

The Reflective Annotated Bibliography: A Tip Sheet for Critical Reading & Writing¹

The reflective annotated bibliography (*RefAnnBib*) works as a research device, having been adapted from the traditional academic annotated bibliography. While the conventional form only includes a bibliographic entry and a précis², this adapted annotated bibliography adds the following:

1. Tip sheet on author and publication for *ethos* (to assess the credibility of the source)
 2. Reflection component
 3. Quotables section
- These additional sections help you as a writer differentiate between “objective” reporting of the author’s ideas from your “subjective” editorial remarks about the reading (aka, your opinions, speculations, counter-arguments, questions).
 - The RefAnnBib also acts as a mnemonic device to help you retain terminologies, key terms and phrases, and an author’s memorable quotes.
 - While this reflective annotated bibliography could conceivably help you review for exams or store information for future pieces of research scholarship, you can also use it to help you formulate paragraphs for an essay.

¹ Adapted from *The Reflective Annotated Bibliography* by Dr. Mark McBeth, Associate Professor of English, CUNY Graduate Center and John Jay College of Criminal Justice

² pré-cis (prā'sē): a summary or abstract of a text or speech

RefAnnBib

Name:

Part 1: Bibliographic Entry

This section gives the publication information: author, date, title, book or journal, vol., page numbers, print or web.

Sample:

Fitzgerald, Jill. "Research on Revision in Writing" *Review of Educational Research*. 57.4 (Winter 1987): 481-506.

Bibliographic Entry:

Part 2: Background and Credibility of Author & Source

List the author's name and the publication venue where the article or piece was published. Describe both briefly and why they would be credible to your audience [appeals to ethos].³

The Writer: Google the writer and include all of the following you can find, as relevant and available:

- affiliations (university, government, industry/company)
- political leanings if you can determine
- relevant background information such as other publications, topics s/he has written about in the past

The Source: Google the source and include the following as available and relevant to your source:

- Indicate either “popular” or “academic” source and the genre⁴

Reason for choosing this source:

- For example: seems provocative/informative/interesting/*kairotic*/widely cited and influential/will hold weight for my audience because [x]

Author and Source Info:

³ **Sample:**

Dr. Jill Fitzgerald: influential researcher in the field of education, affiliated with the University of North Carolina at Chapel Hill, recently retired after 32 years; served as senior associate dean and provost, director of graduate studies, published more than 100 articles

“Research on Revision in Writing” Review of Educational Research. 57.4 (Winter 1987): 481-506. academic; peer-reviewed journal article; Fitzgerald seems like a credible writer, and although this source is a bit outdated it's cited by 3 of my other sources and therefore must be important; her ethos could help lend weight and credibility to my argument.

⁴ **A popular source** is directed to the public (Common genres: news article, film/documentary, book published by a non-academic press—i.e. the publisher is not a university press, website, magazine, newspaper, etc. Not peer-reviewed.) **A peer-reviewed, academic source** is primarily read by researchers in various fields of study (Common genres: academic journal articles (e.g. *Present Tense: A Journal of Rhetoric in Society*); books published by an academic press (usually the term “university” will be the name of the publisher). Peer-reviewed and therefore held to higher scrutiny before publication.)

Part 3: Précis

This section articulates an objective summary of the reading. It should only convey exactly what the author states in the article without including your opinions. (1) It should state the author's primary claim and, maybe sub-claims. What argument does the author want to assert? (2) It should acknowledge the types of evidence the author uses to support this claim. What data/facts/evidence does the author use to justify the claims of the article? (3) It should reveal the interpretations that this author arrives at through the claims and evidence. What point or conclusion does the author surmise?

Sample: From a two-decade period, this author compiles research studies, perspectives, and re-definitions about revision and its role in the improvement of writing. According to the author, these last twenty years of revision studies have reshaped the definition of meaningful revision to move beyond editorial actions. As the author states, "This paper presents a brief historical perspective on the development of the meaning of revision, presents findings from research on revision, and, finally, discusses limitations of the research" (481). Moreover, this survey of revision research considers various aspects of revision decision-making, including age, grade-level, expertise, and instructional response (aka, response to drafts). After summarizing and analyzing the revision studies and limitations, the author suggests further research studies that future composition/rhetoric researchers should pursue.

Précis:

Part 4: Reflection

This section reveals your opinion about what the author has stated. Do you agree or disagree? What speculations do you want to make about this author's methods of research? What questions do you have? What don't you understand? What other information do you need to look up to better understand this article? This unconventional section puts forward your ideas.

