ANT 261: Science, Policy, and Society
Spring 2019: Monday, Wednesday, Friday 11:30 - 12:20 am, Studio D

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Annotations and Hypothes.is Guide

In lieu of typical response or reflection papers, we will be using web-based browser tool called hypothes.is. for you to make annotations on my lectures. Hypothes.is allows people to highlight and annotate any online text; annotations can be public (visible to the world who has a hypothes.is account) or limited to a private group. In this class, your annotations will only be visible to everyone in our own private group. Think of annotations as group reading and commenting; one student likes to think of Hypothes.is as a "literary Facebook" http://hypothes.is/blog/undergrad-shannon-griffiths-on-using-hypothesis-in-the-classroom/.

Annotations are 10% of the overall grade, but will essentially be graded pass/fail – if you write thirteen good annotations (one for each week, starting in the second week), the grade will be neutral with respect to your other grades. Overall, they serve as a diagnostic for me to help me see how much you understand the reading and the concepts that we will discuss in class.

A good annotation will not be more than one paragraph; it can be one or two sentences as well! For purposes of this class, there are three types of annotations:
1. *Reflection*: These are comments that relate something from the text to a situation that you have experienced or encountered in your studies. A good reflection annotation will relate something from the lecture text *and* reading to the particular situation. "This is like walking up the hill." alone is not a good reflection annotation.
2. *Critique*: These are comments that critique something in the lecture text and/or readings for that day. A good critique annotation will be specific in the concept that is being critiqued, with identification of the particular concept and why you think it is off. "This sucks." alone is not a good critique annotation.
3. *Comment*: You can also provide an annotation of another student's annotation (keeping our standards of community in mind); these can either be *reflection* or *critique* annotations. Again, particular citations from the readings and/or lecture text (but formal citing guidelines are not required here) help make for a strong *comment* annotation.

Annotations should be clear and concise; you should not spend more than 15 good minutes writing an annotation. This of course does not include the time you spend reading the class material and the lecture text.

If you have any questions, please don't hesitate to contact Fuji or James Sponsel (jasponsel@davidson.edu) from the library for help.