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Rhetoric 102 Section AR5

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Annotated Bibliography for Research Paper

Bandlow, Raymond J. "The Misdirection of Middle School Reform: Is a Child-Centered Approach Incompatible with Achievement in Math and Science?" *The Clearing House*, vol. 75, no. 2, 2001, pp. 69-73. *ProQuest*,
<https://search.proquest.com/docview/196889758?accountid=15198>.

This secondary source aims at revealing the disadvantages of a child-centered approach in Math and Science and offering possible solutions to improve students' behaviors in Math and Science. Bandlow believes that a child-centered approach's lack of focus on standards and achievement results in students' poor behaviors in Math and Science and that possible solutions are to adopt mandatory national standards, to update curriculum material, and to improve teachers' competence to change the way in teaching Math and Science (69). I am using this article to deepen my understanding of the organizing principle of child-centered middle schools in my research paper and to interact with my primary sources.

Bush, Tony, Marianne Coleman, and Si Xiaohong. "Managing Secondary Schools in China." *Compare*, vol. 28, no. 2, 1998, pp. 183-195. *ProQuest*,
<https://search.proquest.com/docview/206750777?accountid=15198>.

This article primarily introduces how to manage secondary schools in China as well as compares Chinese secondary schools with their British counterparts, which serves as a

secondary source in my research paper. Bush, Coleman and Si argue that “the management of Chinese secondary schools differs markedly from that of their British equivalents” while there are still some similarities between “the management of Chinese and British secondary schools” (194). I am using this article to analyze the factors that shape the Chinese-style Math lessons and Chinese students’ mannered behaviors and to support the scenes in primary sources.

Deng, Meng, and Zhenzhou Zhao. "The Education System in Shanghai: Negotiating the Nature of Education." *The Asia - Pacific Education Researcher*, vol. 23, no. 4, 2014, pp. 805-812. *ProQuest*,
<https://search.proquest.com/docview/1762539813?accountid=15198>,
[doi:http://dx.doi.org/10.1007/s40299-014-0188-z](http://dx.doi.org/10.1007/s40299-014-0188-z).

This secondary source mainly analyses “three natures of the education system in Shanghai: selection, justice and independence” (805). Deng and Zhao assert that selection, justice and independence are “intrinsically intertwined in Shanghai’s restructuring of the schooling system to cater to socioeconomic development, but how to realize justice through education remains at the core of the educational changes” (805). I am using this article to reveal notions of furious competition and traditional passive learning style in Chinese secondary education and to support the arguments that I derive from the primary sources.

Jones, Ellen E. “Are Our Kids Tough Enough? Chinese School, BBC2 - TV review: Perhaps the tiger teachers could learn from these spirited teens.” *Independent*,
<https://www.independent.co.uk/arts-entertainment/tv/reviews/are-our-kids-tough-enough-chinese-school-bbc2-tv-review-perhaps-the-tiger-teachers-could-learn-from-1043859>

6.html. Accessed 5 May 2018.

This TV review from *Independent* aims at reviewing my primary sources from an objective perspective, which serves as a secondary source in my research paper. Jones asserts that Chinese-style secondary education can be adopted in Britain to improve British students' academic behaviors. This review reminds me of the child-centered characteristic of British secondary education. I am using this review to introduce my thesis statement and to reveal one of the advantages of British secondary education in my research paper.

Liu, Jane. "A Comparison of Student Management and Secondary School Organization in the Peoples' Republic of China, France, and America." *American Secondary Education*, vol. 29, no. 4, 2001, pp. 30–37. *JSTOR*, JSTOR, www.jstor.org/stable/41064439.

This secondary source mainly compares "school setting, scheduling, student organization and home room system among secondary schools in P. R. China, Japan, France and America" as well as explores "better educational approaches for secondary students' intellectual and psychological development" (30). Liu argues that "instructional practices" in these three countries should be combined to build "a positive learning community" (36). I am using this article to justify my description of Chinese students' mannered behaviors in schools in my research paper.

Manning, Lee M. "Child-Centered Middle Schools." *Childhood Education*, vol. 76, no. 3, 2000, pp. 154-159. *ProQuest*, <https://search.proquest.com/docview/210381818?accountid=15198>.

This article aims at introducing notions of child-centered middle schools, serving as the dominant secondary source in my research paper. Manning argues that child-centered middle

schools provide “developmentally appropriate educational experiences” that emphasize learners’ education and “overall well-being”, addressing young adolescents’ developmental needs and ensuring “some degree of success for all learners” (154). I am using this article to support my understanding of British secondary educational characteristics in my research paper.

“Part 1.” *Are Our Kids Tough Enough? Chinese School*. BBC, UK, 4 Aug. 2015.

This series of documentaries aims at determining whether Chinese secondary education is better than its British counterpart or not, serving as primary sources in my research paper. In the documentary, educators divide students from Grade Nine, Bohunt School, Liphook, Hampshire, Britain into two groups to receive Chinese and British secondary education respectively for a month, after which all the students will take Math, Science, and Mandarin exams to help educators figure out which secondary education is better. These primary sources provide information about students’ behaviors, teachers’ notions of education, and precise ways in teaching English, Math, Science and PE in British and Chinese secondary education. I am using this series of documentaries to support my thesis statement that British secondary education emphasizes individuals’ development while Chinese secondary education highlights groups’ advance and to interact with secondary sources.

“Part 2.” *Are Our Kids Tough Enough? Chinese School*. BBC, UK, 4 Aug. 2015.

“Part 3.” *Are Our Kids Tough Enough? Chinese School*. BBC, UK, 4 Aug. 2015.

Sun, Miantao. "Education System Reform in China After 1978: Some Practical Implications."

The International Journal of Educational Management, vol. 24, no. 4, 2010, pp.

314-329. *ProQuest*,

[https://search.proquest.com/docview/229111646?accountid=15198,](https://search.proquest.com/docview/229111646?accountid=15198)

[doi:http://dx.doi.org/10.1108/09513541011045254.](http://dx.doi.org/10.1108/09513541011045254)

This secondary source “aims to provide an overview of education system reform in China since 1978, and its practical implications” (314). Sun asserts that “there has been two types of education system reforms in China since 1978, and the first type is school education system reform while the second type is education management system reform” (315). I am using this article to provide the aim of Chinese education system reform to justify Chinese teachers’ emphasis on service for the motherland as well as to support my thesis statement in my research paper.

Wollaston, Sam. “Are Our Kids Tough Enough? Chinese School review – a comic clash of cultural differences.” *The Guardian*,

<https://www.theguardian.com/tv-and-radio/2015/aug/04/are-our-kids-tough-enough-chinese-school-tv-review>. Accessed 5 May 2018.

This TV review from *The Guardian* primarily reviews my primary sources in a casual language, serving as a secondary source in my research paper. Wollaston maintains that the conflict between British and Chinese secondary education is due to cultural differences and that these two kinds of education are suitable for respective domestic students. I am using this article to provide information about the principle of British-style English lessons and to justify my analysis on British methods in teaching English in my research paper.