



# Reading Strategies and Social Annotation in the Composition Course

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# Agenda

- Defining social annotation
- Theoretical framework
- Social annotation affordances
- Social annotation in FYC study
- Demonstration
- Best practices
- Discussion

The screenshot shows a web browser window with the Hypothesis extension active. The main document is on page 334, titled "WHAT YOU SHOULD KNOW ABOUT DESIGN CHOICES AND FEATURES". The text discusses design elements like font choice and structure. Annotations are visible in the right-hand sidebar, with three distinct notes from "ENG 125 008 Winter 2017" dated Mar 15. The first annotation highlights a sentence about design options. The second annotation discusses "subtle variations in text" in research sources. The third annotation notes that graphs can be beneficial but are not substitutes for actual writing.

334 Michael J. Klein and Kristi L. Shackelford

An often-overlooked element of design is the visual treatment of text itself. In this definition of text, text does not include your word choice or the structure of your argument. Instead, it refers to the look of the words on the page. Are all the fonts the same? Are key ideas written in a text larger than other text? Are some words in bold? All of these choices influence the way your document looks and is perceived by your readers. Depending on the type of paper your instructor has assigned and the preparation rules or style guide required, subtle variations in text might be your only design option.

In a typical first year writing course, you'll be focusing—of course—on writing. If the intent of writing is to communicate an idea, the way you present your writing is also important. You can greatly improve a standard research paper on climate change with the addition of an image showing differences in ice caps over a period of years. You can strengthen data supporting your position in an opinion paper if you present it in a graph rather than a narrative format. However, include graphics in written assignments with care: they should supplement, not replace, your writing. When you are creating, don't think of design features as only images. Remember that visual design applies to the style of the text you use to convey ideas. The remainder of this chapter focuses on the use of text as a design element.

**WHAT YOU SHOULD KNOW ABOUT DESIGN CHOICES AND FEATURES**

ENG 125 008 Winter 2017 Mar 15  
Depending on the type of paper your instructor has assigned and the preparation rules or style guide required, subtle variations in text might be your only design option.

While I want to understand and learn from the writer's ideas, but as a science major this has never not been the case for my papers.

ENG 125 008 Winter 2017 Mar 15  
Depending on the type of paper your instructor has assigned and the preparation rules or style guide required, subtle variations in text might be your only design option

I've seen some of these "subtle variations in text" in my secondary research sources, as authors use text size and font to organize their content and make everything look and flow better. This is certainly something I will take away when writing my own paper, as a 10 page paper will need some visual stimulation to appeal to the readers and make them keep reading.

ENG 125 008 Winter 2017 Mar 15  
You can strengthen data supporting your position in an opinion paper if you present it in a graph rather than a narrative: ... More

