

Student Name: \_\_\_\_\_

## ANNOTATED BIBLIOGRAPHY GUIDE

### WHAT IS AN ANNOTATED BIBLIOGRAPHY? (from <https://owl.english.purdue.edu/owl/resource/614/01/>)

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive paragraph with evidence, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

### HOW TO WRITE YOUR ANNOTATED BIBLIOGRAPHY

Because this annotated bibliography will be used in the creation of your research project, we are going to modify the typical summary-assessment-reflection paragraphs. Instead, each citation will be followed by the following elements:

- **Topic Sentence:** One sentence that clearly states the main point of your source.
- **Evidence:** After summarizing a source, find two to three quotations from the source to support your point
- **Conclusion:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

### CRITERIA

- 1) Heading top left
- 2) Title – Your Topic Annotated Bibliography (centered)
- 3) Cite Sources – MLA format (1<sup>st</sup> line, left aligned; every other line of same source intent (tab 1x - or drag the top rectangle on the ruler to the .5” mark)
- 4) Skip a line after source citation and write your annotation for that source – tab 1x each line of the annotation (the entire annotation needs to be aligned with the hanging indent – or drag the top rectangle on the ruler to the .5” mark)
- 5) Repeat 3 and 4 for each source
- 6) Alphabetize your entries by the source.
- 7) You will title your assignment **Last Name\_ Annotated Bibliography** and place it in your **Last\_HR\_Research Folder** in your shared English folder.

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### Annotated Bibliography

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review* 51.4 (1986): 541-554. Print.

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. The study found that "increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families" (Waite, Goldscheider, and Witsberger 29). In contrast, an earlier study by Williams shows "no significant gender differences in sex role attitudes as a result of nonfamily living" (75). While this article provides key information about gender roles in today's society, the study group was narrow and fails to provide an adequate depiction of society. This article, therefore, can be best used to find information on individualism associated with gender itself, not on the effects of familial separation, and gender attitudes towards the family unit.

### Annotated Bibliography

I. Possesses properly MLA format: NOTE: 1) the MLA format includes both the MLA requirements, such as font/spacing, AND proper MLA citations for your sources 2) IF YOU DO NOT HAVE THE SOURCE CITATIONS, YOU RECEIVE AN AUTOMATIC ZERO AND AN ACADEMIC REFERRAL, AS THIS CONSTITUTES PLAGIARISM:

\_\_\_\_\_/20

II. Paragraphs possess the following:

Adequate topic sentence: \_\_\_\_/7

Adequate evidence – with parenthetical documentation: \_\_\_\_/8

Adequate conclusion sentence for paragraph: \_\_\_\_/5

III. Summaries/annotations possess grammatically correct, complete sentences: \_\_\_\_/10

**TOTAL: \_\_\_\_/50**