**South Carolina Technical College System, Fall 2017 Faculty Institute**

“Strengthening the Core: General Education Curricula in the SCTCS”

October 26-27, 2017 | SCETV (1041 George Rogers Blvd)

**“Annotation Practices and Student Success in Writing and Reading”**

 Thursday, October 26, 1:15pm to 3:45pm

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***Session Agenda***

**1) Introductions**

**2) Brainstorm/PRE-WRITE:**

* ***Questions to consider:*** In your teaching, do you see writing and reading as connected? If so, how so? If not, how so?
* (*this writing will remain private*)—when we’re done, we’ll set this writing aside
* 4-5 minutes

**3) Establishing Challenges:**

* Turn to a neighbor or two, and **DISCUSS**—what are some challenges you see in your students’ reading and/or writing?
* After you’ve had time to discuss: each person can **describe on a post-it** 1 challenge they discussed (feel free to contribute more than one!)—*we’ll collect these somewhere*

**4) Driving Claims of the Session:** *Annotation Methods for Student Success*

* *My general pitch* 🡪 *We can increase student success when we*:

 1) Pay ***attention*** to reading practices and make **reading/writing connections** *explicit*

 2) Deploy ***annotation methods***—broadly construed and as a central ***writing*** practice—to make those connections

* Define working (and expansive) notion of ***annotation—****what do I mean by “annotation”?*

**5) Mini-Lecture Presentation:** *paying attention to reading and R/W connections*

 **SHORT BREAK**

**6) Annotation Activity**

**7) Mini-Lecture Presentation:** *Annotation as* Writing *Practice*

**8) Returning to the CHALLENGES: the post-its—***select a post-it and write about either question*

* **After we write, we’ll discuss as a group. Consider:** How can (and what kind of) annotation practices can help address some of these challenges in our students’ reading and writing? What do you see as the potential for annotation practice in your own classes?

**9) Reflect/POST-WRITING**

* Return to the writing you started with, **how has your perspective changed? AND/OR what are you taking with you from the work in this session?** (private but, if time, I welcome your thoughts)

**(Briefly Annotated) Works Cited**

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1) Bazerman, Charles**. “A Relationship between Reading and Writing: The Conversational Model.”**

*College English*, vol. 41, no. 6, Feb. 1980, pp. 656-661.

* To “prepare our students to enter into the written interchanges of their chosen disciplines and the various discussions of personal and public interest, we must cultivate various techniques of absorbing, reformulating, commenting on, and using reading” (658)

2) Foster, David. **“Reading(s) in the Writing Classroom.”**

College Composition and Communication, vol. 48, no. 4, December 1997, pp. 518-539.

3) Horning, Alice S and Elizabeth W. Kraemer. ***Reconnecting Reading and Writing***.

Parlor Press and the WAC Clearinghouse, 2013. https://wac.colostate.edu/books/reconnecting/ (\*\**open access )*

* *This book proceeds from the observation that for most of its (and as a cause of its) expansive cross-disciplinary histories, reading and writing have been most often researched, theorized, and taught separately. This recent volume aims to rejoin writing and reading in college instruction especially.*
* See especially: **“Writing and Reading Across the Curriculum: Best Practices and Practical Guidelines.”** Alice S. Horning, pp. 71-88—“Reading is clearly the key to work in writing, and to courses and in every discipline. If students want to be successful in college and in their professional lives, more and better reading, together with writing, is essential” (88)
* See especially: “**A Historical and Theoretical Review of the Literature: Reading and Writing Connections.”** Allison L. Harl, pp. 26-54 Harl tracks this relationship historically using three (overlapping models: 1) production/consumption model, a more outdated view which sees r/w as an either/or— “Meaning was found through reading texts, and created by producing them” (28); 2) both R/W are producing processes (constructing meaning); 3) both R/W are consumption AND production processes—meaning is defined through indistinct reflexive and active processes

4) Jamieson, Sandra. **“Reading and Engaging Sources: What Students' Use of Sources Reveals About Advanced Reading Skills.”** *Across the Disciplines: a Journal of Language, Learning and Academic Writing*, vol. 10, no. 4, 2013, Web.

* “One genre of writing in which reading is essential is the college-level researched paper”
* “Similarly, if they tend to work from sentences rather than extended passages, as do 93.7% of the 1,911 citations in the sample, we might conclude that students are less likely to be able to understand the larger concepts in the texts they read, or to be able to assess how an argument unfolds, how sources are in dialogue with each other, or how the author uses an accumulation of references and sources to further a position of his or her own, or support, challenge, or revise a position or interpretation presented by another scholar.”

5) Jolliffe, David A. **“Learning to Read as Continuing Education.”**

*College Composition and Communication*, vol. 58, no. 3, 2007, pp. 470–94.

* *A useful, argument-driven book review essay about reading in college*
* “Students have to read in college composition, but rarely does anyone tell them how or why they should read” (474)

6) Kamara, Samuel. **“Exploring Marginalia: The Intersection Between Reading and Cognition.”**

*The Grassroots Writing Journal*, vol. 4, no. 2, Spring 2014, pp. 19-25. Web.

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**(Briefly Annotated) Works Cited (*cont.*)**

7) Langer, Judith A. and Sheila Flihan. **“Writing and Reading Relationships: Constructive Tasks.”**

*Perspectives on Writing: Research, Theory, Practice*. Roselmina Indrisano and James R. Squire, Eds. International Reading Association, 2000.

