

Annotated bibliographies

See http://www.lesley.edu/library/guides/citation/apa_annotated.html for the original reference list and formatting instructions.

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

- 2 to 4 sentences to *summarize the main idea(s) of the item*, and
- 1 or 2 sentences to *relate the article to your research topic*.

While students can copy-and-paste the article's actual abstract into their annotated bibliography, it may be better to restate the important points in your own words. The author's abstract is written for a general audience that is using a search engine. The annotated bibliography is written by the student as an aid during their research project.

Format your citations in the same manner as for a normal reference list, then follow these instructions for adding an annotation.

1. 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. The first line of each reference should "stand out" from the rest of the annotated entry, to help the reader find each reference. Subsequent lines are indented 4 spaces or half an inch. In Microsoft Word, Ctrl+T will create a hanging indent at the start of a line.
2. At the end of the citation, press the Return or Enter key to drop down to the next line. Do not add a blank line.
3. In Microsoft Word, press Tab once to indent the abstract block. The annotation is indented as a block, so insert 2 additional spaces at the start of the abstract.
4. The right margin is the normal right margin of your document.
5. In a long bibliography, organize your entries by topic, such as "Multiple Intelligences". It is also helpful to alphabetize the entries within each topic. See the example list on next page.

Multiple Intelligences

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
Armstrong describes each of seven intelligences identified by Howard Gardner. He offers an informal checklist for identifying personal strengths in the intelligences and suggests classroom applications. This book is a valuable tool for teachers at any level, with concrete suggestions for classroom applications.
- Checkley, K. (1997, September). The first seven . . . and the eighth: A conversation with Howard Gardner. *Educational Leadership*, 55, 8-13.
In this interview, Gardner discusses criteria for determining the intelligences, highlights the Naturalist Intelligence, and explodes a number of myths about multiple intelligences theory. He distinguishes between learning styles and multiple intelligences. This distinction has helped me in my teaching, looking at how children respond to different learning situations.
- Davis, R. (1991). *Learning how to learn: Technology, the seven multiple intelligences and learning*. Paper presented at the Spring CUE Conference, Palm Springs, CA, May 11, 1991. (ERIC Document Reproduction Service No. ED338214)
Davis reviews a number of educational software programs to support learning through the seven multiple intelligences. He uses Snooper Troops as an example and enumerates activities that highlight each of the intelligences. Although the activities for musical intelligence are weak, I have used this software in conjunction with songwriting to list the clues musically.
- Gardner, H. (Writer), & DiNozzi, R. (Producer/Director). (1996). *MI: Intelligence, understanding and the mind* [Motion picture]. Los Angeles: Into the Classroom Media.
Gardner presents his theory of multiple intelligences, outlining the original seven as well as the eighth. Addressing these intelligences in the classroom gives more students access to profound understandings rather than mere factual knowledge. I enjoyed seeing Gardner "in person" and found new insight into the issues of learning for understanding.
- Harvard Project Zero. (2000). *Project Summit: Schools using multiple intelligence theory*. Retrieved September 27, 2001, from <http://pzweb.harvard.edu/sumit/>
This site is created by Howard Gardner's research group at Harvard. Its purpose is to "identify, document, and promote effective implementations of MI". It identifies and describes schools that have successfully implemented MI theory. The site also explains "Compass Points" -- principles common to these schools -- as well as MI Theory. This site offers outstanding models for teachers wishing to apply MI theory in their classrooms.