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## MLA Annotated Bibliography

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# MLA Annotated Bibliography

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## Document

### Instructions on Annotated Bibliography MLA Handbook 2021

Style a source in an annotated bibliography just as you would one in a list of works cited, and then append an annotation to the end of the entry. The annotation is indented an inch from the start of the entry (to distinguish it from the half-inch hanging indent of entries composed of more than one line). Annotations describe or evaluate sources or do both. They should not rehash minor details, cite evidence, quote the author, or recount steps in an argument. Annotations are generally written as succinct phrases.

Moore, Nicole. *The Censor's Library: Uncovering the Lost History of Australia's Banned Books*. U of Queensland P, 2012.  
Comprehensive history of Australian print censorship, with discussion of this history's implications for questions of transnationalism and the construction of the reader.

But annotations can also be given as complete sentences.

Moore, Nicole. *The Censor's Library: Uncovering the Lost History of Australia's Banned Books*. U of Queensland P, 2012.  
The book provides a comprehensive history of Australian print censorship and discusses its implications for questions of transnationalism and the construction of the reader.

In an annotated bibliography, the annotations should generally be no more than one paragraph. If, however, you need several paragraphs, indent each one but do not add an extra space between paragraphs. Follow your instructor's guidelines on the use of phrases or full sentences and the length of annotations.

The list should be titled Annotated Bibliography or Annotated List of Works Cited. Writers may organize the bibliography alphabetically by author or title (as for a normal list of works cited), by date of publication, or by subject.

### TERMS:

Describe  
Evaluate  
Succinct phrases  
Paragraph form  
Be able to critically summarize and evaluate.

## GOALS

## Goals v. Theory

### Goals of the assignment:

- Teaching students how to analyze and articulate an author's argument and method.
- Students will answer the so what? The implications of why this matters now.

### Theories:

**Hugh Blair:** "Rhetoric seeks to persuade through appeals to reason and the passions; **criticism**, in turn, **evaluates** aesthetic objects on the basis of their appeals to the same faculties" (947)

**Alexander Bain:** "For and English exercise, the matter should in some way or other be supplied, and the pupil **disciplined in giving it expression**. I know of no better method than to prescribe passages containing good 'matter' (1146).

## THEORY

## Theory

**Theory utilized:** According to James A. Berlin, this could assignment could lead to; "The dismay students display about writing is, I am convinced at least occasionally the result of teachers unconsciously offering contradictory advice about composing-guidance grounded in assumptions that simply do not square with each other" (766).  
**Analysis:** Within an annotated bibliography students are to identify the truth, as Berlin suggests according to Aristotle, from the material they're citing in their essay. It's a matter of evaluating, paraphrasing, and describing truth in an annotated bibliography. Essentially, truth exists within the rules of logic.

### Recommendations:

**Isocrates:** "Rhetoric...was a powerful tool for investigating such problems – where only probable, not certain, knowledge was available and for moving people to action for the common good" (67).

**Kenneth Burke:** "Thereafter with this term (identification) as instrument, we seek to mark off the areas of rhetoric, by showing how as rhetorical motive is often present where it is not usually recognized or thought to belong" (1324).

**Frances Willard:** "her main commitment was to improving the position of women. If she could not do so through education in a school setting, there were other ways of affecting public opinions" (1115).

## RESULTS AND CONCLUSIONS

## DISCUSSION AND CONCLUSIONS

**ADVANTAGES:** If one is to use rhetoric as a tool, like Isocrates says, for identifying problems they will see where certain information is available to uncover the truth. The idea of rhetoric, according to Burke, is to be persuasive. So, for an annotated bibliography, a student should be persuasive in explaining the truth and why the content matters towards the thesis statement in their essay.

### Grid Category Analysis:

- Based on the new theorists, **Isocrates** says, "To act upon himself persuasively, he must variously resort to images and ideas that are formative." So, in order to be persuasive, students need to mold and shape images and ideas for their professors.  
- Secondly, **Burke** claims, "But, in given instances, one or more of these elements (persuasion, identification, and communication) may serve best for extending line of analysis in some particular direction." Once students can persuasively identify and communicate information within their annotated bibliographies, they'll have their research going in a specific direction supporting their thesis statement, their main argument.

- Thirdly, **Willard** writes, "Another remedy is to look carefully at the exact meaning of words used to describe women's activities in the early Christian Church." For students to write effectively and persuasively in their annotated bibliographies, they must be selective of their choice of words. Therefore, students will need to enhance their vocabulary to articulate their research.

### Questions for further study:

- 1.) Do annotated bibliographies motivate students to investigate probable not certain knowledge?
- 2.) Has the student's writing benefited and improved from writing an annotated bibliography? Are they more disciplined?