



WRITING CENTER

Annotated Bibliography

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ANNOTATED BIBLIOGRAPHY

Occasionally, instructors will ask for an Annotated Bibliography as part of the writing process. Similar in look to a Works Cited or Bibliography, Annotated Bibliographies serve as a tool for evaluating and/or describing sources.

In order to create an Annotated Bibliography, you must read through and take notes on your sources and provide a description of the source. To help you take notes on your sources, consider answering the following questions:

- What is the subject and position of the author?
- What are the major points, attitudes, or opinions covered?
- What types of evidence are cited to support the points?
- What unique and/or interesting approaches or features does the source contain?
- Are the data or theories in the source adequately and reasonably supported?
- Does the source provide suggestions for further study?

If done correctly, creating an Annotated Bibliography is a helpful step in the process of conducting research and preparing your ideas and sources before writing your paper.

To create an Annotated Bibliography, set up your Works Cited or Bibliography page according to the following guidelines:

- The title of the document will be “Annotated Bibliography” or “Annotated List of Works Cited” depending on the style guide you are using
- Indent an inch from the start of each citation entry and write a description of the source
- Keep the description succinct and no longer than a paragraph
- Remember, annotated bibliographies help you remember what is contained within each source and gives your reader an idea of the sources you intend to use in your paper

Note: Annotated Bibliographies are created using the citation style required for your paper. Create the MLA, APA, or CMS citation entry, followed by the brief description of the source.

SAMPLE ANNOTATED BIBLIOGRAPHY – MLA STYLE

Boatman, Kara, et al. "See how They Learn': The Impact of Faculty and Student Learning

Styles on Student Performance in Introductory Economics." *The American Economist*, vol. 52, no. 1, 2008, pp. 39 – 48. *JSTOR*, www.jstor.org/stable/40657694.

This study looked at introduction economics courses at Saint Mary's College of California and tried to determine if learning preferences had any bearing on the success of the student. Overall, students with visual preferences were more likely to succeed in the course, because economic concepts are often presented in graphs, charts, etc.

Chew, Stephen L. "Improving Classroom Performance by Challenging Student Misconceptions

About Learning." *Association for Psychological Science – APS*, 1 Apr. 2010, psychologicalscience.org/observer/improving-classroom-performance-by-challenging-student-misconceptions-about-learning.

Chew discusses the challenges students face when coming to college, specifically the difficulties students face when they try to apply study concepts they learned in high school to college coursework. Often, the study habits they learned in high school are not effective and cannot be applied to college courses. Until students break their bad habits, they are unable to learn new, useful study tools.

"Live with Ben Blood: Metacognition—The Bridge to Student Success." *Faculty Focus Live*, hosted by Tierney King, episode 13, 25 June 2021. *Spotify*.

In this podcast, instructor Ben Blood discusses the importance of metacognition for college students. He calls metacognition a bridge—once students master this skill of

learning how they learn, they can then begin to develop other important success skills. He

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also discusses time management, self-discipline, help-seeking, and resilience/perseverance.

"The Origins of VARK." *YouTube*, uploaded by varklearn, 19 Sept. 2011,

[youtube.com/watch?v=HdydEk4rlvY&t=67s](https://www.youtube.com/watch?v=HdydEk4rlvY&t=67s)

In this video, the founder of VARK—Neil Fleming—discusses the origins of VARK. As a teacher, he was often curious why students learned whether they had good or bad teachers and determined it must have something to do with students' learning preferences. He calls the VARK system a "communication questionnaire".

VARK A Guide to Learning Preferences. VARK Learn Limited, 2021, vark-learn.com

This is the main website for the VARK questionnaire and all of the corresponding information and research about the inventory. The site includes information about the four different learning preferences (visual, auditory, read/write, kinesthetic), the questionnaire itself, resources for individuals and teachers, as well as statistics and research information about the efficacy of this tool.