* Available in excerpted form here: http://www.albany.edu/cela/publication/article/writeread.htm
* “Together, the work on reading and writing processes indicates that writing and reading are deeply related activities of language and thought that are shaped through use.”

8) LeVan, Karen Sheriff and Marissa E. King. **“Self-Annotation as a Course Practice.”**

*Teaching English in the Two-Year College (TETYC)*, vol 44, no. 3, 2017, pp. 289-305.

9) Rao, Deepa. **“What Can We Learn from Developmental Reading Research in Postsecondary Education?”**

 A NCTN Research to Practice Brief. *National College Transition Network*.

* http://www.collegetransition.org/promisingpractices.research.developmentaleducation.html
* *An emphasis on CONNECTING R/W (through writing ABOUT texts, responding to questions, and annotating reading experience with DOUBLE ENTRY NOTEBOOK) + an emphasis on METACOGNITION and self-regulation*

10) Salvatori, Mariolina. **“Conversations with Texts: Reading in the Teaching of Composition.”**

*College English* 58.4 (April 1996): 440-454.

11) Shanahan, Timothy. **“The Reading-Writing Relationship: Seven Instructional Principles.”**

*The Reading Teacher*, vol. 41, no. 7, March 1988, pp. 636-647.

* This article is focused more on children and acquisition, but I find especially useful Shanahan’s point about *making explicit in discussion and practice* how reading and writing processes are related, similar, etc.

12) Yancey, Kathleen Blake. ***Reflection in the Writing Classroom***. University Press of Colorado, 1998.

13) Yancey, Kathleen Blake and Irwin Weiser, eds. ***Situating Portfolios: Four Perspectives***. Utah State UP, 1997.

**Texts on Annotation (especially geared toward literature-oriented courses):**

* Sam Anderson, “What I really Want is Someone Rolling around in the Text”
	+ - http://www.nytimes.com/2011/03/06/magazine/06Riff-t.html
* Rachel Manwell, “To Note or Not to Note: How Marginalia Changed the Way I Read”
	+ - https://bookriot.com/2013/06/21/to-note-or-not-to-note-how-marginalia-changed-the-way-i-read/
* NY Times Blog Post: “Briefly Noted: Practicing Useful Annotation Strategies”
	+ - https://learning.blogs.nytimes.com/2011/03/07/briefly-noted-practicing-useful-annotation-strategies/
* “Twelve Ways to Mark up a Book”
	+ - http://hwebbjr.typepad.com/openloops/2006/02/twelve\_ways\_to\_.html
* Billy Collins “Marginalia” : https://www.poemhunter.com/poem/marginalia

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**FURTHER RESOURCES**

**Digital Annotation TOOLS:**

* **Hypothe.is**: https://hypothes.is/welcome/138fa40691258616
	+ Add on to Chrome, lets you see public comments, potentially share them, account required.
	+ No frills, organized comments
* **Bounce**, https://www.bounceapp.com/posts/new?screen\_id=679059
	+ insert a URL and get a scrollable screenshot. Insert notes, share the noted version. No registration required.
* **Google Docs**

**Other Resources:**

* Mark Pennington, **“Twelve Tips to Teach the Reading-Writing Connection,”** *Pennington Publishing Blog*
* http://blog.penningtonpublishing.com/reading/twelve-tips-to-teach-the-reading-writing-connection/
* Straightforward, highly useable tips linked to strategies (I especially value the Rhetorical Stance and Metacognitive Strategies)
* Consalvo, Annamary L. and Diane L. Schallert. **“The Reading-Writing-Thinking Connection : How Literacy and Metacognition Are Mutually Interdependent.”** *Improving Reading Comprehension through Metacognitive Reading Strategies.*  Kouider Mokhtari, ed. Rowman and Littlefield, 2017.
* McWhorter, Kathleen T. ***Reading Across the Disciplines: College Reading and Beyond***. Pearson, 2014.
* Example Contents: Pt. I. A handbook for reading and thinking in college -- 1. Active reading and thinking strategies -- 2. Vocabulary building -- 3. Thesis, main ideas, supporting details, and transitions -- 4. Organizational patterns -- 5. Textbook learning strategies -- 6. Making inferences -- 7. Critical reading -- 8. Reading and thinking visually -- Reading and analyzing photographs -- Reading graphics -- Tables -- Graphs -- Charts -- Diagrams -- Maps and time lines -- Infographics: combines photos, charts, and diagrams, etc.



* **Annenberg Learner Course: “Reading and Writing in the Disciplines”**
	+ https://www.learner.org/courses/readwrite/about.html
* This video course is geared toward middle and high schools, but demonstrates and accessibly describes the trend toward disciplinary literacy attention and the connections among read/write processes.
* Lee, Carol D. **“Reading in the Disciplines: The Challenges of Adolescent Literacy.”** Final Report from Carnegie Corporation of NY’s Council on Advancing Adolescent Literacy.
* https://www.carnegie.org/media/filer\_public/88/05/880559fd-afb1-49ad-af0e-e10c8a94d366/ccny\_report\_2010\_tta\_lee.pdf
* **“Integrating Attention to Reading in Courses Across the Curriculum”:** a Handout for Professional Development, Ellen C. Carillo, from Carillo, Ellen C. *Securing a Place for Reading in Composition: The Importance of Teaching for Transfer*. Utah State UP, 2014. ***See Below*.**