



Annotated Bibliography

A bibliography or works cited provides readers with the author, title and publication details of a source, whereas an **annotated bibliography** adds a brief summary or annotation, and an evaluation of each source (book, magazine, journal, etc.). Placed just below the facts of the publication, the annotation describes the content of the work so that future reference to the entry by a researcher will provide essential data.

When writing the annotation, provide enough information in approximately three to five sentences for readers to obtain a comprehensive understanding of the source's *purpose*, *content*, and *special value*. Be sure to use complete sentences and to avoid wordiness.

Process for Writing an Annotated Bibliography

1. List the completed bibliographical citation.
2. Explain the main purpose of the work.
3. Briefly describe the content.
4. Indicate the possible audience for the work.
5. Evaluate the relevance of the information to your topic.
6. Note any special features.
7. Warn readers of any defect, weakness, or bias.

Shorter Works

Annotations take different forms, depending on the type of source and on the audience. Articles are often argumentative; in these instances, the writer should incorporate the author's position on the particular issue being addressed. The writer may choose to include quotes and/or references to individuals or to specific experiments for emphasis.

Examples (MLA style)

Dembart, Lee. "Fears on DNA Studies Fade, but Won't Die." *Journal of Forensic Science* 4.2 (2009): 17-23. Web.

Dembart claims that fears of "Andromeda Strain" are unfounded. An interesting quote by James D. Watson, co-discoverer of DNA, asserts his scientific opinion about the genetic controversy: "I think the whole thing is lunacy. . . . I helped raise these issues, but within six months I was acutely embarrassed. There's no evidence that anyone has gotten sick from any of this" (3). On a more speculative note, Dembart quotes Robert Sinsheimer, who acknowledges fears are less justified than originally thought, but also suspects that genetic

engineering could conceivably result in a new route for the transmission of cancer (5). This article seems to provide a fairly balanced, up-to-date overview of the whole issue.

Howard, Ted, and Jeremy Rifkin. *Who Should Play God?* New York: Anderson Printing, 2002. Print.

This book "lifts the cloak of secrecy from genetic experiments" and explores, among other things, "who is performing the research and who profits from it" (12). It's clearly anti-genetic engineering; its chapter titles give a good idea of the direction and flavor of the book, for example, "Eugenics," "Eliminating 'Bad' Genes," "Bio-Futures," "Scientists and Corporation." This book looks as if it is an appropriate source for the social arguments from the political left wing.

Longer Works

In longer works, the material may often be more referential than argumentative in nature. In these cases, the writer may choose to give a brief chapter-by-chapter sketch or to focus on one or two chapters. The focus of the annotation is dependent upon the focus of the paper.

Examples (APA style)

Taylor, M., & Leicester, M. (1992). *Ethics, Ethnicity and Education*. Toronto, Canada: Taylor and Francis.

This book is an important and inherently controversial collection of papers that discusses the major moral issues in multicultural school education. Topics discussed include the ethical aspects of the *separate schools* debate, strategies for establishing a democratic school and preparing teachers to be more moral educators, and consideration of the values implicitly antiracist / multicultural education.

Franklin, P. (2005). Issues and options for strengthening support service programs under the higher education Act. *Journal of Education*, 72(8), 22-29.

Franklin argues that student financial aid is not enough to equalize opportunity for post-secondary education; Federal Support Service Programs, Talent Search, Upward Bound, and Special Services for Disadvantaged Students (Known as the "Trio" Programs), as well as the more recent Educational Information Centers, are critical to the achievement of this goal. The heart of this publication is Chapter 3, which assesses issues and options that span the Title IV support service programs. These involve (1) level of authorization, (2) inter-program overlap and duplication, (3) inter-program integration and/or coordination, and (4) eligibility. The final chapter contains program-by-program recommendations intended to help clarify the purpose and scope of Trio Programs and enhance their respective operations. This publication is an illuminating discussion of the policy options for the "other" provision of Title IV.

General Guidelines for Formatting Bibliographical Citations

MLA

Books with one author

Author's last name, first name. *Title of Book: Subtitle*. City: Publisher, Year. Type of Source (ex. Print or Web).

Books with more than one author

(First) Author's last name, first name, (Second) Author's first and last name. *Title of Book: Subtitle*. City: Publisher, Year. Type of Source (ex. Print or Web).

Articles

Author's last name, first name. "Title of Article." *Journal Name* Volume number. Issue number (Year): Page(s). Type of Source (ex. Print or Web).

APA

Books with one author

Author's last name, Author's first initial. Middle initial if given. (Year). *Title of book: Subtitle*. City, Country: Publisher.

Books with more than one author

(First) Author's last name, Author's first initial. Middle initial if given, & (Second) Author's last name, Author's first initial. Middle initial if given. (Year). *Title of book: Subtitle*. City, Country: Publisher.

Article, one author

Author's last name, author's first initial. Middle initial if given. (Year). Title of article. *Journal Name*, volume number(issue number), page(s).

Article, two authors

(First) Author's last name, author's first initial. Middle if given., (Second) Author's last name, author's first initial. Middle initial if given. (Year). Title of article. *Journal Name*, volume number(issue number), page(s).