**Combined Citation Primer:**

**Works Cited Page, Annotated Bibliography, Samples**

**Overview:** Below you will find materials relevant to your working bibliography and annotated bibliography assignments, all taken from the very helpful and totally accessible Purdue Online Writing Lab. More information can also be found in your Seagull Handbook. (I don’t know why bird imagery is pressed into service here. Not my idea.)

**MLA Sample Works Cited Page**

**Summary:** MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers (7th ed.) and the MLA Style Manual and Guide to Scholarly Publishing (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

**Contributors:**Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck  
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This handout provides an example of a Works Cited page in MLA 2009 format.

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*.

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Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim.

*Rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

*GlobalWarming.org*. Cooler Heads Coalition, 2007. Web. 24 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of

Sustainability." *International Journal of Sustainable Development and World Ecology*

14.1 (2007): 27-36. Print.

*An Inconvenient Truth*. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006.

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Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. New

York: Springer, 2005. Print.

Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming

and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.

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*American Economic Review* 96.2 (2006): 31-34. Print.

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2009.

Shulte, Bret. "Putting a Price on Pollution." *Usnews.com*. *US News & World Rept*., 6 May 2007.

Web. 24 May 2009.

Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge: Cambridge UP, 2003.

Print.

<http://owl.english.purdue.edu/owl/resource/747/12/>

**Annotated Bibliographies**

**Definitions**

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation.

Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

* **Summarize**: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

For more help, see our handout on [paraphrasing](http://owl.english.purdue.edu/owl/resource/563/02/) sources.

* **Assess**: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

For more help, see our handouts on [evaluating resources](http://owl.english.purdue.edu/owl/resource/553/03/).

* **Reflect**: 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?

Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

**Why should I write an annotated bibliography?**

**To learn about your topic**: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**To help other researchers**: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

**Format**

The format of an annotated bibliography can vary, so if you're doing one for a class, it's important to ask for specific guidelines.

**The bibliographic information**: Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format. For more help with formatting, see our [MLA handout](http://owl.english.purdue.edu/owl/resource/747/01/). For APA, go here: [APA handout](http://owl.english.purdue.edu/owl/resource/560/01/).

**The annotations:** The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space.

You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft.

**Contributors:**Dana Bisignani, Allen Brizee  
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<http://owl.english.purdue.edu/owl/resource/614/1/>

## Annotated Bibliography Samples

**Media File:** [**Annotated Bibliography Samples**](http://owl.english.purdue.edu/media/pdf/20090309032047_614.pdf)

This resource is enhanced by an Acrobat PDF file. [Download the free Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)

### Overview

For a sample of an entry from an annotated bibliography entry in PDF, click on the downloadable file in the media box above.

Below you will find sample annotations from annotated bibliographies, each with a different research project. Remember that the annotations you include in your own bibliography should reflect your research project and/or the guidelines of your assignment.

As mentioned elsewhere in this resource, depending on the purpose of your bibliography, some annotations may summarize, some may assess or evaluate a source, and some may reflect on the source’s possible uses for the project at hand. Some annotations may address all three of these steps. Consider the purpose of your annotated bibliography and/or your instructor’s directions when deciding how much information to include in your annotations.

Please keep in mind that all your text, including the write up beneath the citation, must be indented so that the author's last name is the only text that is flush left.

#### Sample MLA Annotation

Lamott, Anne. Bird by Bird: Some Instructions on Writing and Life. New York: Anchor Books,

1995. Print.

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.

In the sample annotation above, the writer includes three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research, respectively.For information on formatting MLA citations, see our [MLA 2009 Formatting and Style Guide](http://owl.english.purdue.edu/owl/resource/747/01/). <http://owl.english.purdue.edu/owl/resource/614/03/>