

Annotating Sources, Paraphrasing, Summarizing, and Writing an Annotated Bibliography

Learning to annotate sources, paraphrase, summarize, and write an annotated bibliography will help you to become a more active reader, which will improve your writing over time.

Annotating Sources

Annotation is a written conversation between you and the writer in which you actively respond to the text. Pretend you are talking to the writer as you read. This exercise will help you to find connections between ideas in the text and ideas in other sources. It will also help you to form questions that could become paper topics. Remember, like any other skill, you must practice in order to improve.

- 1) Read a little more slowly than usual. Really try to absorb what the author is saying.
- 2) As you read, look for items that are interesting, significant, or which raise questions. Make notes or comments as follows:
 - Use stars, circles, arrows, lines, highlighting, or other meaningful symbols to mark these things as you read. Assign different colors to elements (pink for questions, yellow for main points, orange for connecting ideas, etc.). Use arrows and lines to show related ideas in the text.
 - Write notes about the text in the margins (e.g., What does this mean? What is the author trying to say? I do not understand this part. Look this up.).
 - Note where you disagree with the writer.
 - Rewrite a line of text in your own words to aid understanding, if necessary.
 - Circle any vocabulary words that are unfamiliar. Look up and note the definitions in the margin.
 - Make connections with the text (e.g., This makes me think of ____).
- 3) If you do not want to write in the book, use sticky notes that can be transferred to another sheet of paper later. Or use notebook paper with one column for text and another for corresponding notes.
- 4) Now, go back and look at the marks and think about the connections found and questions raised. Why is that line interesting? What is the author trying to do?

This process will take time, but it is important because it will help you effectively use sources in a paper.

Paraphrasing and Summarizing

Two of the main ways writers incorporate sources are paraphrasing and summarizing. These techniques are similar but distinct in important ways, as illustrated by this chart:

PARAPHRASING	SUMMARIZING
Focuses on a specific passage	Provides a broad overview of an entire work
Delivers same information more clearly and directly	Describes in your own words
Brings in details from the original	Conveys just the main ideas
Reinforces your analysis	Remains neutral and objective
Concerns texts only	Concerns both texts and visuals

Paraphrasing

When you paraphrase, you restate what an author says in your own words. Paraphrasing is best when you need to use important ideas and information from a source but do not need the author's exact wording. Since paraphrasing requires thought and attention to detail, it demonstrates that you understand the source.

When paraphrasing, **do**:

- Use your own words and sentence structure.
- Restate all the main points in order.
- Introduce/frame the paraphrase.
- Cite the source.

When paraphrasing, **do not**:

- Use the author's words or phrasing.
- Use the author's sentence structure.
- Include your own comments.

Summarizing

A summary "condenses" the main ideas of a text (*A Writer's Reference* p. 122). Generally, summaries reduce the original text by *at least* half, restating the writer's subject, main idea, and the supporting details in your own words. Be careful not to interpret the writer's ideas; just report them. (You may want to put your interpretations in the margin for future reference.) Also, do not **plagiarize**. Be sure to document the source being summarized. Here are some tips to follow:

- 1) Read the text carefully, condensing its main idea and supporting details without losing the author's intent.
- 2) Write a sentence that states the main idea **in your own words**.
- 3) Next, write a few sentences that give the supporting details, also in your own words.
- 4) Now, put all the sentences together using transition words (*A Writer's Reference* pp. 25-26) and good verbs (*A Writer's Reference* pp. 355-356).
- 5) Finally, cite the summary and double check for plagiarism.
 - Remember, changing one or two words does not constitute *using your own words*. Copying the sentence structure is too close to quoting, to be academically honest. If you put something in your own words, change the whole sentence.
 - Always introduce or "frame" a summary. An introduction demonstrates the significance of your subject and provides context for your audience (See "Use signal phrases to integrate sources," *A Writer's Reference* pp. 154-155.).

More Tips:

- Remember that a summary = main idea + some supporting details.
- Do NOT include any of your own ideas.
- Quote and document the author's key words or phrases if you use them.
- Make sure the author's meaning of the writing is indicated in the summary.

Learning to effectively annotate, paraphrase, and summarize sources is essential to composing a thorough annotated bibliography.

Writing an Annotated Bibliography

The purpose of an **annotated bibliography** is to provide readers with a list of sources used when researching a topic for a research paper. Each entry will include the following:

- 1) Begin with a full citation for the source.
- 2) Have a summary of the source that will “inform the reader of the relevance, accuracy, and quality of the source cited” (Olin & Uris Libraries, Cornell University).
- 3) Be about 150 words long (or whatever the instructor expects).

In order to write the actual entry, follow these guidelines:

- 1) Choose the sources that best support the topic.
- 2) Write a citation for each source, using the standard MLA format (or whatever format the instructor assigns).
- 3) Annotate in concise language, including the following:
 - Evaluate the source, including the validity and credibility of its author.
 - Identify the source’s intended audience.
 - If appropriate, compare and contrast this source and others in the list.
 - Describe how this source supports, explains, or is otherwise relevant to the topic.

Keep in mind that there are different ways to write an annotated bibliography. Always follow the instructor’s guidelines.

Example: This example starts with the (a) article’s citation, (b) begins the paragraph with a summary of the article, and (c) ends with its evaluation (from *A Writer’s Reference* 10th ed. p. 132).

- (a) [Resnick, David. “Trans Fat Bans and Human Freedom.” *American Journal of Bioethics*, vol. 10, no. 3, Mar. 2010, pp. 27-32.
- (b) [In this scholarly article, bioethicist David Resnik argues that bans on unhealthy foods threaten our personal freedom. He claims that researchers don’t have enough evidence to know whether banning trans fats will save lives or money; all we know is that such bans restrict dietary choices. Resnick explains why most Americans oppose food restrictions, noting our multiethnic and regional food traditions as well as our resistance to government limitations on personal
- (c) [freedoms. Resnick offers a well-reasoned argument, but he goes too far by insisting that all proposed food restrictions will do more harm than good. This article contributes important perspectives on resistance to government intervention in food choice to advance public health.