Annotated Bibliography Instructions & Sample

The purpose of this annotated bibliography is to offer a short summary, assess/evaluate, and outline a source's possible use for the CALY's **Mentoring the Future** program. Some annotations may address all three aspects, but not all of them so include relevant information. If you are unsure if it is relevant, include it, discuss it with your group, then/or ask me (Profe. C.).

Each entry should include at least the following:
☐ APA citation
☐ Summary and/or assessment/evaluation of source
☐ Applicable use for the source
☐ Relevant quote(s)
☐ Individual reflection about the source

EXAMPLE:

Brooms, D. R., Franklin, W., Clark, J. S., & Smith, M. (2021). 'It's more than just mentoring': critical mentoring Black and Latino males from college to the community. *Race Ethnicity and Education*, *24*(2), 210-228.

This article is about a qualitative study of Latino and Black male college students serving as mentors for local and middle high school students of color. The study explores the ways in which these college students made sense of their mentoring experiences and how their leadership was informed: 1) commitment to community; 2) serving as role models to youth and their peers; and, 3) applying a first-person approach to holistically support youth. This study also highlights the importance of utilizing an asset-based framework to interpret these experiences and promote Latino and Black male college students to mentor local youth of color → setting them up to be community change agents.

There is a critical mentoring framework, conceptualized by Weiston-Serdan (2017), informed by the following: 1) intersectionality; 2) culturally relevant practices; and, 3) youth empowerment. Critical mentoring is tied to a liberatory process aimed to "help people identify and work collectively in a joint struggle for transformation." Furthermore, "Weiston-Serdan theorized that mentoring must be youth centric, culturally relevant, and community centered" (214). This type of framework can be relevant to inform the training of mentors in CALY's program, or design some of the program objectives. The findings can also give college students an idea of how others have approached or experienced mentoring youth of color.

The following quotes are also relevant: "Black and Latino males have deep empathy, care, and love for themselves and for male youth of color." Also, "the authors believe that their role as mentors, and their critical mentoring approach, are underappreciated and undertheorized in educational research" (226)

This source is relevant to this project because it focuses on college students mentoring youth of color with a culturally relevant theoretical framework and it is very recent, even though the institutional type is different.