

## How to Write Good (Perusal) Annotations

Most common types of annotations: asking and answering questions.

Type	How to write this type of annotation	High quality examples from students
<b>Ask a question</b>	<ul style="list-style-type: none"> <li>State what you understand as well as what you don't. For example: "I understand ... but I don't understand ..."</li> </ul>	<p><u>I understand</u> that the grade changes, <u>but I don't understand</u> the process. Can someone explain it again?</p>
	<ul style="list-style-type: none"> <li>If possible, suggest answers to your question. E.g., "I don't understand why .... Could it be because ...?"</li> </ul>	<p><u>Why would we</u> read something that's mostly for faculty? <u>Is this practice</u> for reading difficult texts?</p>
<b>Answer a question</b>	<ul style="list-style-type: none"> <li>Answer the question clearly and concisely.</li> </ul>	<p>Hi @Jon, good question. The prof says it's our choice about which genres to use for your project. The important consideration is which one would your audience relate to best. For example, kids like images; adults like charts full of numbers. So a video for the first, an informative article for the second.</p>
	<ul style="list-style-type: none"> <li>If the help-seeker has also proposed an answer, evaluate the answer, providing additional explanation.</li> </ul>	<p>I think you somewhat answered your own question, @Peng. Yes, it is for being more specific in terms of audience. Climate change is a huge topic, but how rising oceans are going to affect NYC is specific and, not coincidentally, easier to write.</p>
	<ul style="list-style-type: none"> <li>Refer the help-seeker to another part of the text or provide a link to another helpful resource (e.g. , a video) – but also provide an explanation in your own words.</li> </ul>	<p>@Sophie, here's a link to a video explaining the idea of exigence really well! Basically, it means the urgent reason behind creating a text.</p>
	<ul style="list-style-type: none"> <li>Speak directly to the "asker," remembering that they are a person. For example, use their name and give a positive comment. These are the "fun" comments!</li> </ul>	<p>@Natalie, that is so helpful! I had the same experience @Selim. Scared me, too!</p>

Other types of annotations:

Type	How to write this type of annotation	High quality examples
Clarify	<p>Explain differently:</p> <ul style="list-style-type: none"> <li>Find different/new ways of expressing an idea, don't just shuffle words around.</li> </ul>	So what the text is saying is that superstitions can topple a whole government.
	<p>Summarize:</p> <ul style="list-style-type: none"> <li>Restate the key ideas from a section of the text in your own words, leaving out the less important details</li> </ul>	We need to know that rhetorical situations involve more than just the text. They're also audience and author and purpose. And we need to take them all into account when we're creating that text.
	<p>Give additional useful info:</p> <ul style="list-style-type: none"> <li>Provide info to help clarify what is meant, e.g. give missing info or extra examples</li> </ul>	Here's a chart about nut grafts that I got in my high school journalism class. I think it helps explain focus in a very clear way.
Connect	<p>Connect to another part of the text or another part of the course. Explain why you made the connection, what's important about it.</p>	I find this part of the video really connects with the Amy Tan reading. They both talk about how hard it is to deal with the whole idea of Standard Written English.
	<p>Connect to other courses, even if (especially if) those other courses aren't English classes.</p>	My psychology class is talking about how language affects our self-image. I'm beginning to see that now. Who knew!
	<p>Connect to your life. What does this remind you of?</p>	This is really cool! Our debate coach in high school used to record us and play it back for us to see what we did well and what we were terrible at. So... metacognition! We need to think back on stuff so we can do better next time.
Extend	<p>Take the ideas beyond what is expressed in the text or build on a classmate's ideas.</p> <ul style="list-style-type: none"> <li>Give extra explanation or question going beyond what is taught in the text.</li> <li>Get creative – imagine and hypothesize.</li> <li>Provide links to other resources.</li> <li>Discuss relevant ideas.</li> </ul>	<p>Just thinking about this video: what if we all accepted each other's language differences? Would the world be different? Could how we write make that difference?</p> <p>Here's a link to a website blog that talks about writing to persuade... kindly.</p>

Based on materials from Phoebe Jackson, 2021 [www.saltise.ca](http://www.saltise.ca)

