

Annotated Bibliographies

1984



As we read *1984*, you will research a topic for your final presentation. Keep track of your research by writing annotated bibliographies in a Google Doc that you can access using Google Classroom and submit at Turnitin.com.

You will submit an annotated bibliography every week on the last class day of the week. You are not expected to have a research topic during the first two weeks.

You will be given class time to research and write your annotated bibliographies. However, it's likely you will also need to use non-class time, so **use class time wisely!**

Annotated Bibliographies (due at Turnitin.com)	7th period	2nd & 6th periods
(No research due.)	April 5	April 4
(No research due.)	April 11	April 12
Annotated bibliography #1	April 17	April 18
Annotated bibliography #2	April 25	April 26
(No research due - CAASP & SBAC Testing)	May 3	May 2
Annotated bibliography #3	May 10	May 9
Annotated bibliography #4	May 16	May 17
(No research due.) Work on your presentation!	May 22	May 23

For more about what an annotated bibliography is and how to make one, see:

bit.ly/abibvideo1 and bit.ly/abibvideo2

Each video is less than 2:00 long.

Writing an Annotated Bibliography

An annotated bibliography is a “works cited” page that includes an annotation: a brief note that informs the reader of the relevance, accuracy, and quality of the sources cited. Your 5-8 sentences should include both a **summary** of key points from the source, and your own **evaluation** of how effective and **relevant** this source could be to your research project. (Think of this last part as a note to yourself on how you might incorporate the source later into your work.)

Guidelines

Citations should follow the normal **MLA format**. See either <http://www.citationmachine.net> <http://www.easybib.com> or secondary.oslis.org/ to help you with citing the sources you find online for your project.

Your writing should be in **third person**; do not use “I” or “you.” Just crossing out phrases like “I think,” or substituting “the reader” for “you,” usually does the trick.

An annotated bibliography typically includes some or all of the following criteria. You don’t need to label each of the sections in **bold** below, just compose your 5-8 sentences in this order:

- **Summary** (one paragraph:) What is the source about? What are its most important pieces of information?
- **Evaluation** (one to two sentences:) Who wrote or published this information? Why did they create it? Who was the intended audience? Is the author qualified to give information to others on this topic? How up to date is the information? Does it say where its facts or conclusions come from? Does it make any claims that might need to be looked up separately?
- **Relevance** (two to three sentences:) How helpful is this source to your project? Does it address your research topic exactly, or only slightly? Which parts of it should you focus in your final project, and which can you skip or ignore? Which facts, quotes, sections, or images support your project most powerfully?

For a sample annotated bibliography, [click here](#).

MLA Format Guidelines

All text should be typed in 12 pt Times New Roman, with lines double-spaced.

If creating your citations online, make sure you choose MLA format.

On the top left side (NOT IN THE HEADER) put the following info on separate lines:

Student Name

Teacher Name

Course Name

Date (International Style: 1 Jan. 2001)

Title (This is the **ONLY** item that can be centered on the page. Everything else is Left Aligned). Each title should read “Annotated Bibliography: ____” where ____ describes the source by title and/or author.

Page Numbering (We will do this together in class)

Source Type (Article? Online article? Other website? Book? Personal interview?)

Sample MLA Annotated Bibliography (One Single Source)

In this sample annotated bibliography, the writer includes three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research.

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

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic.

In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

For information on formatting MLA citations, see the Purdue OWL [MLA 2016 Formatting and Style Guide](#).
Source: [Purdue OWL](#).