

An annotated bibliography organizes, summarizes, and evaluates research. Essentially, an annotated bibliography functions as a reference page with notes for each source and is an effective tool to help writers keep track of sources, the information within each source, and how each source fits into a research paper or project. This handout outlines the basic elements of annotated bibliographies: the citation and annotation. It is important to remember to tailor any work to fit your audience and assignment guidelines.

Citation

Begin each entry with a bibliographic citation in the required citation style, typically MLA, APA, Chicago, or another standard format. For the citation style you are using, follow the guidelines for a reference, bibliography, or works-cited list, including listing citations alphabetically and using a hanging indent when required.

Annotation

The annotation describes the type of source, summarizes its content, and evaluates its quality or usefulness in relation to your research. An annotation is included below the citation and is often indented. For APA and Chicago, the annotation is indented half an inch to be flush with the hanging indent. In MLA, the annotation is indented an additional half inch from the hanging indent (1 inch from the margin). There are several different types of annotations, the most common of which include:

- **Descriptive annotation:** a summary of the source and its information.
- **Evaluative annotation:** a summary as well as an evaluation of the source (e.g., the rhetorical **context**, the author's **credibility**, the **quality** of the evidence, the source's **place** in the academic conversation, and the **value** of the source to your current research).

Sample Citation and Annotation (APA Format)

Le, H. M. (2021). Language, education, and power in refugee camps: A comparison of Kakuma Refugee Camp (Kenya) and Thai-Myanmar refugee camps. *Current Issues in Comparative Education (CICE)*, 23(1), 1-16.
<https://doi.org/10.52214/cice.v23i1.8135>

Le pulls from primary sources and scholarly studies to examine and critique the ways in which education initiatives at refugee camps see language learning as a technical skill disconnected from identity and culture. To demonstrate this point, Le compares two models where language learning is connected to identity: refugee camps at Kakuma in Kenya and Thai-Myanmar camps. Although Le's piece is a secondary source, Le's contribution to the ongoing discussion about education as a part of humanitarian efforts is thoroughly researched. This piece is frequently cited within current studies and offers an important examination of humanitarian efforts that focus on one-time projects that fail to address the complexities refugees face when learning another language.