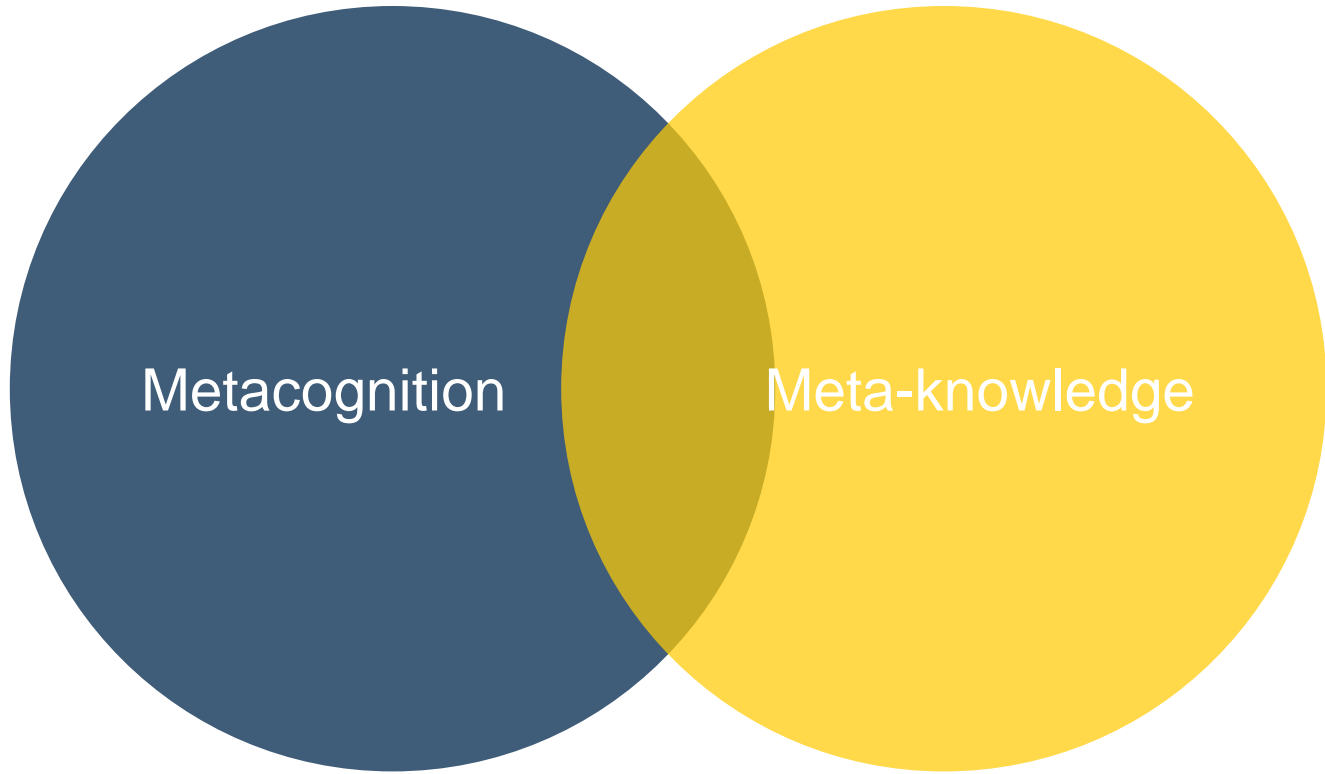
I think it is important to note that while graphs can be beneficial, they are not a substitute for actual writing. I think the this is an important almost "Counter Argument" being refuted within the rest of the text.

