Sample Annotated Bibliography (MLA)

IMPORTANT NOTES:

- **Format for annotated bibliographies depends upon their intended use.** If you are composing one for a class assignment, the instructor will tell you what format to follow.

- The focus of the following sample annotated bibliography entries is the use of reading and literature in the composition classroom. It matches the examples of annotated bibliographies from **Purdue's OWL website**. *Note: to reduce paper consumption, we have used single space lines; however, MLA format requires double spaced lines throughout your document.*

Gilbert, Pam. "From Voice to Text: Reconsidering Writing and Reading in the English Classroom." *English Education* 23.4 (1991): 195-211. Print.

Gilbert provides some insight into the concept of "voice" in textual interpretation, and points to a need to move away from the search for voice in reading. Her reasons stem from a growing danger of "social and critical illiteracy," which might be better dealt with through a move toward different textual under-standings. Gilbert suggests that theories of language as a social practice can be more useful in teaching. Her ideas seem to disagree with those who believe in a dominant voice in writing, but she presents an interesting perspective.

Greene, Stuart. "Mining Texts in Reading to Write." *Journal of Advanced Composition* 12.1 (1992): 151-67. Print.

This article works from the assumption that reading and writing inform each other, particularly in the matter of rhetorical constructs. Greene introduces the concept of "mining texts" for rhetorical situations when reading with a sense of authorship. Considerations for what can be mined include language, structure, and context, all of which can be useful depending upon the writer's goals. The article provides some practical methods that compliment Doug Brent's ideas about reading as invention.

Murray, Donald M. *Read to Write: A Writing Process Reader*. Fort Worth: Holt, Rinehart, and Winston, 1987. Print.

Murray's book deals more specifically with the ways writers read other writers, particularly the ways in which writers read themselves. *Read to Write* provides a view of drafting and revising, focusing on the way a piece of writing evolves as an author takes the time to read and criticize his or her own work. Moreover, the book spotlights some excellent examples of professional writing and displays each writer's own comments on their own creations, in effect allowing the student reader to learn (by reading) the art of rereading and rewriting as exemplified by famous authors.

Newell, George E. "The Effects of Between-Draft Responses on Students' Writing and Reasoning About Literature." *Written Communication* 11.3 (1994): 311-47. Print.

This study reflects the advantage of teacher responses on student papers. When reflected upon as "dialogue" questions to the student, these comments can lead to further interpretation and deeper understanding of a text. Newell found that responses which prompted students to work from their initial drafts brought about more final papers than teacher responses that led them away from their initial drafts with "directive" remarks.

MLA Style Guide

General guidelines for the works cited list

In the list of works cited, include only sources that you have quoted, summarized, or paraphrased in your paper.

Organization of the list

The elements, or pieces of information, needed for a works cited entry are the following:

- The author (if a work has one)
- The title
- The title of the larger work in which the source is located, if any—a database, a journal, a Web site, and so on (MLA calls this a "container")
- As much of the following information as is available about the source and the container, listed in this order:

  Editor, translator, director, performer

  Version or edition

  Volume and issue numbers

  Publisher

  Date of publication

  Location of the source: page numbers, DOI, URL, and so on

Not all sources will require every element. See specific models in this section for more details.

Authors

- Arrange the works cited list alphabetically by authors' last names or by titles for works with no authors.
- For the first author, place the last name first, a comma, and the first name. Put a second author's name in normal order. For three or more authors, use "et al." after the first author's name.
- Spell out "editor," "translator," "edited by," and so on.

Titles

- In titles of works, capitalize all words except articles (a, an, the), prepositions, coordinating conjunctions, and the to in infinitives—unless the word is first or last in the title or subtitle.
- Use quotation marks for titles of articles and other short works. Use single quotation marks around a title of a short work or a quoted term that appears in an article title. Italicize a title or term normally italicized.
- Italicize titles of books and other long works. If the book title contains a title normally italicized, neither italicize the internal title nor place it in quotation marks. If the title within the title is normally put in quotation marks, retain the quotation marks and italicize the entire book title.

Publication information

- Do not give the place of publication for a book publisher.
- Use complete version of publishers' names. Omit terms such as "Inc." and "Co."; retain terms such as "Books" and "Press." For university publishers, use "U" and "P" for "University" and "Press."
- For a book, take the name of the publisher from the title page (or from the copyright page if it is not on the title page). For a Web site, the publisher might be at the bottom of a page or on the "About" page.
- If the title of a Web site and the publisher are the same or similar, use the title of the site but omit the publisher.

Dates

- For a book, give the most recent year on the title page or the copyright page. For a Web source, use the copyright date or the most recent update date. Use the complete date as listed in the source.
- Abbreviate all months except May, June, and July and give the date in inverted form: 13 Mar. 2016.
- If a Web source has no date, give your date of access at the end of the entry: Accessed 24 Feb. 2016.
- If a book has been republished, give the original publication date after the title if the original date is relevant to your research.

Works Cited

Ben-Zvi, Linda. "Murder, She Wrote": The Genesis of Susan Glaspell's Trifles." Susan Glaspell: Essays on Her Theater and Fiction, edited by Ben-Zvi, U of Michigan P, 1995, pp. 19-48. Originally published in Theatre Journal, vol. 44, no. 2, May 1992, pp. 141-62. [1]

Glaspell, Susan. "A Jury of Her Peers." Literature and Its Writers: An Introduction to Fiction, Poetry, and Drama, edited by Ann Charters and Samuel Charters, 6th ed., Bedford/St. Martin's, 2013, pp. 243-58.

Hedges, Elaine. "Small Things Reconsidered: 'A Jury of Her Peers.'" Susan Glaspell: Essays on Her Theater and Fiction, edited by Linda Ben-Zvi, U of Michigan P, 1995, pp. 49-69. [2]

Mustazza, Leonard. "Generic Translation and Thematic Shift in Susan Glaspell's Trifles and 'A Jury of Her Peers.'" Studies in Short Fiction, vol. 26, no. 4, 1989, pp. 489-96. [3]