

ANNOTATED BIBLIOGRAPHIES

Regis Writing Center

An annotated bibliography is a listing of published documents available on a particular subject, along with either a description or an evaluation of each work. The goal of an annotated bibliography is to provide a comprehensive list of available works that directs the reader to valuable sources for further study. Good annotations focus the reader's attention on major points but do not attempt to rewrite or account for the ideas of the writer.

There are three parts to a formal annotated bibliography: the preface, the bibliographic entries, and the index. Ask your professor whether you should include all three parts and whether you should use MLA or APA format for the entries.

PREFACE

The preface includes an introduction that discusses the major works, the "state of trends in scholarship," and which reference works you used. In addition, you may show the inclusive dates of your study (i.e., 1971 to present), list acknowledgments if necessary, and give a summary of why you included or excluded certain works. You should also include a list of abbreviations and an explanation of how you edited materials in the preface.

ENTRIES

Entries may be organized alphabetically by the author's last name, chronologically by date, or topically by subject. Ask your professor which system to use. Entries may be numbered in a long bibliography.

There are two styles of writing the entry: paraphrasing and commenting.

1. A paraphrase is a summary of a book or article using the author's point of view and sequencing of ideas. It should be written in complete sentences. For example, a paraphrase of a book by William F. Buckley, a conservative, would give Buckley's point of view.
2. A commentary gives a summary of the piece using your point of view and need not have a subject in the sentence ("Argues that history is meaningless"). For example, a commentary about a book by William F. Buckley, a conservative, might include your liberal views on his conservative bias.

Do not mix these two styles, and do not mix verb tenses within your chosen style. The present tense is most commonly used ("The author asserts that history is meaningless"). Avoid passive constructions ("It is believed that...").

INDEXES

An index is included only in long annotated bibliographies. An index contains an alphabetical listing of authors' names and subjects, followed by the page numbers in your bibliography. You will decide which categories should be included in your index. For the format, check any scholarly book with an index.

SAMPLE PARAPHRASE ENTRY IN APA FORMAT

(Courtesy of Jim Meurer, Regis College Division of Business Administration)

Hayes, E. (1990). Adult education: Context and challenge for distance educators. The American Journal of Distance Education, 4, 23-38.

The article discusses adult education, which is currently characterized by a diversity of educational programs and providers. One of the major concerns resulting from this diversity is meeting the needs of typically voluntary learners. The article discusses the overall scope of distance education and describes the general area of adult learners in the context of distance education. It also suggests a number of implications for teaching adults and areas of particular promise for further research in distance education. Adult education is typically defined by the learners, rather than by a particular subject matter, educational practice, or setting, which makes it difficult to determine when and where adult education is taking place and makes overall statistics about numbers of participants and providers questionable. Implications for distance education that can be drawn from understanding adult learning include assessing learner needs, determining active learner involvement, providing accommodation and relating instruction to adult roles and promoting developmentally related outcomes.

Although somewhat clinical, I enjoyed the article and would recommend it to others.

SAMPLE PARAPHRASE ENTRY IN MLA FORMAT

Hayes, Emily. "Adult Education: Context and Challenge for Distance Educators." The American Journal of Distance Education 4 (1990): 23-38.

The article discusses adult education, which is currently characterized by a diversity of educational programs and providers. One of the major concerns resulting from this diversity is meeting the needs of typically voluntary learners. The article discusses the overall scope of distance education and describes the general area of adult learners in the context of distance education. It also suggests a number of implications for teaching adults and areas of particular promise for further research in distance education. Adult education is typically defined by the learners, rather than by a particular subject matter, educational practice, or setting, which makes it difficult to determine when and where adult education is taking place and makes overall statistics about numbers of participants and providers questionable. Implications for distance education that can be drawn from understanding adult learning include assessing learner needs, determining active learner involvement, providing accommodation and relating instruction to adult roles and promoting developmentally related outcomes.

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