

Structure of Unit 2 Reflective Annotated Bibliography Assignment

Below is an outline of the RAB assignment. Note this is NOT structured like a traditional essay.

FIRST PART: The Introduction

This part needs to be AT LEAST 300 words (approximately 1-2 paragraphs). Be sure to do the following:

- Introduce your topic and why you are **personally interested in this topic**. You may also talk about any background knowledge that you have on the topic before jumping into the research. It is OK to use “I.” In fact, I expect you to!
- **Introduce the question, or questions, that you are interested in getting answered through your research**. For example, maybe your topic is the psychological effects of video games on children’s minds, so one question you might consider is: “Do video games cause children to be more aggressive?”
- Write about **what you expect to find through your research** and what you hope to learn. It is ok if you ultimately learn something completely different from what you were expecting.

SECOND PART: Your THREE Source Entries

You will have three source entries—one for each of your three sources. Each source entry is composed of a bibliographic entry, a summary, key quotes, and a rhetorical analysis. Each needs to be AT LEAST 400 words. Only the summary and the rhetorical analysis count toward the word count.

Here is a breakdown of what each source entry includes. Again, you will be doing the following three times, once for every single one of your three sources:

- The **bibliographic entry**, formatted according to MLA guidelines. This does not count toward the word count. For example:
 - Fitzgerald, Jill. “Research on Revision in Writing” Review of Educational Research. 57.4 (Winter 1987): 481-506.
- A **summary of the content of the resource**. This should be approximately 1-2 paragraphs. Overall, you are just providing an overview of the resource, the kinds of information it includes, and what one might learn by consuming it. Your summary should capture the most important points the author makes **relating to your research question**. You most likely will not be able to talk about all of the information included in the resource.
- **2-3 key quotes**. These do not count toward the word count. Here, you will make note of at least 2 or 3 direct quotes from the resource you feel really are significant in some way. Or you might want to choose a sentence that you really agree with (or really DIS-agree with) that you want to refer back to later.
- A **rhetorical analysis** of the resource. This should be about 2-3 paragraphs Here you are evaluating how effective YOU think the resource is at achieving its purpose (to inform, to persuade, and/or to entertain) and reaching its intended audience. You might consider the following:
 - Who does the intended **audience** of this resource seem to be? How do you know?
 - How is the resource trying to influence this audience? In other words, what is the **purpose or goal** of this resource. Is it trying to convince it audience to think or act a certain way? Is it only trying to teach its audience something new? Maybe it is just trying to be entertaining!
 - What kinds of **evidence** or information does the resource include? Does it cite scholars? Does it provide historical evidence? Does it interview people directly? Does it provide live footage from an event? Does it offer statistics? Any visuals—like maps, graphs, photographs, animations, etc.?
 - Speaking of **visuals**: If your resource is something like a video, a film, an infographic, a photo essay, or something else, talk about what they look like and what we learn through the resource’s visual elements. What role do the visual’s play in achieving the resource’s purpose?

- How do we know that this information is **reliable**? How do we know the author is reliable? Does there seem to be any **bias**?
- **Remember, this section is where YOUR voice comes in. I want to know your opinion.** If you could say something to this author, what would you say? Do you think they have a good point, but they take too long to get there? Do you think they sound good, but actually are way off base? Remember—you do not have to agree with the author, and you are more than welcome to criticize the resource if you do not think it is effective! And if you do think it is effective, great! Talk about why!

Again, you will do the above THREE TIMES. Once for each resource.

THIRD PART: The Conclusion

This last part needs to be AT LEAST 400 words (approximately 2-3 paragraphs). Be sure to do the following:

- **Summarize what you found in your research.** Tell readers what surprised you, or how your understanding of your question deepened or changed. (Spoiler: if the answer is “not at all”, you did not do enough research.)
- **Explain why what you learned is important, and explain who you think needs to know about it and why.** (Another spoiler: be specific! The answer cannot be “everyone.” That is too big of an audience. Narrow it down to who needs to hear about it first!).

So, to clarify, your finished product will have:

- Intro
- Source Entry 1
- Source Entry 2
- Source Entry 3
- Conclusion