



Figure 1 The Writing Center and Academic Resource Center logo

The Bibliography/Annotated Bibliography

As explained in the MLA handout, the Works Cited page is a list of all the outside sources directly used within an essay you write. It is a necessary part of any academic paper. Moreover, it appears as the last page of your essay and lists in detail the references used in either MLA or APA format.

What is a Bibliography?

A bibliography is very similar to a Works Cited page, but it lists all of the material you have read in preparing your essay, whether you directly reference the work in your essay or not. In contrast, Works Cited pages are generally shorter than bibliographies for this reason. The sources cited in a bibliography are usually still done using MLA or APA format, unless your instructor specifically gives you a different form to follow.

Example:

Holland, Suzanne. *The Human Embryonic Stem Cell Debate: Science, Ethics, and Public Policy*. Boston: MIT Press, 2001. Print.

What is an Annotated Bibliography?

In an Annotated Bibliography you include the citation information, like in a bibliography except you add a few sentences or paragraphs describing the work you cited below the citation. These few sentences are known as the *annotation*. Some instructors may only want a sentence or two for your annotation, and some may want whole paragraphs consisting of at least four or five sentences.

What You Write About in an Annotation:

There are many different kinds of annotations. All of them have to do with analyzing the source in some way. Some of the most common types of analysis are a *summary*, *evaluation*, and *reflective analysis*.

Remember to always follow your instructor's directions when completing any assignment!

- Your instructor might ask you to write a *summary* of the source. A summary describes the main plot or purpose of the entire book, article, or film in only a few sentences. Try not to include lots of details; just focus on what the entire work is about. (For more information on Summaries see our "Writing a Summary" handout.) The summary examines the who, what, when, where, and why of the source. Who wrote it? What was the purpose for writing it? When did they write it? Why did they write it?

Example of a summary:

Davidson, Hilda Ellis. <i>Roles of the Northern Goddess</i> . London. Routledge, 1998. Print.

Davidson's book provides a thorough look at the roles that pagan goddesses filled in everyday life in historic Northern Europe, including their roles in hunting, farming, making clothing, housework, and death. The author discusses relevant archaeological evidence, and previous research by other authors. The book includes a number of black and white photographs of relevant artifacts.

- Another thing you may be asked to do is an *evaluation*. This is your critical opinion of the source. How did they write it, using what type of research? Does the text have a bias, meaning is it trying to argue a certain point or belief? Is it objective, meaning does it state the facts without supporting one side or another? Did you agree or disagree with what it was trying to prove or explain? Why or why not? Some sources are going to be more valuable than others when you begin to answer these questions. Something from the *Los Angeles Times* is considered more valuable than something from the *National Enquirer*, for example.

Example of an Evaluation:

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

An experienced journalist wrote this book, and she is aware of the limitations of her experimental research tactics. The author does not try to hide her methods at all and discusses them openly in the book. She also backs them up with personal experience and scholarly research on places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.

- Another kind of annotation you might be asked to do is a *reflective analysis*. This discusses how useful the source is to the research for your essay. Also a reflection describes how you will use this research in your paper.

Example of a reflective analysis:

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

My research paper is about good techniques for teaching writing. This book is helpful to my research because several of the chapters in Part 1 address the writing process in a way that would be easy for students to understand. These chapters would be good tools for starting discussions on the student's own writing processes. Some of the writing exercises would also be good for use as exercises in the classroom.



Figure 2 A Cartoon newspaper

On the next page there will be an example article from the *Los Angeles Times*. On the page after that, you will see an example of how you would cite this article in an annotated bibliography that asks for a *summary, evaluation, and reflective analysis*:

Notice certain things throughout the article that are underlined. This is some of the information that was used to write the annotation. It can be helpful to underline while you are reading.

Sample article:

“Cooking up creative menus; School chefs compete to concoct healthier fare that appeals to kids”

BY: Dalina Castellanos

Los Angeles Times: November 19, 2012 Home Edition

Section: LATEXTRA; Metro Desk; Part AA; Pg. 3

[California] Sizzling saucepans, men and women in chef pants running with pots of water and frantic cries for salt made the cooking stations at Le Cordon Bleu College of Culinary Arts in Pasadena like a scene from a show on the Food Network. Further enhancing the resemblance were boxes of mystery ingredients: acorn squash, alfredo sauce, persimmons, a pineapple and animal-shaped graham crackers. But the frenzy wasn't a taping of the show "Chopped." It was the recent California School Nutrition Assn.'s annual conference. Teams from 11 school districts participated in the cooking competition to highlight new federal nutrition standards and the chefs' ability to turn them into creative dishes that appeal to the pickiest consumers.

