

Annotation handout for students

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Abstracting text, or marking pages with notes, is an excellent, if not essential, way to make the most of the reading you do for college courses. Annotations make it easy to find important information quickly when you look back and view the text. They will help you learn both the content and the organization you've read. They provide a way to start interacting with ideas and questions directly through comments, questions, associations or other reactions that happen to you as you read. In all these relationships, text annotation makes the reading process active, not only as a background for writing assignments, but also as an integral first step in the writing process. A well-annotated text will accomplish all of the following: clearly identify where in the text important ideas and information are arranged to express the main ideas of the text to trace the development of ideas/arguments throughout the text to introduce several thoughts of the reader and reactions Ideally, you should read the text once before the main annotations. You may just want to circle an unfamiliar vocabulary or concept. This way you'll have a clearer idea of where the basic ideas and important information in the text are, and your annotations will be more effective. A brief description and discussion of four ways to annotate the text - singling/emphasis, paraphrasing/summary of core ideas, descriptive sketches and comments/responses - and an example of annotated text followed by: HIGHLIGHTING/UNDERLINING Highlighting or emphasizing keywords and phrases or basic ideas is the most common form of annotating texts. Many people use this method to make it easier to consider stuff, especially for exams. Highlighting is also a good way of selecting a particular language in a text that you can quote or quote in a part of the letter. However, overuse of the selection is unreasonable for two reasons. First, there is a tendency to provide more information than is necessary, especially if it is done in the first reading. Second, selection is the least active form of annotation. Instead of starting to think and interacting with ideas in texts, singling out can be a delay in this process. On the other hand, selection is a useful way of marking parts of text that you want to take notes about. And it's a good idea to highlight the words or phrases of the text that are mentioned in other abstracts. PARAPHRASE/SUMMARY OF MAIN IDEAS goes beyond finding important ideas to be able to capture their meaning through paraphrasing is a way to strengthen your understanding of these ideas. It's also a great preparation for any email you may have to do based on your reading. A series of brief notes on the margins next to important ideas gives you a handy resume right on text itself, and if you can take the essence of the sentence or or and condense it into a few words, you should have little trouble clearly demonstrating your understanding of the ideas in question in your own writing. Descriptive plan DESCRIBING the organization of the work, breaking it down to show where ideas are introduced and where they are developed. The descriptive circuit allows you to see not only where the main ideas are, but also where the details, facts, explanations and other types of support for these ideas are. The descriptive plan will focus on the function of individual paragraphs or sections in the text. These features may include any of the following: generalizing the topic/argument/etc. introducing the idea of adding explanations, giving examples of providing factual evidence of an extension or limiting ideas considering the opposite view of dismissing the opposite view of creating a transition stating the conclusion this list is hardly exhaustive, and it is important to recognize that some of these features can be repeated in the text, especially those that contain more than one important idea. Creating a descriptive circuit allows you to follow the construction of the writer's argument and/or the process of his/her thinking. This helps determine which parts of the text work together and how they do it. YOU can use an annotation to go beyond understanding the meaning of text and organization, mutilation of your response - consent/dissent, questions related to personal experience, communication with ideas from other texts, class discussions, etc. Print This page contribute to ReadWriteThink/RSS/Frequently Asked Questions/Demonstrations site/Contact us/About Us ReadWriteThink can't publish all this great content without literacy experts writing and reviewing for us. If you have lesson plans, videos, activities or other ideas that you would like to contribute to, we'd love to hear from you. Learn more about the latest professional publications, learn new techniques and strategies, and how you can connect with other literacy professionals. More Home - Cool Resources - Lesson Plan Lesson Put Things in Your Own Words and Draw a Connection with What You Know and Wonder/Ligt; The Table Below demonstrates this process through a tutorial geography excerpt (Press 2004): General concern about annotation texts: It takes time! Yes, it can, but this time is not lost - it is invested. Spending time to annotate at the front end does two important things: It saves you time later when you learn. Your annotated notes will help speed up exam preparations, because you can view critical concepts quickly and efficiently. This increases the increase chances are that you will save the information after the course is over. This is especially important when you are supplying the building blocks of your mind and future career. The latest tip: Try to separate the reading and annotation processes! Read the text quickly and then go back and annotate. Work advice: Nist, S., Holshukh, D. (2000). Active learning: college success strategies. Boston: Alyn and Bacon. 202-218. Simpson, M., th Nist, S. (1990). Annotation textbook: An effective and effective learning strategy for college students. Reading in the journal. 34: 122-129. Press, F. (2004). Understanding the Earth (4th Ed). New York: W.H. Freeman. 