

What is an Annotated Bibliography?

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| <p>Annotated</p> <p>An annotation or to annotate is when critical or explanatory notes are provided.</p> | <p>+</p> | <p>Bibliography</p> <p>A bibliography is a list of sources.</p> | <p>=</p> | <p>Annotated Bibliography</p> <p>An annotated bibliography is a reference list that includes a brief summary and evaluation of each source. The annotation (i.e. summary and evaluation of a source) is placed directly below the reference entry of the source.</p> |
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Elements of Annotated Bibliography

- APA Title Page
- Numbered pages (begin numbering with the title page)
- APA formatted reference list (begin on new page)
- Annotation(s) of source(s) included in the reference list

Format

- Place the annotation directly below the associated reference entry
- Double space entire annotation, including the reference entry. Do not place any additional spaces in between entries.
- Indent the annotation by 0.5 in. (one tab key) from the left margin. If you have more than one paragraph, indent the second and subsequent paragraphs an additional 0.5 inches.
- Arrange the entries in alphabetical order (unless otherwise instructed)

Components of an Annotation

- Provide a critical summary of the source listed in the reference entry.
- Length is generally five to seven sentences.
- Consider SEAR (Summarize, Evaluate, Assess, and Reflect) when writing your annotation.
 - **Summarize** the main idea of the source (two to four sentences).
 - **Evaluate** and **Assess** the source for its credibility, objectivity, reliability, and currency. Compare it to the other sources used in your bibliography (one to two sentences).
 - **Reflect** on the usefulness and relevancy of this source to your topic (one to two sentences).
- You do not need to provide in-text citations for the work being annotated as the origin of the source is listed directly above the annotation.

Example of an Evaluated Source in an Annotated Bibliography

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

Provide a full reference entry citation in APA 7 Style

First paragraph is a summary & covers the main points of the source

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Walmart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

Second paragraph evaluates the source for its strengths and how the information is presented

An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues in the text. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.

What's missing: There is no discussion on the relevancy or usefulness of this source in relation to the writer's topic.

Information and Examples Adapted From:

Academic Writer. (2020). *Annotated bibliography*. <https://academicwriter.apa.org/>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.10370000165-000>

Purdue Online Writing Lab. (2019). *Annotated bibliography samples*.

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Rasmussen College. (2020, August 31). *Creating an annotated bibliography*. APA 7th Edition Guide. <https://guides.rasmussen.edu/apa/annotatedbib>

Contact the Library:

www.keyano.ca/library | askthelibrary@keyano.ca

Sample Title: Annotated Bibliography

Dishman, R. K., McIver, K. L., Dowda, M., Saunders, R. P., & Pate, R. R. (2019). Self-efficacy, beliefs, and goals: Moderation of declining physical activity during adolescence. *Health Psychology, 38*(6), 483-493. <https://doi.org/10.1037/hea0000734>

This longitudinal study examined effects of self-efficacy on goals and beliefs about physical activity environments from childhood through adolescence. An objective measure of physical activity and self-reports of social–cognitive beliefs and physical activity goals were collected from 187 students in the fifth, sixth, seventh, ninth, and 11th grades. Results showed moderating effects of self-efficacy to overcome barriers on links from perceived barriers and neighborhood environment and students’ goals to changes in physical activity. Physical activity measured by an accelerometer declined most in students with larger declines in self-efficacy. The influence of changing goals on physical activity in youth may differ on the basis of youths’ internal beliefs about overcoming barriers to physical activity and their perceptions of the external physical activity environment.

Johnson, R. C., & Allen, T. D. (2013). Examining the links between employed mothers’ work characteristics, physical activity, and child health. *Journal of Applied Psychology, 98*(1), 148-157. <https://doi.org/10.1037/a0030460>

The authors tested a process model through which the strain-based (job control and role ambiguity) and time-based (work hours) job demands of employed mothers relate to child health via child modeling of mothers’ physical activity. Data that included 359 dyadic mother–child reports from a multiwave, nationwide data set and job demands from the Occupational Information Network supported the model. Mothers with more demanding jobs exercised less and had less active children who were also in poorer health. Evidence of negative impacts of job variables on mothers’ and children’s physical activity highlights interconnections between workplace factors and important health outcomes for employees and their families.