

ANNOTATED BIBLIOGRAPHY

English 1302: Rhetoric and Composition II



AN ANNOTATED BIBLIOGRAPHY is a list of sources on a specific topic that includes a summary of each source. As you research your topic, construct an annotated bibliography of sources to use in your Mapping the Issue paper and your Researched Position Paper.

The version of your annotated bibliography that you submit for a grade should include annotations for at least **ten** sources. At least two of these sources should provide background information on your issue, and you should include sources that represent at least three distinct positions on your issue.

Sources should be listed in alphabetical order using Modern Language Association (MLA) style. Consult the Purdue OWL website (<https://owl.english.purdue.edu/owl/>) for directions on how to format entries.

Your annotation for each source should consist of two paragraphs. In the first, answer the following questions:

- In what type of publication venue does the source appear, e.g., a book, journal, magazine, newspaper, encyclopedia, database summary, website, blog, social media platform, etc.?
- What is the genre of the piece, e.g., a news report, an opinion piece, a report of academic research, a summary of sources, a creative work, etc.?

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- Who is the author, and what sort of credibility do they bring to the issue?
- Who is the intended audience? To answer this question, consider the publication venue, the degree of specialized knowledge, and the author's rhetorical strategies.
- How does the publication date affect the source's relevance?

In your second paragraph, summarize the content of the piece in a way that demonstrates you have read the source and understood its content. If the source takes a position on your issue, identify its central claim, supporting reasons, evidence, and warrants.

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SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY

Thomas, Ebony E. "Critical Engagement with Middle Grades Reads:
Who Lives? Who Thrives?
Who Tells Your Story?" *Voices from the Middle*, vol. 26, no. 2, 2018,
pp. 13–16. *ProQuest*.

Ebony E. Thomas's short editorial was published in NCTE's middle grade educational journal, *Voices from the Middle*, in 2018, so it is fairly recent and relevant. Thomas is an associate professor in the Literacy, Culture, and International Education Division at the University of Pennsylvania. According to her faculty biography, her research interests include how people of color are portrayed or not portrayed in children's and young adult literature and how those portrayals shape our culture. Like many of the authors in this NCTE journal, she is a former English and language arts teacher, which suggests that she holds credibility for discussing middle grade pedagogical practices because she has personal experience with middle grade reading and writing curricula. Furthermore, her inclusion in *Voices from the Middle* is significant because the journal's purpose is to offer innovative and practical ideas for classroom use that are rooted in current research, and that is exactly what she does. This article, then, is an objective resource that would be helpful for scholars of children's literature and education as well as for parents and teachers.

In the article, Thomas uses Lin-Manuel Miranda's Broadway hit *Hamilton* to probe the notion of representation in middle grade children's literature. Thomas succinctly and effectively explains that "most of the books that we use with our middle graders do not yet feature the rich diversity of their experiences and lives, those of their friends, or those of children

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around the country,” and offers a framework for resolving lack of representation in middle school curriculum through what she calls “restorying” or reimagining stories through diverse lenses or even in students’ own images (14). The article offers numerous statistics, lists, and questions to guide a kind of reading that actively considers what “metaphors” we have traditionally read by, as well as a list of practices that educators and parents might engage in “restorying” with students after reading together. Notable in this article is the implication that middle grade readers need to see themselves in stories as a formative practice. Thomas’s conclusion that “when we encourage young people to ‘put themselves back into the narrative’ as they read middle grades literature, we open new realms, new opportunities, and new possibilities for them” serves as an answer to one of my research questions and would be useful in considering how the traditional literary canon could be used and revised to effectively reach diverse readers.