

Sample Annotated Bibliography

Some of your courses at Ashford University will require you to write an annotated bibliography. An annotated bibliography is a working list of references—books, journal articles, online documents, etc.—that you will use for an essay, research paper, or project.

Although there are no strict formatting guidelines for the annotated bibliography itself, each reference should be cited in APA format. After each citation, provide a summary of the source, indicating how it will inform your essay, research paper, or project. Many pertinent ideas and supporting details come from analyzing and summarizing your sources.

An annotated bibliography helps you get a head start on your assignment, and it encourages you to focus your topic as you assess each source, choosing the key ideas and sources that are most valuable for your assignment. Also, you can keep track of your sources as well as the correct formatting for each reference.

Provided below is a sample annotated bibliography.

Annotated Bibliography

Aslanian, C.B. (2001). *Adult students today*. New York, NY: The College Board.

Exceptional resource for statistics on adult learners and their motivation for returning to school. The author presents a study spanning 20 years that illustrates extensive demographics including average age, income, travel distance, cost, ethnicity, gender, religion, and field of study.

Brookfield, S. (n.d.). Adult learning: An overview. Retrieved from

<http://www.nl.edu/ace/Resources/Documents/AdultLearning.html>

Excellent and thorough article covering four major research areas: self-directed learning, critical reflection, experiential learning, and learning to learn. The author refutes current definitions of adult learning and motivation and proposes instead that culture, ethnicity, and personality have greater significance than are espoused in the current myths that describe adult learners. This

Moore, B. L. (1999). Adult student learners. *Penn State Pulse Website*. Retrieved from http://www.sa.psu.edu/sara/pulse/adults_65shtml

This website contained a survey of adult learners' perceptions of their education experience at Penn State. The study contains a large survey sample and generally confirms the findings of other studies at major universities. The important information gleaned is that the emphasis on adult learner programs at historically traditional universities is a much higher priority due to the increasing population of adult students.

Sheldon, K. M., & Houser, M. L. (2001). General motivation for college measure. *Journal of Personality and Social Psychology*, *80*, 152-165. Retrieved from <http://gateway1.ovid.com/ovidweb.cgi>

This source is a psychosocial instrument designed to measure adult students' general motivation for attending college. This instrument is appropriate to my research topic because it profiles adult students and rates motivation in terms of both intrinsic and extrinsic factors. It supports the findings in my other sources and adds another component: the pursuit of happiness.