Sample:

This article provides an historical viewpoint for my articles albeit one which needs updating since 1987. Along with articles from 1987 to the present, this information provides a framework to discuss revision and the types of assessment systems in which productive revision—beyond editorial actions (aka: surface characteristics such as spelling, punctuation, and sentence correction)—can take place. The point accrual system that I suggest offers students a course policy system in which they can take control of their earned grade and see the value in revisionary efforts. By reviewing these methodologies of tracking revision habits, I can make a better argument for the types of classroom policies we might put in place to encourage, even instigate, revision. If American public schools ask students to do little revision (and most of my students come from public schools) then incoming first-year students must be “unlearned” of the counter-productive habits that they were taught about revising in high school. If conditioned for twelve years not to revise, the freshman year composition course must place some re-conditioning structures in place to induce students to alter their normativized habits of textual-

Reflection:

Part 5: Quotables

This section directly quotes one to three statements that the author made in the article that you feel really exemplify its claims or interpretations. Or, choose sentences that you feel the author expressed exceptionally well. **IMPORTANT:** Include page number(s) where you find the quote. Place quotation marks around the chosen phrase and make sure you cite the phrase verbatim.

Sample:

"[T]heory has not always mirrored the practitioner's belief that revision has a central role in writing. Early views of revision were theoretically dry and uninteresting" (481).

"Revision means making any changes at any point in the writing process. It involves identifying discrepancies between intended and instantiated text, deciding what could or should be changed in the text and how to make desired changes, and operating, that is, making the desired changes" (484).

"Expert professional writers made one meaning-related revision for every two surface changes; advanced college student writers made one for every three; and inexperienced college student writers made one for every seven" (492).

Quotables:

Using the RefAnnBib to Formulate a Paragraph—a Sample

Below I've color coded one of the entries from my reflective annotated bibliography into its five parts:

Bibliographic entry

Background on Author & Source

Précis

Reflection

Quotables

In the sample paragraph following the RefAnnBib entry, I've used various sections of my entry to compose a unit of meaning (aka, paragraph) that includes a claim, pieces of evidence, and a number of related warrants.

Sample Paragraph Drawn From RefAnnBib

According to Jill Fitzgerald (1987) in "Research on Revision in Writing," these last twenty years of revision studies have reshaped the definition of meaningful revision to move beyond editorial actions. *By reviewing articles pertaining to revision from 1987 to the present, her research provides a framework to discuss revision and the types of assessment systems in which productive revision can take place; she moves us beyond the editorial activities of surface characteristics such as spelling, punctuation, and sentence correction. If as she claims that American public schools ask students to do little revision then incoming freshmen must be "unlearned" of the counter-productive habits that high schools conditioned them to do as they proceeded through the writing process.* Fitzgerald states:

Over the last decade, particularly during the last few years, methods of revealing individuals' knowledge of revision, as well as actual revision made on paper, proliferated. The development of methodology mirrored the 1970s' and 1980s' reconceptualization of revision as potentially major and significant in nature, not just editorial, as both process and product, and as a subprocess that could occur at any point in the writing process. (484-485)

Fitzgerald's survey of revision research—ranging from process-tracing methods to error-detection methods--reinforces instructors' beliefs in the process of writing but, even if we make students aware of the processes and sub-processes of revision, we still need to offer them evaluation systems that incentivize them and induce them to apply these revisionary strategies.

Conventional Annotated Bibliography Example

Ellis, M., & Wright, R. (2005). Assimilation and differences between the settlement patterns of individual immigrants and immigrant households. *Proceedings of the National Academy of Sciences of the United States of America*, *102*(43), 15325- 15330. Retrieved from JSTOR database.

Ellis and Wright focus on immigrant settlement patterns. It looks at the different types of household they may have which include Immigrant only household, immigrant/second generation household, immigrant/ third generation-plus household, , immigrant/second generation/ third generation-plus household, second generation only household, , second generation/ third generation-plus household, and third generation only household. The research compares the household immigrants to individual immigrants. They conclude that household processes are part of the assimilation immigrants go through. In this paper, what natives see of immigrants was important for my paper.

Vigdor, J. L., (2009). *From immigrants to Americans*. Laham: Rowman and Littlefield Publishers.

Vigdor discusses about immigrants and how they affect America as a whole. Vigdor brings in economics, sociology, and the linguistics. With each chapter, a new kind of assimilation is brought in from economics, to linguistics, and officially meaning becoming a citizen. For my paper, it was important for me to look at the different types of assimilation.

Zhou, M., (1997). Growing up American: the challenge confronting immigrant children and children of immigrants *Annual Review of Sociology*, *23*, 63-95. Retrieved from JSTOR database.

Zhou analyzes the assimilation done by the children of immigrants and immigrant children. He realizes that there is a greater difference in the way the children assimilate and their parents do. The children are more prone to assimilate than their parents. This is because they want to be American. Despite being born in another country they do not have a great connection with their motherland like their parents due. So they try to assimilate and make something of their own in America. By doing this they may lose the part of them that is immigrant, something their parents fear. Zhou also looks at all the types of assimilation: cultural/behavioral, structural, identificational, attitude-receptional, behavior-receptional, and civic assimilation. This study was important for my paper because of its separation of all the generation of immigrants and how they assimilate.