

Annotated Bibliographies

What is an annotated bibliography?

An **annotated bibliography** is a list of citations to books, articles, and documents that include a brief (usually about 150 words) descriptive and evaluative paragraph, called the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. If preparing an assignment for a class, be sure to **ask your professor what information your annotation should include.**

How do I write an annotated bibliography?

1. Cite the book, article, or document normally using the appropriate style. See the Library's handout on the citation style you will be using (such as APA, MLA, CBE, Chicago, etc.). The Library also has the citation manuals for most citation styles. Check with your instructor to determine which style you need to use.
2. Write a paragraph that summarizes the central theme and scope of the book or article. It is recommended that you 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, or (d) explain the unique value that this source adds to your topic.

Examples of entries in an annotated bibliography

These are *samples only*. Exact formatting (spacing, punctuation, indents, etc.) may vary depending on the citation style and your instructor's requirement. **NOTE:** Alphabetize entries and **double-space** the entire list.

APA 6th format for a journal citation

Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), 602-619.

The author, an Assistant Professor at the School of Social Service Administration at the University of Chicago, examines the transition to adulthood for undocumented young adults. Drawing on 150 interviews with young, undocumented 1.5-generation Latinos in Southern California, Gonzales concludes the transition to unauthorized status as an adult has a profound effect on identity formation, friendship patterns, aspirations and economic mobility. Writing for a scholarly audience, he builds on previous research about immigration incorporation and the life courses. Highlighting transitional stages by age group provides a helpful framework for my study of social problems among teens of undocumented persons in the United States.

MLA 8th format for a journal citation

Gonzales, Robert G. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review*, vol. 76, no. 4, 2011, pp. 602-19.

The author, an Assistant Professor at the School of Social Service Administration at the University of Chicago, examines the transition to adulthood for undocumented young adults. Drawing on 150 interviews with young, undocumented 1.5-generation Latinos in Southern California, Gonzales concludes the transition to unauthorized status as an adult has a profound effect on identity formation, friendship patterns, aspirations and economic mobility. Writing for a scholarly audience, he builds on previous research about immigration incorporation and the life courses. Highlighting transitional stages by age group provides a helpful framework for my study of social problems among teens of undocumented persons in the United States.

Please ask a Reference Librarian or call the Reference Desk at 651-690-6652 for further assistance.