

Annotated bibliographies are an important part of the research process and help writers create ideas for a paper or project. An annotated bibliography entry may contain two or more parts: a bibliographic entry of the source and an annotation analyzing the source's content. More detailed annotation assignments may ask a student to both summarize and evaluate the main points in the annotation. To create the bibliography entry, list the publishing information in the style required (such as MLA or APA) and put all entries in alphabetical order. Creating an annotation involves writing a brief paragraph in your own words that provides a summary of the information read and your ideas about the reviewed source.

### Advice for Preparing Annotations:

More detailed annotations include answers to the following questions:

- Is the publication date **current** enough to provide up-to-date information?
- What information explains the **relevance** of the source to the paper's thesis and tells a specific way you plan to use the information in the paper?
- What did you discover about this author/publisher's qualifications (**authority**), such as job title, other written works, or associations with special groups or individuals?
- Did you find examples of **accuracy** within links and references used in the writer's text?
- What is the author's **purpose** in writing this article?

***Be sure to consult your instructor's guidelines for the specific requirements of the annotations. Some instructors may desire only a summary of the sources while others may require additional evaluation and analysis in the annotations.***

### Formatting Guidelines:

- Double-space everything
- Never indent the first line of an entry. When an entry is longer than one line, use the hanging indent feature in Word on subsequent lines. (See example below.)

## Sample Annotation in MLA Format for an edited book:

Note: Citation entries will vary according to the source type. Consult the Success Center Guidelines for MLA Style Citations handout.

Gere, Anne Ruggles. "Kitchen Tables and Rented Rooms: The Extra-curriculum of

Summary

Currency

Relevancy  
and use  
explained

Interpretation

Author's  
qualifications  
(authority)

Composition." *Literacy: A Critical Sourcebook*, edited by Ellen

Cushman et al., Bedford, 2001, pp. 275-89. This history of writing

instruction argues that people teach writing and learn to write—and

always have— more often in informal places like kitchens than in

traditional writing classrooms. Gere presents numerous examples and

comments on their importance to the study of writing today. Although

this book was written sixteen years ago, it is still relevant to my writing

purpose. I will extend the conversation Gere used as I compare and contrast writing

education theory in the 20<sup>th</sup> and 21<sup>st</sup> centuries. We continue to teach and learn writing

by communicating in informal places such as chat rooms, Twitter, or Facebook, which

are ordinary places like the women's groups described in Gere's book. Anne Ruggles

Gere has established her credibility as a composition and education theorist because

she holds a PhD and is the Director of the Sweetland Center for Writing at the

University of Michigan where she also teaches graduate level composition classes and

education classes. She is currently the first Vice-President of the Modern Language

Association. Gere has researched and co-authored many articles with her colleagues

at the University of Michigan on the subject of writing assessment and the theory of

directed self-placement in writing programs. I will use the information to present an opposing viewpoint and create a counterargument about traditional teaching, student

learning, and assessment standards within universities. Gere's work was published in such noteworthy journals in the field of writing and education as *College Composition and Communication*, *American Educational Research Journal*, and the *Journal of Teacher Education*. Her book includes references to the works of other compositionists in the field of writing teaching like the late Robert Connors, Lisa Ede and Andrea Lunsford. I did not detect bias in the book because Gere traces historical facts to illustrate how language was used in women's clubs within the U.S. and accurately

documents her facts with references. Her detailed examples are representative of diverse groups of people and encompass an entire century. One important message Gere contributes is to state that writing historiography should include the work of those who meet in small community writing groups to share extracurricular texts and critique each other's work, rather than placing all the value on the works of noted scholars and instructors. Thus, Gere provides a convincing argument in this book stating that some aspects of writing are effectively taught and learned in ordinary places outside the walls of educational institutions.

For more information, check the Purdue Web site:

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

"Evaluating Information-Appling the CRAAP Test." California State University, Chico. Accessed 24 Mar. 2017.  
[https://www.csuchico.edu/lins/handouts/eval\\_websites.pdf](https://www.csuchico.edu/lins/handouts/eval_websites.pdf)

Relevance to the writer's purpose, argument, and thesis.

Author's authority

Accuracy

Evaluation

Author's purpose