"These are the real Top Chefs," said Mary Lou Fulton, a senior program manager for the California Endowment, a nonprofit health foundation that organized the event. "They are cooking for the most important people of all: our kids." The new standards include more fruits and vegetables, whole grains and no trans-fats, changes that some California schools have already implemented and morphed into a way of life. The Los Angeles Unified School District adopted a new food policy last week, ensuring that the state's largest school system buys organic produce and free-range animal products. The Oakland Unified School District receives fresh produce from nearby farms and has 23 produce markets on some school campuses to encourage students to continue healthy eating at home." It's been a challenge because we're dealing with students," said Roslynn DeCuir, a food service employee in Oakland. "They eat with their eyes, and they might not recognize some of what is on their plates." That challenge, DeCuir said, is what drives the cooks to be innovative. "This competition is a great opportunity to get creative." The teams had 30 minutes to plan a kid-centric meal, prepare the ingredients and cook a plate for each of the four judges using the new federal guidelines. (They didn't have to use only the mystery ingredients.) "We usually have an apron decorating contest," said Margan Holloway, president of the California School Nutrition Assn. "But the federal nutrition guidelines haven't changed since 1995. Now that they have, we thought this would be more meaningful than an apron." Some teams weighed their ingredients before plating them; some stared at the acorn squash, perplexed. Other conference participants sat in the gallery chanting their district's team name, as if attending a political rally.

The changing landscape in school cafeterias is a result of education officials and elected leaders taking a larger interest in students' well-being, Fulton said. Her colleague at the California Endowment, Judi Larsen, agreed but added that the guidelines are only the start of what needs to change." When we think about this opportunity, we also have to think about presenting in a more well-rounded approach," Larsen said, "We have a ways to go, but this is a good first step." In the end, the Cuisine Queens from the Antelope Valley Union High School District took first place with their chicken Alfredo on whole wheat pasta. Anaheim Union High School District placed second, and DeCuir's Oakland team took third. "Honestly, we thought we'd find things in [the mystery box] that we wouldn't be able to pronounce,"

said Nancy VanGinkle of the Anaheim team, which whipped up chicken tacos and stir-fried zucchini. The only ingredient each team left out? "That acorn squash really stumped us," VanGinkle said.

Example of a summary, evaluation, and reflective analysis

Castellanos, Dalina. "Cooking up Creative Menus; School Chefs Compete to Concoct Healthier Fare that Appeals to Kids." *Los Angeles Times* 19 November 2012: AA3. Print.

This article discusses a cooking contest that took place during the California School Nutrition Associations annual conference that was held at Le Cordon Bleu College of Culinary Arts in Pasadena in November 2012. The contest was conducted in celebration of the fact that federal nutrition guidelines recently changed and the last time these guidelines were updated was 1995. They were changed to include more fruits and vegetables, whole grains and no trans-fats. Chefs from 11 different school districts came and competed at the contest. Their challenge was in 30 minutes creating dishes that both stuck to new nutrition guidelines and were also appealing to children. The winners were the Antelope Valley Union High School District, who took first place with their chicken alfredo on whole wheat pasta.

This article is from the *Los Angeles Times*. According to their website, LATimes.com, this newspaper has been in print since 1881 and is the second largest metropolitan newspaper in circulation in the United States. The author of the article is Dalina Castellanos, whose job title at the times is 'education reporter'. Since it is her main job to report on education, for a highly circulated newspaper, she is clearly an expert in this field. This article is therefore valuable and the information in it is considered accurate. In my opinion, this article is well written. It was written objectively, but not in a dry, boring way. The author uses descriptive language like "frantic cries for salt" that brings to life the excitement of the moment. She uses interviews with the participants in the contest to tell us the reasons behind conducting the contest, keeping her own opinion out of it for the most part. I agree with her methods. After reading the article, I felt I had a good picture of the event and its purpose without being told what I should think about it.

