English 102: Inquiry into the South

Login to your computers. Make sure you have done the assigned reading for today and are prepared for discussion.

Wednesday, February 3rd 2016
Housekeeping/ Class Procedures

- Emails and Skype
- Keeping up with work for missed classes
On grade commentary and “pickiness”
Annotated Bibliography - The Student Sample

- Take 5 minutes and discuss the student sample with the people around you.
- Identify sentences that you think are particularly effective for an annotated bibliography (sentences you think really achieve what the rubric calls for).
What are your questions, thoughts, and/or concerns regarding the annotated bibliography having now seen a model paper?

- Formatting
- Content
- Process
Using the Synthesis Matrix
### “The South’s Mid-Life Crisis” - From John Shelton Reed’s My Tears Spoiled My Aim

<table>
<thead>
<tr>
<th>Author</th>
<th>Purpose</th>
<th>Main Points</th>
<th>Supporting Details</th>
<th>Key Terms</th>
<th>Useful Quotations</th>
<th>Discrepancies</th>
<th>Citation</th>
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</thead>
<tbody>
<tr>
<td>John Shelton Reed:</td>
<td>To explore the evolving image of the South as it is “entering middle age” (42). What is “the South” now and what will it be? He posits that the attainability of Southern identity for outsiders and its determination based off of shared “ethnic styles” and grievances of the present mean that it will likely stay alive.</td>
<td>The South is hard to pin down and define. The South is changing. The South seems to be defined in relation to the North. Southerners see themselves as a group with things in common that are more rooted in the present than the past. Southerners identify through “shared understandings” - “ethnic style” and “grievances” Southern identity is attainable regardless of ancestry.</td>
<td>Reed lists things such as slavery, white supremacy, agricultural lifestyle, as things that were once suggested to define the South, that no longer do to illustrate its changing nature. Reed refers to qualitative research that illustrates that students produced “‘typical Southern traits’” which were the opposite of their listed “‘typical Northern traits’” (46). Reed cites student definitions of the South typically omitted Southern historical issues. Food, accents, “manners”, and “grievances” are listed as some examples of unifying Southern identity.</td>
<td>&quot;The Old South” (42)</td>
<td>“The South”</td>
<td>“The North”</td>
<td>“The Civil War”</td>
</tr>
</tbody>
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Group Chat: Your Sources

- Take turns summarizing your sources and explaining their relevancy to your topic.

- After everyone has talked about his or her sources, debate which ones are the best based on their currency, relevancy, authority, accuracy, and purpose.

- Take notes as you talk so that you can reuse this information in your annotated bibliography.
In Class Writing

• Work on your annotated bibliography. Use your *Harbrace* to create citations and your synthesis matrix and group chat notes to create your annotation (summary and evaluation).
Homework

Reading: Student Sample of Annotated Bibliography 2

Homework: Work on your annotated bibliography. Bring two entries to class on Friday, hard copy.