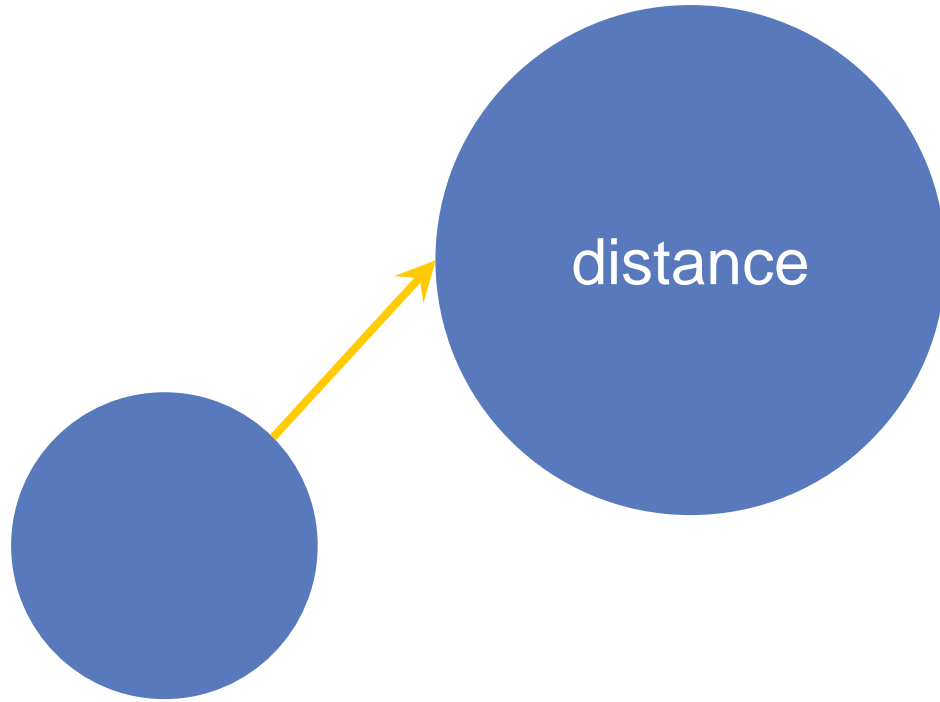


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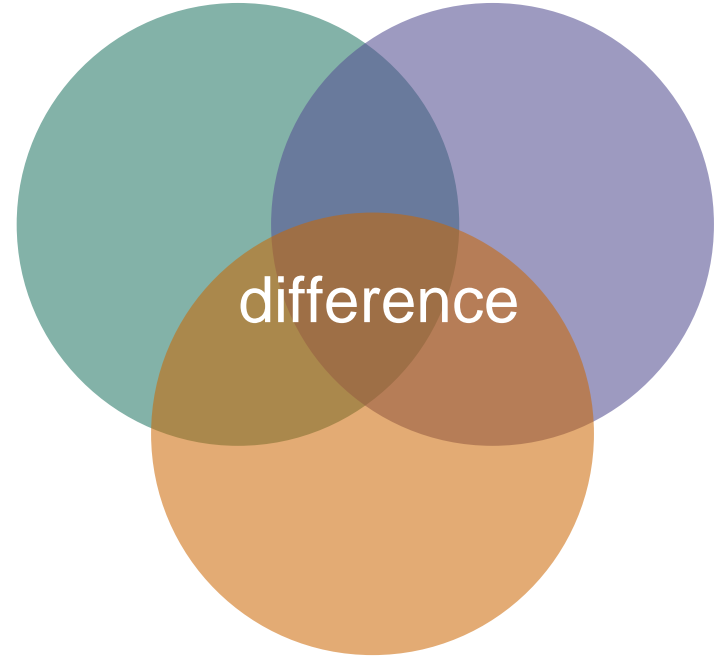


explicit  
visible





(Pintrich, 2002)



(Adler-Kassner, 2012; Edwards, 2015; Lockhart & Soliday, 2015)

# Social annotation affordances

## Seeing from a distance

- “I’ll just look at what I’ve been thinking about” (Lockhart & Soliday, 2016, p. 30).
- Tags track patterns across texts

## Seeing difference

- Compare expert, peer, and own readings in the margins
- Replies allow conversations to develop



# Context of Study

## FYC: Writing and Academic Inquiry

- Reading-related course outcomes:
  - Comprehending content
  - Analyzing rhetorical strategies
  - Adapting reading for specific purposes
  - Using ideas from course readings to support own arguments
  - Situating own writing in conversation with other texts

## Participants

- 8 female, 5 male
- 6 freshman, 4 sophomores, 2 juniors, 1 senior
- 10 L1 speakers, 3 L2 speakers
- 7 white American, 3 Asian American, 3 Chinese international

