

Active Reading: Syllabus Statement

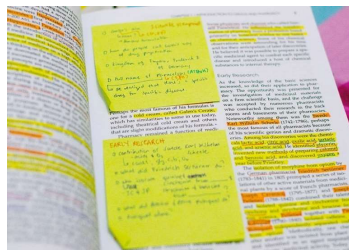
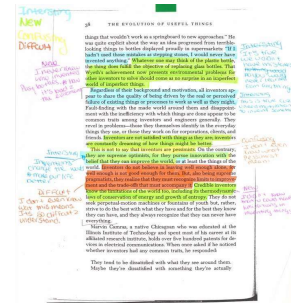
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Reading Annotation Guidelines: Becoming an Active Reader

All of us—students and instructor—will be actively learning in this course. We will teach each other and learn from each other as we co-create our learning community. **The practice of co-creation requires full participation, and I am interested in being in a class in which everyone is prepared, curious, and engaged.** To facilitate everyone being fully engaged, you must annotate ALL required texts (articles, chapters, and books). I believe annotations help students understand the texts on a deeper level and serve as the analytic foundation for our fishbowl dialogues, class discussions, media analysis, and final projects.

1. Note the main argument/thesis—in your own words—in the margins or on a sticky note.
2. In the margins or on a sticky, jot down the main ideas key of paragraphs or sections to help you recall information quickly.
3. At the end of a section (or page), summarize the main idea and note how the reading connects to course themes.
4. Highlight new terms and concepts and write the definition in the margins or on a sticky.
5. Highlight passages and note why the passage engaged you. Or, raised questions for you.
6. Highlight passages and/or concepts that connect with other readings.
7. On a sticky, write down three or four questions that will help you participate in class discussion.



You will have five scheduled annotation checks, but additional checks are also possible. In order to earn full credit, you must have detailed annotations. *This means picking up a pen and using it while reading.* Highlighting alone is not enough.

3 = Competent work that demonstrates rigor and a serious commitment to annotating assigned texts (with specificity and detail). See examples in these photos.

1 = Novice work that fulfills few of the requirements and shows limited effort.



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