



Preparing an Annotated Bibliography

What is an Annotated Bibliography?

An annotated bibliography is a list of citations for which each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

The Process

- 1) Cite the book, article, or document using the appropriate style.
- 2) Write a concise annotation that summarizes the central theme and scope of the cited document. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, and/or (d) explain how this work illuminates your bibliography topic.

Sample Entry for a Book

Baum, L. Frank. *Wonderful Wizard of Oz*. New York: G. M. Hill, 1900. Print. Dorothy is transported to the magical world of Oz. She must seek the help of the wizard to return to her home in Kansas. This title is a classic piece of children's literature. Baum is a well-respected and well-known children's author. The story is touching and engaging. A primary source, this will aid in building my knowledge of early 20th century children's fantasy literature and possibly serve to support my thesis regarding the importance of series books in early childhood.

Sample Entry for a Magazine Article

Brackman, Jacob. "The Gospel According to St. Paul's." *Esquire* June 1966: 92+. Print. Includes early history of SPS, including first steps towards diversity. Discusses SPS experience during 1960s. Appears to have been written by a journalist, not a private school expert. Very opinionated, this article is not a

scholarly work. Despite flaws, will assist in my understanding of daily life at SPS during the sixties. Contains primary sources (i.e. quotes from students & faculty) which will aid in construction of thesis.

Sample Entry for a Journal Article

Goldschneider, F. K., L. J. Waite, and C., Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review* 51.4 (1986): 541-554. Print. The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.