

Annotated Bibliography: Module 2 Major Project

ENG-W 500

Assignment Purpose

To extend the knowledge of the pedagogy the writer is interested in and to begin researching existing articles and other sources in rhetoric and composition studies using the major journals of the discipline and other resources.

Assignment Task

1. Choose one of the pedagogies we have read about in Tate, et al. *A Guide to Composition Pedagogies*
2. Click on the Library Resources tab on the left of our course site to access your campus's library homepage
3. Identify a research question you would like to pursue that is based on the pedagogy of the chapter you have chosen from Tate, et al.
4. Skim through the Tables of Contents in both *Bad Ideas about Writing* ([Links to an external site.](#)) and *Cross-Talk in Comp Theory: A Reader*. The former book contains recent, all-original essays (2017) that attempt to challenge or debunk commonly-held myths or "bad ideas" about writing and how it works. The entries are written to a general audience of parents, teachers, students, and the general public, so they are largely jargon-free and contain a "Further Reading" section at the end that will be incredibly useful for starting your research. The latter book, *Cross-Talk in Comp Theory: A Reader*, contains a mix of newer essays and some "classic," foundational articles and chapters that in some cases were single-handedly responsible for developing the pedagogical approaches you've read about in Tate, et al. Before launching out on your own research itinerary, spend some serious time reading through both of these texts.
5. Download the file, "[Library Search Handout,](#)" [download](#) and use it to craft search statements that you can search in Academic Search Premier, ProQuest Central, or JSTOR on your campus's library's web site.
6. Find eight sources to work with and report on.
7. With the search results, begin constructing an annotated bibliography by:
 - Identifying articles that would be good to know about, foundational articles as well as newer ones from the last five years or so
 - Finding the articles by following the links to them on the database you are using (if you see an interesting article with a "Find It" button by it,

- follow this link; if the article cannot be reached, go ahead and work with the abstract, but plan to rewrite it for your own bibliography)
- Open the articles, read the abstract, skim the articles, and write an annotation for each that includes:
 1. A summary of what the article is about, focusing on the article's thesis, research methods and/or support, and how it contributes to the larger conversation surrounding your chosen approach to composition pedagogy
 2. A statement of how this article will be useful for your deeper dive into the research
 - 8. Use the citation information from the database to compose a proper MLA citation for the source (if possible, please use MLA 9th edition, 2021)
 - 9. Download the [model annotated bibliography template](#) to see how to format the bibliography
 - 10. Complete the bibliography of eight sources by following the model bibliography and presenting your sources with citations and annotations.
 - 11. Complete the bibliography and leave yourself enough time to re-read and edit so you can be ready to submit by June 20 at 11:59pm EDT.
 - 12. Upload the finished annotated bibliography into this assignment space.

Assignment Criteria

- All the steps mentioned above have been utilized or followed to find a set of eight sources
- Correctly-formatted, accurate MLA citations introduce each source in the final document (MLA 9th edition [2021] is preferable, but you can use MLA 8th edition [April 2016] if necessary)
- Well-written, substantive annotations follow the citations
- The first line of each source entry is flush left with the left margin, and the subsequent lines are indented 1/2"
- The writing in the annotations is clear and relatively free of errors
- Annotations are detailed and indicate a careful, thoughtful engagement with the ideas and concepts in the original source
- Annotations suggest a careful, substantive engagement with the articles