**MLA Format for Annotated Bibliographies**

For an annotated bibliography, use standard MLA format for the citations; then add a brief abstract for each entry, including:

* A few sentences to summarize the main ideas of the article, and
* 1 or 2 sentences to relate the material to your research topic and/or to evaluate the material.

**Basic MLA Style Format for an Annotated Bibliography**

Format your citations in the same manner as for a normal Works Cited page;

then follow these instructions for adding an annotation.

1. Double space the entire bibliography, including within the citation and annotations.
2. Hanging indents are required for citations in the bibliography, as shown below. That is, the first line of the citation starts at the left margin. Subsequent lines of the citation are indented.
3. At the end of the citation, press the Enter key to drop down to the next line (double spaced). Do not add a blank line.
4. The annotation is indented as a block.
5. The right margin is the normal right margin of your document.

Adapted from “APA Format for Annotated Bibliographies,” available at

http://www-bcf.usc.edu/~genzuk/APA\_Format\_Annotated\_Bibliography.pdf

**Sample Annotated Bibliography Entries**

Bruce, David L. "Framing the Text: Using Storyboards to Engage Students with Reading." *The English Journal* 100.6 (2011): 78-85. Web. 13 Aug. 2013.

Bruce proposed using student-created storyboards to increase reading motivation. He described it as a “low-tech multimodal activity” (p. 78) that can be used with any type of text, in particular poetry, novels, and films. In creating these storyboards, students “transact” (p. 79) with the traditional text’s language and imagery. The graphic interpretation of the traditional text provides varied levels of meaning and nuances. With novels, Bruce argued, it helps to check students’ understanding of a text read on their own and whether or not they are reading the text. He used storyboards to connect students’ reading of the work. Each student created a storyboard for an assigned chapter, and when the project was complete, the class had created a graphic novel. He did point out that storyboarding can be overused, but it does help students develop interpretative skills necessary for improving reading comprehension and building stronger vocabulary development.

Edwards, Buffy. "Motivating Middle School Readers: The Graphic Novel Link." *School Library Media Activities Monthly* 25.8 (2009): 56-58. *ERIC*. Web. 13 Aug. 2013.

This study was intended to evaluate the effectiveness of graphic novels to motivate middle school readers and increase their vocabulary development and reading comprehension. Four groups were studied. One group consisted of 45 participants who read graphic novels during Free Voluntary Reading (FVR) Time. The second group consisted of 31 participants who participated in FVR Time only, and the third group consisted of 37 participants who had access to graphic novels but no access to FVR Time. The final group was a comparison group with 35 members. Students completed a Motivation toward Reading Questionnaire and kept a reading log. In addition, they completed a pre- and post-assessment of vocabulary and comprehension. When the study was completed, students responded to questions concerning feelings about reading and if they thought they were better readers. Teachers shared observations and changes in students’ “habits” and “behavior” (p. 57). What Edwards found was that group one had the greatest increase in motivation, comprehension, and vocabulary development. Even though the findings were not statistically significant, “there was practical evidence, such as anecdotal expressions and teacher observations, to support the suggestion that reading graphic novels affects the intrinsic motivation, comprehension, and vocabulary development of seventh graders” (p. 57). Edwards concluded that librarians, teachers, and administrators should give students FVR Time and access to graphic novels that are coupled with the curriculum.

Griffith, Paula E. "Graphic Novels In The Secondary Classroom And School Libraries." *Journal Of Adolescent & Adult Literacy* 54.3 (2010): 181-189. *ERIC*. Web. 13 Aug. 2013.

Griffith highlighted various statistics that showed the increase in popularity for comics and graphic novels. For instance, sales have increased over the years, and the movie industry has nearly doubled its interest in comics and graphic novels. She cited Nash Information Services to support this claim: From 1968 to 2000, only 35 movies focused on comic book characters or graphic novels in comparison to 61 movies from 2001 to 2009 that did the same thing. In her research, Griffith also identified two significant graphic novels: *Maus* and *American Born Chinese*. Each of these received high praise, with *American Born Chinese* receiving the Michael L. Printz Award in 2007 and *Maus* receiving several nods from the Pulitzer Prize Committee in 1992. Despite the rise in popularity and literary acceptability, the definition for graphic novel varies. She cited several researchers who did agree that the pictures add depth of meaning to the text, and the interaction between print and text is necessary to understanding the story. Griffith also created evaluation criteria for judging a text’s appropriateness for the classroom. With a heavy emphasis on character, thematic, graphic, format, and textual analysis, these criteria can be aligned to the classroom curriculum. Griffith found that requests for librarians to purchase more graphic novels have increased, and more boys read graphic novels than girls. Most importantly, however, is the finding that students are responding just as successfully, if not more, to graphic novels in comparison to traditional texts. They provide opportunities for improvement in multimodal learning, language development, and media literacies. Finally, Griffith listed several graphic texts, including their summaries and curriculum connections. These texts range from Shakespeare to Gene Luen Yang, author *of American Born Chinese*, and from fiction to nonfiction.