SAMPLE ANNOTATED BIBLIOGRAPHY (APA 6th ed.)

Annotated Bibliography

Family-School Partnerships and the Benefits for Children

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ED 521: Educational Research and Analysis

Concordia University, Saint Paul

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Note: This is just a template—check with your instructor if he or she has different expectations for the assignment. Notes inside boxes are just notes.

Note: Per the Publication Manual of the American Psychological Association (6th ed.), only the title, author’s name, and institutional affiliation is required on the cover page, but most CSP instructors appreciate the additional information mentioned above. All text in the paper is Times New Roman, double-spaced, 12 point, not bold—except for headings, which are in bold. The margins are one-inch on all sides. All pages have a page header and page numbers, including the cover page. The cover page includes the words Running head: in the header, but the rest of the paper does not. The font may need to be changed to Times New Roman (from the default—Calibri).
Annotated Bibliography: Family-School Partnerships

This section contains two or so paragraphs introducing the reader to the topic. Each paragraph is indented half an inch. After the introduction comes the annotated bibliography section, which will list a reference and then an analysis (annotation) for each source. There is only one heading for Annotated Bibliography, which is level one, so is centered and bold. Each reference has a heading for the analysis.

**Annotated Bibliography**


This article has some excellent suggestions for enhancing communication between teachers and families, as well as providing inspiring tips on strengthening ties between schools and the community. The article mentions how the “nature of the collaboration has evolved over the years” (Hill & Taylor as cited in Epstein & Sanders, 2004, p. 161). This paragraph would go on to inform the reader about the main points in the article.


Pritz et al. assert that “communication is the critical factor in relation to parent-teacher and family-school-community partnerships” (2001, p. 275). Use *et al.* the first time in text referring to a group of six or more authors—otherwise write all of their last names the first time and use *et al.* after that. The rule is different, however, for eight or more authors.
Pritz et al. (2001) suggest that “Communication is a process of shared learning, which includes five elements: parent/family/teacher/child input, outreach, respect, feedback, and engagement” (p. 276). Note the various ways to format the parenthetical citations.


The difference between references and a bibliography is that references are sources that were quoted or paraphrased in the paper and bibliographies are a list of materials used to gain information about a topic—not necessarily quoted or paraphrased.

**Analysis**

The analysis is a summing up of all of the sources reviewed. Each paragraph is indented half an inch. Some instructors may ask students to label this *Conclusion* (use a level-one heading). The analysis touches on conclusions about the subject, the research that is available, what was enlightening, etc. Some instructors ask for a summation of the process of researching the subject, what databases were used, etc. Insert a page break so the references appear at the top of a new page—if a repetition of just references is to be included.

Note: Check with your instructor if he or she wants you to include the references in one section after each source is annotated individually. For guidance on formatting references with hanging indents, see the handout on the Concordia University, St. Paul Writing Center website under resources for writers: [http://concordia.csp.edu/WritingCenter/Writers/Resources.html](http://concordia.csp.edu/WritingCenter/Writers/Resources.html)

There are also handouts on the site about formatting sources—both in text and in the references (APA chart). This handout was last updated January 10, 2013.
References


