Hashtag Close Reading Assignment

Course Type/ Level:	This will work with a challenging text that requires some parsing for basic understanding. It can be used in Social Sciences, Humanities and Natural Sciences
Assignment Goals:	Students develop a shared annotation key and mark a text accordingly.
Materials to Provide Students:	An editable version of the reading – could be pasted into a replicable google document or a pdf that can be annotated. This assignment can unfold over five days, allowing students to remain connected throughout and engaged in a continuous conversation.
Technological Resources Needed:	1) Mentimeter.com (an excellent free resource for collecting student brainstorming) 2) Google docs or (preferred) a free pdf editing software such as https://www.pdfescape.com (students can register easily, using their fb or google accounts) 3) What's app or whatever chat function through which students are connecting informally 4) Whichever forum you are using to post in (moodle, etc) 5) This can be done asynchronously
Preparatory Steps:	1) If you are using the pdf software for an academic article, etc, have them register in advance; if you are using a google doc, make sure you have pasted the section(s) of text into the doc that you want students to download 2) Pair students in advance so they can exchange work with each other 3) Determine platform where they will share their final outcomes (moodle or a google doc)

Tasks/Activities: (Outline of the steps this activity or assignment requires)	1) Day 1: Have students brainstorm in Mentimeter what they should be noticing in a given text. This can be done synchronously or asynchronously (you can download the results and share it via email or on Moodle). A prompt could be: "Consider what we *should* notice as we read this text. In other words, what aspects of the text should we pay careful attention to?" [ex persuasive imagery, etc] 2) Day 2: Share the mentimeter results 3) Day 2: Instruct them (via email or Moodle) to work in pairs and to develop #hashtags that reflect the categories of what they should be noticing. [examples: analysis, claims, author questions, key terms, evidence, reader confusion, etc] 4) Day 3: have them individually read the text in either Google Docs or a Pdf editor and to #hashtag it using the categories they created 5) Day 4: have them swap texts with a partner (via email or by sharing the doc, depending on how your class usually shares). They will read their partner's annotations and can either: 1) respond using the comments function in google docs or a sticky note in a pdf editor; 2) simply read it and then "get together" with their partner through a chat program 6) Day 5: Direct the pairs to post three key claims and/or two questions the author is raising on the forum you are using
Additional Tips or Advice:	This assignment works well because it encourages continuous student engagement with one other student and then results in a final post that allows the faculty member to gauge if the students understand the content. The faculty member can use this to inspire both lower and higher order thinking skills in students: encouraging close reading for comprehension, while the final prompt can direct students to use what they have comprehended to generate questions or to apply the reading to another situation, their own lives, etc.