



Annotated Bibliography

An annotated bibliography is your chance to look at your sources critically. By noting, assessing, and reflecting on how it may or may not help your paper, you become a stronger researcher and are better prepared to write your paper.

What is an annotated bibliography?

Remember, instructors will often ask for specific elements in their assigned annotated bibliographies. Always read the assignment and ask questions, so you know exactly what your instructor wants.

These are the usual elements:

- entries from an MLA Works Cited page or APA References page
- a description of the author
- a summary of the source as a whole
- notes on the main points and the thesis
- a record of the methods and evidence used in the source
- details of the strengths and weaknesses
- an assessment of the conclusion
- criticism of any bias
- cited quotes or paraphrase that you may use later in your paper

Types of Annotations

There are four types of annotations:

- **Informative Annotations:**

- These are common annotations. These are summaries of the source, focusing on the author's credibility and what the text is saying.
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- **Indicative Annotations:**

- These annotations help you to understand a source more deeply. These are annotations that detail what questions and problems the author is dealing with.
 - For example, how is the author trying to solve the problem, *OR* how is the author understanding the issues?
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- **Evaluative/Critical Annotations:**

- These annotations allow you to understand how valuable a source is for your paper. They address...
 - any bias or lack of evidence, as well as the value of their thesis statement and goals.
 - how the source may and may not be helpful for your paper.
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- **Combined:**

- These annotations are when you combine any or all of the other three types to make full, complex, and detailed annotations.

Annotated Bibliography Examples

MLA example with sections separated with letters:

Cooray, Vernon, et al. "Lightning-caused Injuries in Humans." *Lightning Protection*, edited by Vernon Cooray, Institution of Engineering and Technology, 2010, pp. 901–924. *EBSCO eBook Collection*, search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=317873&site=ehost-live.

(a) This is an educational book written for lightning protections engineers. The purpose of the book is to educate the reader in the art of lightning protection and to provide scientific background to help the reader make important decisions when conventional engineering solutions are not enough. (b) This chapter is relevant to my research because it discusses the types of injuries reported by lightning survivors and provides recommendations on how to prevent and treat lightning strike injuries. (c) Each chapter is written by contributors who are experts in the field of lightning protection: Vernon Cooray works at Uppsala University in Uppsala, Sweden, Charith Cooray works at Karolinska Institute in Stockholm, Sweden, and Christopher Andrews works at Indooroopilly Medical Centre in Queensland, Australia. (d) The information provided is based on scientific experiments conducted by experts in the medical and electrical fields. Bias is not detected in the research or presentation of data found in this book.

APA example with sections separated with letters:

Carlson, D. S., Thompson, M. J., & Kacmar, K. M. (2019). Double crossed: The spillover and crossover effects of work demands on work outcomes through the family. *Journal of Applied Psychology*, 104(2), 214–228. <https://doi.org/10.1037/apl0000348>

(a) Carlson et al. (2019) conducted an empirical study to examine the multiple paths through which work and family variables can affect work outcomes. (b) Whereas Barber et al. (2016) explored how work obligations can increase stress or enhance fulfillment at home, Carlson et al. viewed work demands as raising family stress, with potential negative consequences on work performance. (c) Results supported a model in which direct effects of work demands and spillover effects of work demands to work-to-family conflict, spousal stress transmission, and later family-to-work conflict on organizational citizenship and absenteeism. (d) Overall, the study demonstrated a link from work demands to work outcomes when considering the family, but those paths differed depending on whether attitudinal or behavioral work outcomes were examined.

NOTE: These are not comprehensive. You can add more or less, and the order may be different. Review the first page and your assignment sheet to check what you need to include.