208-210. This work is licensed under the Creative Commons Attribution-Non-Profitt-NoDerivs 4.0 License. You can reproduce it for non-commercial use if you use the entire handout and source attribute: The Training Center, the University of North Carolina at Chapel Hill Make a Gift What is the hypothesis and what can you do with it? This semester we will use the annotations and bookmarking tool Hypothesis. The free open source tool is very easy to use and has apps that are great for writing classes. The hypothesis is a web browser extension that allows students (and you) to annotate online documents (web pages, PDF and Word docs.) These annotations can be shared and seen by everyone, or just people in the group you (or your students) create. For more information on The Hypothesis that it is used for, and the philosophy behind it, see here are some things you can do with the hypothesis in your class: Use it to read and analyze texts together. You can assign students to look for keywords, research links in the text, identify strategies, etc. The work they do will be related to the text, and as students move on to draft documents, they can return to the work done by everyone. They might even bring this to their newspapers. Students can map out the text (annotate rhetorical movements) and share annotations with everyone in the class. The response of each (or each group) to the text will be recorded. In addition, students can respond to an annotation by helping to facilitate conversations around texts. Provide model readings of the text by sharing annotations with the class. You can also show how other expert readers have annotated texts, speeches, books, etc. Some of the texts we will read this semester have been annotated. For example, if you look at Carr's Google making us stupid? You will see a scientist recorded his answer on the sidelines. (You'll need to add an extension to see it). Political speeches are beginning to be publicly annotated by scholars. For example, sociologist Tressy Macmillan Cottom annotated Michelle Obama at the Democratic National Convention conjecture. You can comment on the work of students online. For example, if you ask students to submit their work on a blog, you can comment on blog posts and students will see it. You can set up groups so that only some students (or only one) can see your comments. You can also have students comment on other students' blog posts. This animated video explains Hypothes.is it has become and the vision of the developers for this tool. Screenshots of students and scientists using Hypothes.is Below you can see screenshots of three examples of annotation texts that we used in our first year of writing classes: Using Hypothes.is to study annotation and digital literacy One of the reasons we will experiment with the hypothesis is that it embodies some of the ideas and principles that the authors discuss. For example, Clive Thompson talks about the importance of social thinking and network reading and writing. At the end of his chapter, he asks, What tools will create new forms of public thinking in the future? Marginality can become a new type of social thinking, with clever comments from other readers becoming part of how we make sense of the book. Thompson also discusses how reading and writing become mixed, and quotes literacy theorist Debbie Brandt: People read in order to generate writing; we read from the writer's pose. The hypothesis helps to make some of these ideas specific and also allows us to evaluate them. The hypothesis is an example of a wave of new tools and experiments with social reading and writing. Here are a few other examples: How to use Hypothes.is's Guide to Students' Guide to Teachers Fast and Dirty Guide for Teachers: See . The longer the answer. The home page for Hypothes.is is . The easiest way to use the tool is to go to your homepage Hypothes.is, download the extension and add it to the Chrome web browser (or Firefox with a bookmark - see below, other browsers don't work). On Hypothes.is there is a Set button that will add an extension to the Chrome browser. You can also Hypothes.is with the Firefox browser, but you'll need to add a bookmark instead of an extension. The bookmark is also on the homepage (look for a link under the Set button). Note that the bookmark doesn't seem to work well with other browsers. You will need to send your email address to get an account and get started. Using it is quite simple. Once you've installed his badge at the top of your browser. You may have to click on the icon if it is shaded and therefore not active. After that, as soon as you visit the web page and select the text, click on an expansion, and the menu will appear away from the web page (you may need to press the expand button to get it out completely). You will see an annotate and highlight the tool. If you choose to annotate, you'll be able to tag the page and insert notes. If someone has already made a comment, you can respond to it. Hypothes.is write you a summary of your annotations. If you create a group, it will also email you annotations made by others. There is a very useful page with help for teachers who want to use the tool in the classroom. Cm. I especially recommend you learn how to use groups: If you want to explore the tool further, here are some other useful resources: For modeling assignments, product tutorials, teacher reviews, and more, visit the Teacher Resources Guide. Encourage your students in the Student Resource Guide for Student-Centered Materials, from tips on best annotation practices to inspiring poetry about marginalized resources. Where and how to use the hypothesis in your RWS100 class We suggest you introduce students to the tool in the first few weeks of the semester when you are studying short texts in class. Ask students to map out online text in groups, or to find and annotate basic claims, evidence, appeals, strategies, etc. Does the schedule or abstract matter on the Internet and in public? Students will post some (or all) of their homework on their blogs. If at some point you want to share or discuss some of these homework before class, you can select excerpts from student blogs using a hypothesis (you can also tag them). From your Hypothesis account you'll be able to click on each highlighted item and go straight to the blog aisle so you can talk quickly about the section with the class. Once students have posted some homework or reading responses to their blogs you can give them feedback by updating them on how this happens. If you also give feedback on their homework using a print/pen, you can ask them to think about the difference (if any) it does. Once you have started reading Thompson you can talk about Hypothesis and similar tools and sites mentioned above (Rap Genius, Medium, etc.) and the extent to which they illustrate or support Thompson's claims. When students start developing part of their work Thompson so they give feedback through The Hypothesis. For students to compile a significant portion of the peer through the hypothesis for at least one paper. When they later do a review using paper, ask them to think about the differences. Give feedback on one of your conjecture. If you later give feedback using paper, ask them to think about the differences. Once you started reading Carr ask students whether tools such as Hypothesis address some Carr describes the problem. That is, if a person reads actively, annotating, making connections and seeing how others responded, does it help with Carr's problems outlines? Once you started reading Boyd ask students if tools such as the hypothesis have a place in her ideas about digital literacy. Literacy. annotation handout for students pdf. annotation handout for high school students

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