



Annotated Bibliographies

Frameworks/Concepts

- In addition to providing a list of sources, annotated bibliographies include chunks of information relevant to the source¹ such as:
 - Your summary of what the source says
 - How you intend to use the source
 - The credibility of the author
 - Why the source was written
 - Connections to your other sources

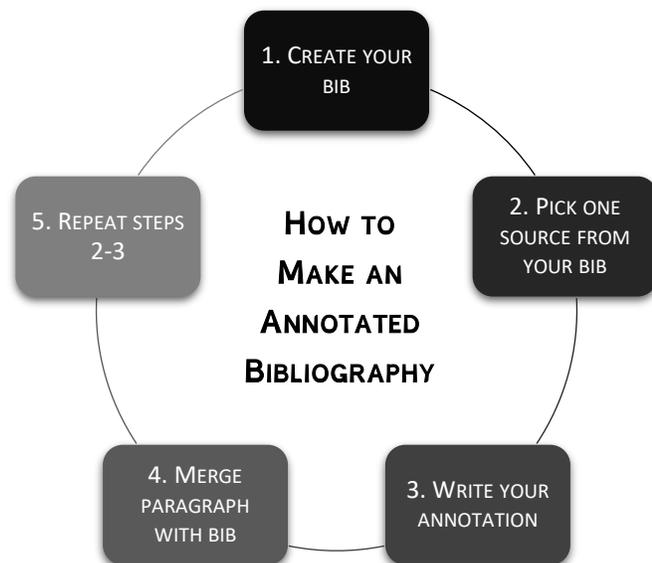
How to Make an Annotated Bibliography

1. Create a list of sources using works-cited page formatting. (Make sure you're paying attention to the citation style your paper calls for.)²

2. Read through a source. Consider: What was the main point of your source? Is your source credible? How will you make use of the information?

3. Write a paragraph that annotates your source. Annotating means to

take note of material, and bibliographic annotations usually require interpreting the information and applying the information's usefulness to your essay. Your annotation paragraph will answer the questions in step 2 as well as answer any questions your professor has specified. Include useful quotes and page numbers,³ your interpretation



¹ Your professor or teacher may have specific requirements for your annotations; make sure you check the assignment sheet and/or ask them what they would like to be included.

² If you need help with citation styles, you may need to refer to one of our citation tip sheets.

³ Some professors discourage quotes in annotations. Please check with your professor for their preference.

of the information in relation to your paper, and any aspects of the source that supports your claim or serves as a counterargument.

4. Put your annotated paragraph on the line following the citation. Keep the hanging indent.
 5. Repeat steps 2 through 3 until you've read and annotated all your sources.
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Examples

Kozol, Jonathan. *Savage Inequalities*. New York: Broadway Books, 1991.

Jonathan Kozol, who spent two years within some of the United States' poorest schools, addresses the division between students in poor, inner-city schools and students in suburban schools. Often, the students in the poorest schools are low-income, minority students while the students who go to the schools with the best funding are the children of white, upper-class citizens. His book shows how American schools remain segregated years after they were integrated. This source is useful in proving the differences between inner city schools and suburban schools.

Mena, Jasmine A, and P. Khalil Saucier. "“Don't Let Me Be Misunderstood”: Nina Simone's Africana Womanism." *Journal of Black Studies* 45.3 (2014): 247–265. *Sage*. Web. 28 Mar. 2016.

This article focuses on Nina Simone and her influence on the feminist, womanist, and civil rights movements. I used this article to focus on how Appalachian women have worked and fought for social change in a variety of ways. Since my essay focus is on Nina Simone, explaining the Black Appalachian woman's social versatility through her complements the symbolism of the paper.

Schiano, Deborah. "Curating the Shelves," *Knowledge Quest* 42, no. 2 (December 11, 2013): 66–68.

This article explains how one middle school transitioned from using the Dewey Decimal Classification system to sorting their library's shelves using different categories and subcategories. According to Schiano, the librarian at Lounsberry Hollow Middle School in Vernon, New Jersey, students seemed to accept the change. This article is useful in showing the positive feedback from doing away with the Dewey Decimal Classification system.