burden on faculty workload.