

Scholarly Digital Storytelling
Annotated Bibliography
Due: October 7, 2019

The annotated bibliography is for the sources you are using to research and develop your scholarly digital story. This also provides an opportunity to connect your topic to larger discussions in your area of academic research and to suggest sources for viewers interested in learning more about the topic.

Include **at least 5 secondary sources** (books, scholarly articles, and/or scholarly digital stories) that relate to your final project. Write a short annotation (~150 words each) describing and evaluating each source. Include a brief discussion of how each source relates to your scholarly digital story.

You may use Chicago Manual of Style, MLA, or APA format, but you must select one and be consistent. General guidelines available here:

Chicago: http://www.chicagomanualofstyle.org/tools_citationguide.html

MLA: https://owl.purdue.edu/owl/research_and_citation/mla_style

APA: https://owl.purdue.edu/owl/research_and_citation/apa_style/

Example (APA):

Stebleton, M. J., Soria, K. M. and Huesman, R. L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling*, 17 (1), pp. 6–20. doi:10.1002/j.2161-1882.2014.00044.x

This article examines the relationship between mental health and first-generation students at large public research universities. The survey was administered to 145,150 students. It acknowledges that higher education institutions have promoted access to first-generation students, but have done less with addressing concerns pertaining to persistence and graduation rates for these students. They argue that one of the issues that must be addressed in this population is mental health. The survey results indicate that first-generation students indicated needing, but not using, counseling centers at a higher rate than non-first-generation students. First-generation students suggested that they were unaware of such centers, could not make use of center hours, and/or could not make time to utilize the resource. The survey also indicated that non-first-generation students reported lower levels of depression and stress compared to first-generation students. If we know mental health concerns can have a negative impact on retention and persistence, first-generation students report higher levels of depression, and that first-generation students have lower retention rates, attention needs to be paid to the issue. This article is helpful to my digital story because it highlights another challenge that must be addressed at George Mason University as we admit an increasing number of first-generation students.