**Sample Entry for Reflective Annotated Bibliography (Modified from work by Mark McBeth, John Jay College)**

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

Summary:

The author of this article, Jill Fitzgerald, compiled research studies, perspectives, and re-definitions about professors’ approaches to revision and revision’s role in the improvement of writing. She looks at the period between 1967-1987. According to the author, these twenty years of revision studies have reshaped the definition of meaningful revision to move beyond editorial actions. Her survey of revision research considers how writing revisions are approached at different age and grade-levels, among different levels of expertise, and with different instructors. After summarizing and analyzing how professors incorporate revision in their classes, the author suggests further research studies that future writing professors should pursue.

Rhetorical Analysis:

Fitzgerald’s article appeared in an academic journal, with college writing professors the intended audience. Fitzgerald is a professor of Education at the University of North Carolina at Chapel Hill, and is a renowned authority on writing and reading instruction. The tone of the text is academic, and Fitzgerald uses a lot of technical academic jargon. This article provides an historical viewpoint for my project, though it needs updating since the study was published in 1987.

Notable Quotables:

“Revision means making any changes at any point in the writing process…Changes may or may not affect meaning of the text, and they may be major or minor. Also, changes may be made in the writer’s mind before being instantiated in written text, at the time text is first written, and/or after text is first written” (484).

“The inescapable conclusion is that more research might be shaped to enlighten our knowledge about writers’ revisions in relation to “what’s needed,” rather than merely describing revision operations that are done” (497).

Reflection:

This article on revision requirements in college English classes motivates me to think about the types of classroom policies we might put in place to encourage student engagement in revision.

If American public schools do not ask students to revise their work very extensively (and most of my students come from public schools), then incoming freshmen must “unlearn” the counter-productive habits that they were taught about revising in high school. This article will be useful for my project because I believe the freshman year composition course must feature some regular revision requirements, so that students understand the importance of revisiting and improving a piece of writing, and that writing is a process.