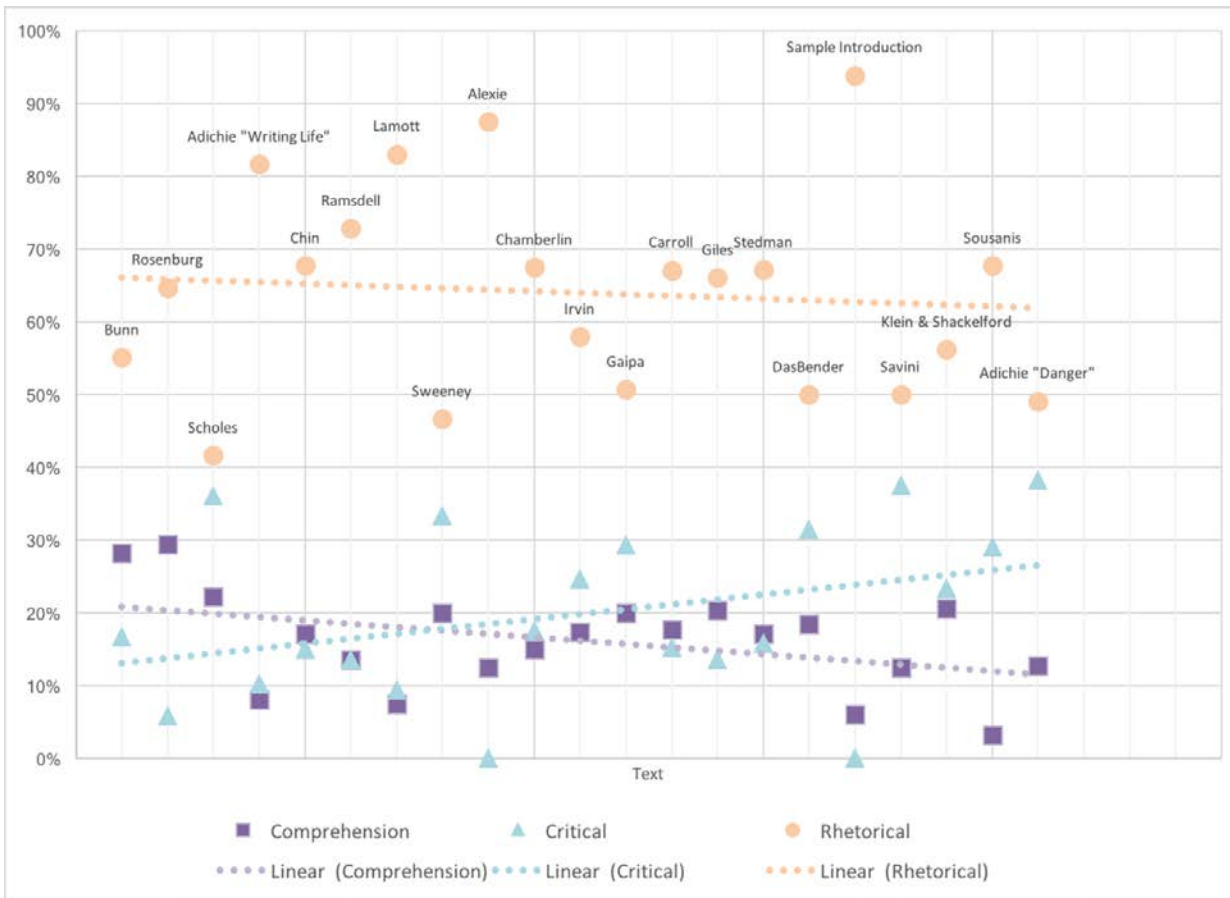




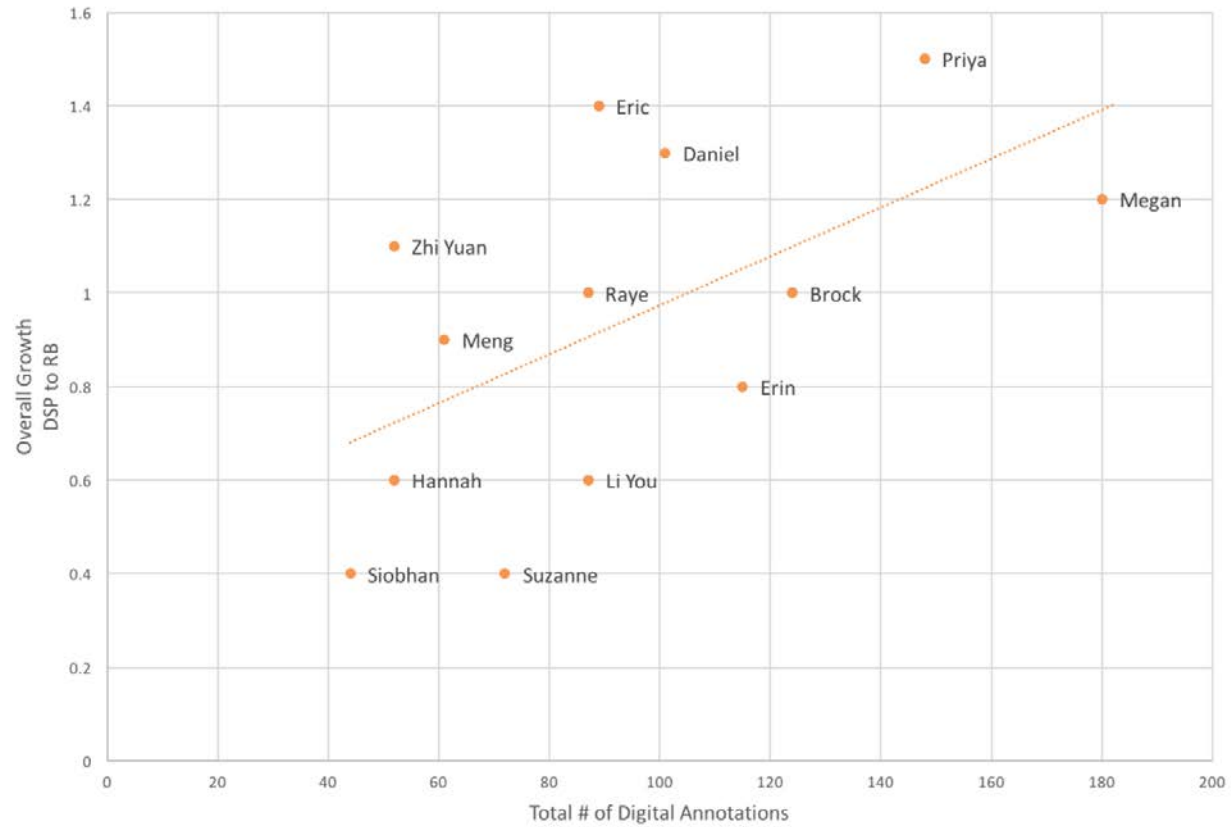
# Methodology

- Hypothes.is embedded in university LMS
  - 1,192 annotations archived
- Coding
  - Relationships
    - “the author”, named, none
    - “the reader”, specific, self, none
  - Ways of reading
    - Comprehension, critical reading, rhetorical reading
- Correlation with course outcomes
  - Directed self-placement (pre-assessment)
  - Research-based argument (3<sup>rd</sup> unit)





Quantity of Annotations and Writing Growth



# Emergent themes

## Text-centered Relationships

- Audience awareness
- Peer/teacher reading annotations?
- Amplification of peer responses

## Metacognition

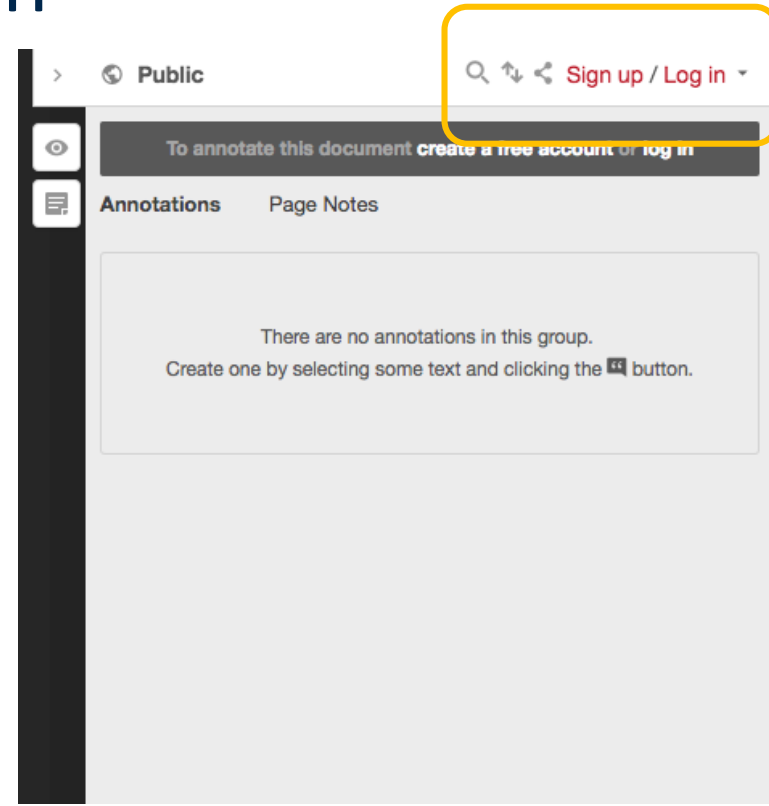
- “Seeing their ideas and different perspectives helped me to see something that I maybe missed while reading.”
- Authority to annotate for own purposes

## Meta-knowledge

- “I am making the goal to do research on the genre and audience of my assignment in order to make it as persuasive as possible.”
- Expectations of genre and writing in intended fields

# Practicing Social Annotation

1. Go to <https://goo.gl/CbQLLB>
2. Create a Hypothes.is account.
3. Select some text and add an annotation.
4. Try replying to another annotation.



# Recommendations for best practices

- Limit group sizes (3-5 members)
- Encourage replies
- Tag annotations with course topics
- Offer feedback on reading strategies
- Use controversial moments in class discussions
- Provide opportunities for rereading annotated documents
- Choose the annotation tool that best suits your students and instructional purposes:
  - Ponder.co, Hypothes.is, Diigo, Google Docs



# Contact me

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