

Annotated Bibliography

The Annotated Bibliography is an opportunity to process your understanding of the readings with a group and to keep track of the key ideas of the readings in one place. This will also help me assess understanding of the readings and identify areas of interest or clarification. This bibliography is 15% of your final grade.

The final bibliography will include 5 entries from course readings. You will not include all of the course readings. I suggest you choose readings that are interesting to your group or relevant to your final project.

For each reading you've selected, you will include one paragraph outlining key ideas from the text and one paragraph detailing the relevance to your group's current thinking (this can be related to your current thoughts on learning, your learning in other classes, your future professional interests, or other relevant topics). This should be a collaborative process, and I recommend that you meet at least 30 minutes to an hour to discuss your submission.

The final should be submitted as a Google Doc and should be in Times New Roman, size 12, double-spaced, 1" margins for formatting (i.e., current APA style). Bibliographies are normally organized in alphabetical order by author's last name, but for this assignment, please enumerate entries by order of completion.

When grading the final Annotated Bibliographies, we will consider the following:

- Does it meet the requirements in this description and follow the sample provided as a guide? (5 entries, document formatting, APA style, key ideas & relevance paragraphs)
- Do the key ideas accurately reflect the material of the selected readings showing deep attention to the purposes of the course texts?
- Do the descriptions of relevance for each text make meaningful connections, pose questions, and in general expand the group's thinking of the course texts?

Annotated Bibliography Sample

Taylor, K. H. (2018). The Role of Public Education in Place-Remaking: From a Retrospective Walk Through My Hometown to a Call to Action. *Cognition and Instruction*, 36(3), 188-198.

Key ideas: In this article, the author discusses the false separation between formal learning settings in relation to issues of race, power, and history. The author discusses her lived experience witnessing public education as a force of place-remaking, rendering unknown the community's activist history for future generations. Walking as a method of research and inquiry is developed through the perspective of observing and learning about the community and its history as one moves through it. By drawing on personal experiences as both a student and then a teacher, the author examines the role that a community's history and culture has on the classroom and the contexts of students' lives.

Relevance: The relevance of this article comes from the fact that the classroom is not, and cannot be treated as if it is, separate from the history and the culture of the outside community. When the voices, recommendations, and passions of young people are consistently ignored in school settings and not supported or heard by teachers and other adults in positions of authority, the classroom is no longer a safe space for all students to learn. The contexts of every student's out-of-school lives and the cultural communities they are a part of must be considered because it is critically intertwined with their learning.

Annotated Bibliography: ALTERNATIVE

The Annotated Bibliography is an opportunity to process your understanding of the readings with a group and to keep track of the key ideas of the readings in one place. This will also help me assess interpretations of the readings and identify areas of interest or clarification. This bibliography is 15% of your final grade.

For each discussion: One group member will lead the discussion by posting:

- One paragraph outlining key ideas from the text, including clarifying questions.
- One paragraph connecting the reading to your own professional, academic, or personal interests. This can be related to your current thoughts on learning, your learning in other classes, your future professional interests, or other topics relevant to you.

The rest of the group will respond to the discussion leader's post with comments (100-200 words):

- Constructive clarifications if you think there may be a misinterpretation or an 'ungenerous' reading of the text.
- Consideration of alternative perspectives or interpretations.
- General reactions, questions, or considerations of your group member's post.

For full credit, you will lead 1 discussion and respond to 3 remaining discussions. If someone in your group does not post to their designated discussion, you may respond to a different discussion for credit. Each discussion must cover a different reading.

When grading the Annotated Bibliography Discussions, we will consider the following:

- Have you led 1 discussion?
- Have you responded to 3 other discussions?
- Do the key ideas accurately reflect the material of the selected readings showing deep attention to the purposes of the course texts?
- Do the descriptions of relevance for each text make meaningful connections, pose questions, and in general expand the group's thinking of the course texts?
- Do responses help to surface misunderstandings?
- Do responses consider alternative perspectives?