

**AUTHORITY IS
CONSTRUCTED
AND CONTEXTUAL**

APPLYING THE FRAME

WHAT DOES CONSTRUCTED AND CONTEXTUAL MEAN?

CONSTRUCTED

- verb.
- build or erect (something, typically a building, road, or machine).
- form (an idea or theory) by bringing together various conceptual elements, typically over a period of time.

CONTEXTUAL

- adjective.
- of, relating to, or depending on the context.
 - context: noun. The parts of a written or spoken statements that precedes or follow a specific word or passage, usually influencing its meaning or effect; the set of circumstances or facts that surround a particular event, situation, etc.



**AUTHORITY CAN ONLY BE
CONTEXTUALIZED WITHIN THE SCHEMA
OF HOW IT HAS BEEN CONSTRUCTED.**

ACTION WORD: CONSTRUCT.

ACTION WORD: CONTEXTUAL.

- disciplines have acknowledged authorities (scholars and publications that are widely considered “standard,”) and yet, even in those situations, some scholars would challenge the authority of those sources.
- authority varies from class to class, expert to expert, school of thought to school or thought, etc.
- students are not always encouraged to establish their authority in their disciplines until the master’s of doctoral level.
- recognizing that authority may be conferred or manifested in unexpected ways.
 - for the student, authoritative content, including their own, may be packaged formally or informally.
 - may include sources of all media types.
- assess content with a skeptical stance and with a self-awareness of ones own biases and worldview.

STUDENTS CAN AND SHOULD...

- understand basic indicators of authority, such as type of publication or author credentials.
- recognize schools of thought or discipline-specific paradigms.
- determine the validity of the information created by different authorities.
- acknowledge biases that privilege some sources of authority over others.
- seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need.
- develop or acknowledge own authority in academia.

STUDENTS CAN AND SHOULD...

- **evaluate** disciplines.
 - understand the history, movements, theories, paradigms, methods, ideas, etc. in their discipline.
 - familiarize self with the practices, rules/regulations of the discipline.
- **evaluate** professors.
 - understand why the professor studies what they study.
- **evaluate** authors.
 - author is the big wig on his topic, but why?
- **evaluate** sources.
 - understand how the author has engaged with the concept being presented.
 - is the source credible both in form and in context? why or why not?
- **question** everything/think critically.
 - engage with fake news and opposing view points.



**ENTER THE
DISCOURSE
THROUGH
EVALUATION**

EVALUATE AUTHORITY

ASSIGNMENTS

ANNOTATED BIBLIOGRAPHY

- a list of citations of sources with a descriptive summary and brief annotation.
- informs the reader of relevance, accuracy and quality of a source.
- can include an introduction that describes the author's intention of the project and the research.
- can include **critical annotations**.
 - a typical annotation with evaluative comments.

SUGGESTION: CRITICAL ANNOTATIONS

- discussion of the work's contribution to the discourse of the subject*.
 - who/what the author is engaging with and why.
- the author's bias or tone.
- the accuracy of the information in the source.
- limitations or significant omissions.
- comparison with other works on the topic.

ASSIGNMENTS

ANNOTATED BIBLIOGRAPHIC ESSAY

- produces a critical essay in which students identify and evaluate the research for their projects and how that research engages with the course/discipline at large by also providing a list of citations with evaluative summaries for each of those works.
- combines elements of annotated bibliography and a bibliographic essay (literature review).
- takes the annotated bibliography to the next level by...
 - including narrative discussion of research and project scope.
 - including critical reflections of author's intent of the research.
 - including critical annotations of each source.
 - including comparative evaluations and discussions of sources to each other
- fits between the annotated bibliography and research paper on a project management scale.
 - can help draft a literature review of a longer work.
 - less concern with formal review of topic, more concern with critical reflection of research.

ASSIGNMENTS, CONT'D

ANNOTATED BIBLIOGRAPHIC ESSAY

- requires introduction with thesis and research scope.
- requires a detailed discussion of the purpose of the research and project.
 - why the thesis formed and why the research is being done.
 - what is at stake for the student within their discipline's authority and own.
- research presented in sections, in which
 - entries are organized by topic subheadings related to the research.
 - sources are described, analyzed, compared, contrasted, evaluated, and synthesized in relation to one another.
 - author provides critical commentary about their research and research process.
- can require long critical annotations (frequently up to 300-750 words) with added details about the source's authority in relation to research.

ASSIGNMENTS, CONT'D

ANNOTATED BIBLIOGRAPHIC ESSAY

- requires discussion of how each source engages with...
 - the researcher's intentions and thesis.
 - the sources in relation to one another other.
 - the source in the scope of the works on the subject.
 - the source in the scope of the discipline.
- requires discussion of how a group of sources under a topic heading work together to inform...
 - the researcher's intentions and thesis.
 - the sources in relation to one another other.
 - the source in the scope of the works on the subject.
 - the source in the scope of the discipline.
- requires conclusion and section on additional reading that the researcher will do or recommends.

ANNOTATED BIB. AND ANNOTATED BIB. ESSAY

- these assignments encourage students to think critically about their majors, disciplines, and assignments while enhancing their understanding of the discipline's development to establish their own authoritative voices.
- with frequent repetition, the students become engrained with critical analysis skills.
 - they develop a habit of critical literacy when conducting research.
- these assignments encourage the students to voice their own authority while engaging with discourses in their disciplines.
 - HINT: this brings another frames into the assignment (information creation as a process, research as inquiry, scholarship as communication).

RESOURCES ON (ANNOTATED) BIBLIOGRAPHIC ESSAY

- Sheppard, Beth M. 2008. "Art of the Bibliographic Essay." *Theological Librarianship*. <file:///C:/Users/beh0115/Downloads/29-Article%20Text-948-1-10-20100412.pdf>.
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- 2018. "The Bibliographic Essay." University of Florida. College of Liberal Arts and Sciences. <http://users.clas.ufl.edu/sterk/Practicum/bibessay.htm>.
- Goggi, Maureen Daly. 2005. "Bibliographical Essay or Review of Literature Assignment." Eng 552: Comparative Studies. <http://www.public.asu.edu/~mdg42/ENG552Bibliographicalessay.htm>.
- 2018. "Just what IS a Bibliographic Essay." New Mexica State University, NMSU Library. <http://nmsu.libguides.com/mktg311>.
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- One Example, does not use annotated bibliographic structure. Sholedice, Frank. 2007. "Chinese Rhetoric: a Bibliographic Essay." NMSU. English 547. http://web.nmsu.edu/~harpua/portfolio/docs/Chinese_rhetoric.pdf.



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