

Annotated Bibliographies

Writing an annotated bibliography can be a helpful step in the research process, and it can serve as a reference tool for you throughout your writing process. Creating an annotated bibliography allows you to reflect on your sources, summarize them, and assess how you might incorporate them into your paper. Then, when you begin drafting your paper, you'll have a short guide to each of your sources that identifies why they are relevant.

Annotations can have several components and require at least a citation and summary. If you annotated bibliography is assigned by your professor, ask them if they want you to evaluate and respond to your source as well. Evaluating a source involves considering the methodology, looking for possible bias, and explaining whether it was convincing. Responding to a source means writing about how you will use the source in your own paper.

Below, you will find definitions for the different components of annotations. On the second page, you can see an example of an annotated bibliography entry in APA format. The different components are presented in the different font colors used below.

Citation

This part is just like any other entry on a Works Cited or References page that you might create. Double-check what citation style your professor wants you to use.

Summary

Provide a quick summary, two to three sentences long, where you highlight the main argument of the source and the most important takeaways. If the source deals with more topics than the one that you are researching, consider briefly writing about the work's broader scope. Then focus most of your summary on the aspects that are relevant to your research.

Evaluation

In a sentence or two, evaluate the effectiveness and credibility of your source. Is the argument convincing? What sources did the authors use to back up their points? What was the researcher's methodology?

Response

Record your reaction to the source and how you will use it in your writing or research project in a sentence or two. Does the article give you an opposing perspective? Does it provide more evidence for one of your key claims? Does it challenge another source that you have?

North, S. (2011). The Idea of a Writing Center. In C. Murphy & S. Sherwood (Eds.), *The St. Martin's sourcebook for tutors* (4th ed.) (pp. 44-58). Boston, MA: Bedford/St. Martin's.

A seminal text in writing center scholarship, Stephen North's article provides writing centers with their mantra of helping *writers* improve, not simply improving papers. North's article challenges the misconceptions with which faculty and students sometimes approach writing centers, particularly the idea that writing centers are "fix-it shops." Further, North argues that writing centers should not be cast as marginalized places for remedial writers but rather as central locations of literacy and writing on campuses for all writers.

North cites particular instances of misrepresentation that are evocative and justify his assertion of a defensive writing center pedagogy and identity. His bold declaration that writing centers are not meant to supplement or serve writing curricula, but rather to serve their own purpose as spaces of conversation between writers, is thought-provoking.

As this is a text that is nearly unavoidable in practice or in pedagogical scholarship about writing centers, incorporating this text into my discussion of tutoring strategies will both acknowledge precedents and provide a foundation to work from and challenge.

A few notes on formatting...

- Both the citation and the annotation are double-spaced.
- The entire annotation is indented, and the citation has a hanging indent.
- There does not need to be an extra space between the end of the annotation and the next citation, as the indentation makes it clear that they are separate entries.