

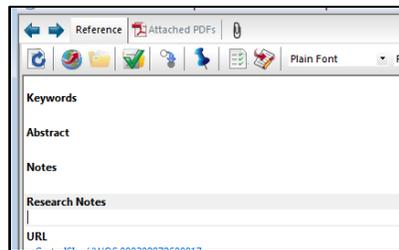
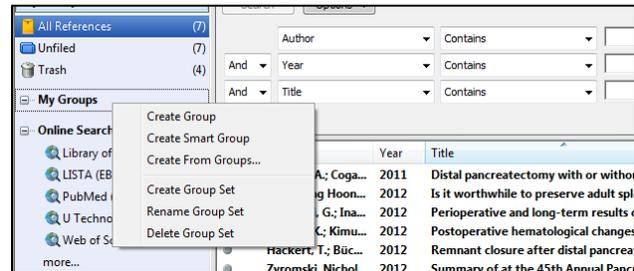
## Using EndNote X7 to create an annotated bibliography in Harvard UTS

### What is an annotated bibliography?

An annotated bibliography consists of an organised reference list, followed by a short description and evaluation of the article being referenced. Because this reference list must be done according to a standard referencing style (like Harvard UTS) it's often useful to use referencing software like EndNote. This guide will show you how. It assumes you already have the EndNote software and have some basic experience in using it. If you don't, there are some handy video guides available at to <http://www.lib.uts.edu.au/help/referencing/endnote>

### Step 1 (optional): Put the references you want to include in your bibliography in a group.

Right click (Control+click on a Mac) on "My Groups" and from the menu that emerges, choose "Create Group". Give it a name, and drag any references you want in your annotated bibliography into it.



### Step 2: Annotate the references in EndNote using the "Research Notes" field.

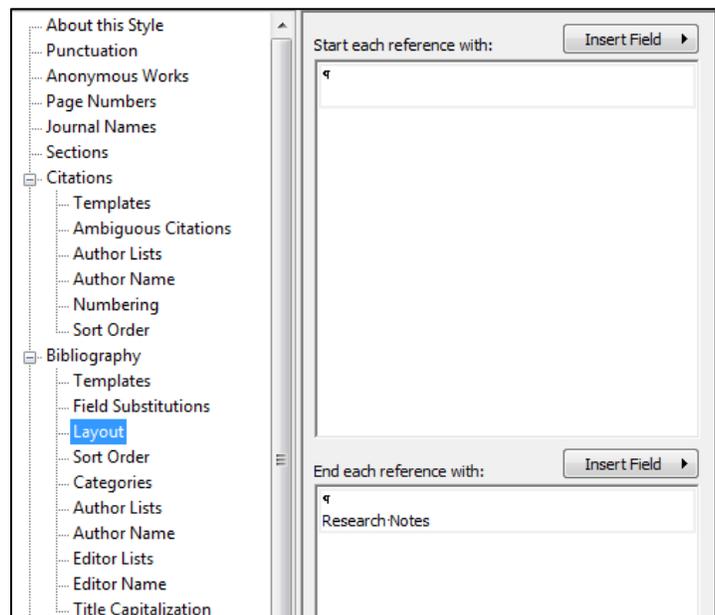
Once you know which references you're including, double-click on each one in turn to open it, and scroll down until you find the "Research Notes" field. Enter your annotation into this field: Note down the main points of the article, its purpose, and evaluate it critically. You can put as much text as you wish.

### Bonus hint! Changing the EndNote display so you can see Research Notes field

Go to Preferences (under the Edit menu in Windows, under the EndNote X7 menu in a Mac) and choose "Display Fields". Change "Column 10" to [Research notes]. This will let you see which references you have made comments on.

### Step 3: Edit Harvard UTS to turn those [Research notes] into your annotations.

Choose Edit, then Output Styles, then "Edit Harvard UTS". Select "Layout" under the "Bibliography" section and press return in both "Start Each Reference With" and "End Each Reference With" and then Type "Research Notes" in "End Each Reference With." At the bottom of the page, change "Hanging Indent" to "None". Click on File, Save As, and save the changes as "Harvard UTS Annotated".



#### **Step 4: Creating the annotated bibliography**

Select the references you want for your annotated bibliography. (Hint: It can help to make a group for them, as in Step 1 above, but this isn't essential). You can select multiple references by holding down the Control key (on a Mac, the Command key) as you click on each reference you want, or just press Control+A (on a Mac, Command+A) to select all in your current group. Check that you have chosen Harvard UTS Annotated style from the drop down style menu on the top left of the screen (on a Mac, the bottom right). Go to File - > Print Preview to see how the new style will be displayed.

#### **Putting the references into Microsoft Word**

With all the references you want for your annotated bibliography selected, right click (on a Mac, Control+click) one of the references and choose "Copy formatted". Paste the references into a Word document, where you want the annotated bibliography to appear. This will display your annotated bibliography in Harvard UTS style.

#### **Examples**

Goos, M., Dole, S. & Geiger, V. 2012, 'Numeracy across the Curriculum', *Australian Mathematics Teacher*, vol. 68, no. 1, pp. 3-7.

The article presents a project that developed strategies for teaching numeracy across the curriculum in the middle years of schooling. The project, funded by the South Australian Department of Education and Children's Services (DECS), is implementing numeracy tasks and units of work, evaluating their effectiveness, and setting new goals for the next cycle. It shows that most teachers were comfortable with identifying the mathematical knowledge in the lessons and activities they offered.

Thornton, S. & Hogan, J. 2005, 'Numeracy across the curriculum: demands and opportunities', *Curriculum and Leadership Journal*, vol. 3, no. 16, viewed 10 March, <[http://www.curriculum.edu.au/leader/numeracy across the curriculum,9770.html?issueID=9778](http://www.curriculum.edu.au/leader/numeracy%20across%20the%20curriculum,9770.html?issueID=9778)>.

Without an awareness of the underpinning role of mathematical ideas in problem solving, in communication and in public debate, it is debatable to what extent an individual can arrive at informed decisions or follow productive strategies. School mathematics alone is unlikely to develop this capacity in our students. It requires conscious effort by all teachers, and a willingness to engage in mathematical thinking in all learning areas. The action research approach used in the ACT Middle Years Numeracy Across the Curriculum Project provides a powerful model through which teachers can become aware of and plan for numeracy. Identifying and capitalising on numeracy moments not only develops students' capacity to be numerate, it also enriches their learning in other areas of the curriculum.

Uptin, J., Wright, J. & Harwood, V. 2013, 'An investigation of the literacy demands and support given to a Year 8 class', *Aust. Educ. Res.*, vol. 40, no. 1, pp. 125-37.

This paper focuses on the demands of subject specific written literacies at Year 8 level in a large regional secondary school in Victoria. The focus is on the type of tasks set at this level, and the scaffolding and modelling provided by subject teachers to support and develop these literacies in students. Results support the view that there are different demands in different subjects and there is little support provided for students in some of them.