**What you must know to do your annotated bibliography**

The purpose of this document is to reiterate the process of creating an annotated bibliography and its relationship to your speech sources/outlines.

I asked during the first couple of classes who had written an annotated bibliography before and most answered yes. This is a refresher for those as well as a roadmap for those who have not so pay close attention. The reason you are assigned an annotated bib is not just to give you busywork. It is a very useful organizational tool that is designed to help you do research projects, not just in this class for speeches but every class you’ll ever have that involves research and multiple sources. So read carefully the guide below from Cornell University.My comments will be highlighted in yellow.

**WHAT IS AN ANNOTATED BIBLIOGRAPHY?**<http://guides.library.cornell.edu/annotatedbibliography>

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.This is usually done in a single paragraph or two short paragraphs.

**ANNOTATIONS VS. ABSTRACTS**

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they may describe the author's point of view, authority, or clarity and appropriateness of expression.One of the reasons I am requiring you to submit it through Bb is so that it goes through the plagiarism filter, so you won’t be tempted to copy and paste the abstract.

**THE PROCESS**

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using APA style.Though there are example annotated bibs located in blackboard, it is a good idea to use a website like the Purdue OWL that teaches you how to do specific formatting for APA, MLA and others as well as how to create matching bibliographies and in text citations according to the type of sources.

Write a concise annotation that summarizes the central theme and scope of the book or article. 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 how this work illuminates your bibliography topic.

**CRITICALLY APPRAISING THE BOOK, ARTICLE, OR DOCUMENT**

For guidance in critically appraising and analyzing the sources for your bibliography, see How to Critically Analyze Information Sources. For information on the author's background and views, ask at the reference desk for help finding appropriate biographical reference materials and book review sources.It is also good to mention how this particular source will be valuable to your project/speech.

**SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE**

The following example uses APA style (Publication Manual of the American Psychological Association, 6th edition, 2010) for the journal citation:

Waite, L. J., Goldschneider, F. K., &Witsberger, C. (1986). Nonfamily living and the erosion of traditional

family orientations among young adults. American Sociological Review, 51, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

Be sure and see the Annotated bib example papers under the Assignment Examples folder on Bb

Other annotated bib and formatting sources

<https://owl.english.purdue.edu/owl/resource/560/01/>

Annotated Bib guide

<https://owl.english.purdue.edu/owl/resource/614/01/>