



Annotated Bibliography

- A **bibliography** is a list of sources (books, journals, periodicals, and websites) used in researching a topic.
 - ◊ A bibliography differs from MLA's **Works Cited** or APA's **Reference** lists because it lists all potential sources a researcher may have read, whether they are referred to in the paper or not. Works Cited and Reference lists only include sources cited in the paper.
- Although assignments may vary, an **annotation** is a brief (usually a short paragraph) summary and/or evaluation of a source.
 - ◊ It **summarizes** the topics covered, the main arguments, and important specific points made in the source.
 - * An annotation may be a few sentences or several paragraphs long.
 - ◊ It may also **evaluate** the source in reference to other sources on the same topic.
 - * Is the information reliable?
 - * Is the source biased?
 - * Is the argument clearly presented?
 - ◊ Lastly, an annotation may **consider** whether this source will be useful for a specific research project.
 - * Does it fit with the thesis?
 - * Does it include helpful figures or supporting data?
 - * Is it interesting but not directly related to the topic?
- Annotated bibliographies can be used for many **purposes**.
 - ◊ In college writing, annotated bibliographies are often **part of the writing process** for a research paper.
 - ◊ They help the writer **keep track of articles** read and where to find essential information.
 - ◊ They demonstrate the **range of sources** the writer has consulted.
 - ◊ Because the bibliographical citation is in the correct format, the writer can **easily transfer this information** to the Works Cited or Reference page if this source is used in the paper.
 - ◊ **Readers** of the paper may **consult the annotations for research** of their own.
 - ◊ Some Annotated Bibliographies are **published to help researchers** keep up with articles in their field.

Sample Annotated Bibliography Entry

Daniels, Stephen. "School Dress Codes Are Necessary and Constitutional." *Students' Rights*. Ed. Jamuna Carroll.

Opposing Viewpoints Series. Greenhaven Press, 2005. Web. 27 Oct. 2011.

Stephen Daniels, Director of Research for the North Carolina Family Policy Council, argues for the effectiveness of school dress codes to improve student performance and discipline. Daniels claims that school uniforms benefit students in many ways: improving discipline and concentration, promoting school safety, and increasing the sense of equality and community among students. He further argues that dress codes do not violate the First Amendment.

[Summary of main ideas] He bases his discussion on logic, his own experiences, and legal decisions. **[Evaluation]**

His data will support the second point in my paper. **[Consideration]**

Fetzer, Kent J. "School Uniforms Stifle Freedom of Expression." *School Policies*. Ed. Jamuna Carroll. *Opposing Viewpoints Series*. Greenhaven Press, 2008. Web. 27 Oct.2011.

Kent Fetzer writes an editorial to a newspaper in Utah protesting that the policy requiring students to wear uniforms erodes the basic individual freedom of those children who choose not to. The benefits of wearing uniforms do not outweigh the danger of losing the freedom of choice. His argument leads to the tyranny of the state as exemplified by the Nazis. **[Summary]** This article is emotional and seems to be more about political control than the actual school uniform issue. **[Evaluation]** I may use his extreme view as a counterargument and explain why it is a weak claim. **[Consideration]**