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

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

The reflective annotated bibliography *(RefAnnBib)* works as a research device, having been adapted from the traditional academic document called an annotated bibliography. While the conventional form only includes a bibliographic entry and a précis[[1]](#footnote-1), this adapted annotated bibliography adds the following:

1. Tip sheet on author and publication for *ethos* (to assess the credibility of the source)
2. Terminology/key word list
3. Reflection component
4. 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.

**RefAnnBib Assignment: Hard copy due class time, Th, 11/5**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What questions about race, specifically the Black Lives Matter movement, interest you, based on our readings in the course and your knowledge coming in to the course?

Research questions:

1. List (at least) 4 possible sources for your research project, one of which should be a peer-reviewed academic source. These citations should be in MLA format. For directions on how to cite using MLA format (or any citation style), see the [Purdue Owl](https://owl.english.purdue.edu/owl/resource/747/07/) resource online. Indicate whether the source is academic or popular. For example:

**Source 1 (peer-reviewed academic):**

Weber, Joanna. “The Prison Industrial Complex.” *Journal of Criminology.* 57.4 (Winter 2014): 481-506.

**Source 2 (popular):**

Smith, Gerald. “Black Lives Matter.” *The New York Times* 17 October 2015: Web.

1. Fill in the sections below for at least one of your sources above. Delete the section descriptions. Note the font style for each section.

**Part 1: Bibliographic Entry**

This section gives the publication information: author, date, title, book or journal, vol., page numbers, print or web. (Font style: **Calibri Bold, 11 point.)**

**Source:**

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

**Part 2: Tip Sheet on Author & Source**

**This section is your “tip sheet” on the ethos of the writer and the publication forum for your source.**

**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;
* relevant background information such as other publications, topics s/he has written about in the past.
* Font style:
  + Writer’s name: Calibri Bold, 11 point
  + Description: Calibri Regular, 11 point

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

**Intended audience and genre:**

* Indicate either “popular” or “academic” source and the genre
* 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.
* An 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.

**Reason for choosing this source:**

* For example: seems provocative/informative/interesting/*kairotic*/widely cited and influential/will hold weight for my audience
* Font style:
  + Source: Calibri Bold, 11 point
  + Description: Calibri Regular, 11 point

**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 held lend weight and credibility to my argument

**Part 3: Terminology/Key Words**

**This section lists key words that the author uses that indicate a relationship to a disciplinary discourse community. You may also use this section to list unfamiliar vocabulary. (Notice the differentiation that I make between “vocabulary” (general words) and terminology/key terms (vocabulary used within a particular, sometimes specialized discourse community.) Font style: Calibri Regular, 11 point.**

Sample:

Coding System

Cognitive Theory

Error-Detection Method

Linear Model

Participant-Observer Method

Problem-Solving View

Process

Process-Tracing Method

Recursiveness

Revision

Simulation-by-Intervention Method

Stage Model

Subprocess

**Part 4: 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? (Font Style: Calibri Regular, 11 point)**

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.

**Part 5: 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. (Font style: Calibri 11, italics)**

*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-stagnation (Note to self: What would be the opposite term for revising in terms of writing? Textual stagnating/textual complacency/textual satisfying/ stifling/ impairing / ossifying/idling/constipating/fossilizing. I’ll need to figure out this specialized antonym for revising/revision.*

**Part 6: 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. (Font style: Calibri Regular, 11 point)

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).

“Most recently, Scardamalia and Bereiter (1986) coined the term ‘reprocessing’ to refer to the mental aspects of revision […] Reprocessing spans everything from editing for mistakes to reformulating goals. Revision is a special case of reprocessing, applied to actual texts” (790).

“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. 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 [list of authors contributing to this definition]” (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).

**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.

1. pré·cis (prāˈsē): a summary or abstract of a text or speech [↑](#footnote-ref-1)