I am writing a report on nutrition in the United States and how we have not taken it seriously enough in the past. I believe a good place to start my discussion in my essay is with nutrition in school. This article will help me discuss the current nutrition guidelines in schools verses what they used to be before the change. Although it is just a short article, mainly about the cooking contest, so I will have to do further research to find out exactly how these guidelines changed. However, I will use one of the quotes from one of the chefs in this article to help my argument that proper nutrition is very important. Overall, this article is helpful to my research but I will need to find some more information on this topic for my essay.

Think about how the annotation you just read was written:

- Notice how the underlined information was put together to form the summary. Also notice how this information addressed the 5 W's (who, what, when, where, and why).
- Notice in the second paragraph there are some facts about the newspaper the article is from, yet these facts were not in the article itself. This research was

done on the Internet as a way of **evaluating** the source the article came from. Also notice how the paragraph describes critical opinions about the article and uses specific examples from the article to back up these opinions: "The author uses descriptive language like "frantic cries for salt" that brings to life the excitement of the moment"

- Notice how in the third paragraph the sample essay topic "a report on nutrition in the United States" was used. Think about your topic and how the source connects to it when you decide which sources to use.

Practice Exercise: Writing an Annotation

Here is a sample newspaper article for you to read:

"Holiday goodies add up to \$815 million business"

By: Laura Petrecca and Sabrina Treitz

USA Today: February 14th 2013

Section: Money, Pg. 04b

Many folks will pamper very unconventional valentines today: their pooches, and their felines, and even their feathered friends. One in five Americans will show their non-human companions some love, spending a collective \$815 million on Valentine's Day goodies for their pets, according to a new survey from the National Retail Federation. A survey by the American Pet Products Association says pet owners have treated fish, horses and "small animals" to Valentine's Day gifts. It may sound strange to some, but to loving pet owners, these animals are invaluable companions, and it makes those owners "feel good" to coddle them, says Kristen Levine, a pet expert and founder of pet-focused marketing firm Fetching Communications. The physical interaction that comes with taking care of a pet is even more special, and novel, in an increasingly digital world, she says. "You communicate digitally with most people in your life through text, e-mail and Facebook," she says. "But you can't do that with your pet." Seizing the opportunity to capitalize on these love-struck consumers, pet retailers, manufacturers and shelters have rolled out myriad Valentine's Day-themed promotions that tout everything from adoptions to "be mine" logos on dog clothing to heart-shaped dog treats. The ASPCA site features \$15.99 heart-dotted cat collars and \$9.99 heart-shaped dog tags. It also helped those without a furry companion to line up a last-minute valentine by hosting a live-streamed "dating show" on Tuesday that showcased some of their pets up for adoption. "Adoption is a message that we're always trying to get across," says Olivia Melikhov, social-media manager at the ASPCA. "We thought Valentine's Day would be a perfect time to remind people of that, since everyone is talking about love and meeting their match." Ahwatukee Commons Veterinary Hospital in Phoenix asked folks to submit pet pictures to its Facebook page as part of its Valentine's Day photo contest. The winner -- decided by which picture gets the most "likes" -- will receive a \$25 gift card toward services at the clinic. And NoviPet, a distributor of nutritional supplements for dogs, is using a Valentine's-themed Facebook campaign to market its vitamins. "Omega 3 & 6 promotes heart health in canines, and after all, the heart is what matters on this special day," says its promotion. As for animal lovers who don't have the time, money or inclination to spoil their pets, there are no worries. Fido or Felix won't feel slighted if they don't get a special treat, reassures Levine. "The reality is that your pets don't know it's Valentine's Day," Levine says. "You're not going to get grief if you don't come home with anything."

Instructions for this exercise:

- Underline the important facts in the above article. Think about the 5 W's: Who, What, When, Where, and Why. (This will help you write the *Summary*.)
- Look up the magazine the article is from on the Internet and gather some facts about it. (This will help you with the *Evaluation*.)
- Answer these questions:
What type of essay would this article be useful for? What point could it help prove or disprove? (This will help you write the *reflective analysis*.)
- Now write a summary, evaluation, and reflective analysis about this article on a separate sheet of paper. Have a Writing Center tutor check your work when you are finished.

Please visit the Writing Center on-line at www.lavc.edu/writingcenter

This handout was based on the following text: "Annotated Bibliography." Purdue University, 2012. Web. 07 Nov. 2012.

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