Social Annotations with 1+2 (Student-centered language on my Blackboard account)
Timothy Oleksiak, Assistant Professor, Department of English, UMass Boston

Our course textbook and several of the readings I have assigned will be available on Perusall. I choose this program because it also allows us to read collaboratively. To do so, you will first need to create a Perusall account. You may sign in to Persuall using a Google Account, Facebook account, or Twitter, too.

Next, you can find our course using **[insert unique code]**.

You will find a list of readings that we will do during the course of the semester. We are going to following a 1 + 2 model of reading and response.

Before you annotate the readings for class discussion, please read the assigned text completely. You may want to take notes in your own notebook before commenting on Perusall.

When you have read the text, you should annotate each reading with a question or comment that does any of the following:

- Articulates a confusion about the text and what is causing the confusion
- Opens the text for further discussion
- Challenges an idea of the text
- Links to other concepts we've read about or discussed
- Offers your insight into what the highlighted passage helps us think more deeply about

This is not the only thing you can do with annotations, but it is a good start. Remember that these collaborative reading assignments work best when we collectively try to understand the text and how it is working. Your personal reactions to the text are fine, but you should ask what such comments do for other readers who are trying to understand the text.

After you post at least 1 comment (you may post more), you will then need to respond to at least 2 different comments from another colleague. Your responses shouldn't be focused on disagreement. This of this as a "yes... and" rather than a "no... because."
I will make comments generally on the types of annotations I see during our class discussions and will make suggestions as needed to the class or directly to you. The point is that we get better and offering aid and support to each other as we learn more about how to create and consider multimedia texts.

Rationale Behind Activity:
This activity for reading assignments has a three-fold purpose.

First, this is a practice of distributed knowledge. We can learn together using the resources that we already have. Additionally, I use the responses during the 1+2 to guide my lectures, think about other resources for you, and to make class more than a

conversation that summarizes the reading. You might find that reading socially can help you think through difficult passages before we even discuss it during our class. Second, 1+2s function as a way for those of you who are absent to stay engaged in the conversations remotely. Though there will be due dates for your 1+2 on a particular reading, you can access our account any time that fits your schedule. You can return to these conversations and keep them going until a complication or tricky passage is figured out *and we can help* you in that figuring out process!

Third, this is a perfect way for folks who listen in class more than they talk to demonstrate your engagement with course material. If you don't like talking in class or learn best by listening and taking personal notes, you may do more than the required 1+2 to indicate that you are actively engaged with our community this semester.