

Annotation Handout

Annotation (creating meaningful notes) ensures that we actively read a text rather than passively allowing words to bounce off of our faces. Read with a pen, pencil, and/or sticky notes in hand, marking important passages. Make notes in the margins. Communicate with the text; bring its ideas to life. Annotation allows us to mark important passages and reminds us of our reactions to the texts.

See the sample annotation below to review the different strategies of annotating. Use these strategies to create reading responses and to incubate essay ideas.

2. Two bodies: social (a group of people) and physical (an individual). The social determines how the individual perceives herself and the individual's perception of herself determines how she perceives the social body around her.

6. How is this mirroring apparent in cultures that are being westernized?

3. Douglas uses Mauss's assertion as a springboard for her own theory that we learn these controls from the one natural behavior: the need to belong.

The social body constrains the way the physical body is perceived. The physical experience of the body, always modified by the social categories through which it is known, sustains a particular view of society. There is a continual exchange of meanings between the two kinds of bodily experience so that each reinforces the categories of the other. As a result of this interaction the body itself is a highly restricted medium of expression. The forms it adopts in movement and repose express social pressures in manifold ways. The care that is given to it, in grooming, feeding and therapy, the theories about what it needs in the way of sleep and exercise, about the stages it should go through, the pains it can stand, its span of life, all the cultural categories in which it is perceived, must correlate closely with the categories in which society is seen insofar as these also draw upon the same culturally processed idea of the body.

Marcel Mauss, in his essay on the techniques of the body (1936), boldly asserted that **there can be no such thing as natural behaviour**. Every kind of action carries the imprint of learning, from feeding to washing, from repose to movement and, above all, sex. Nothing is more essentially transmitted by a social process of learning than sexual behaviour, and this of course is closely related to morality.

4. For example, when I go to the mall, what surrounds me tells me how to perform as a woman, but I am always reading those signs as a woman. A man will read those messages differently.

5. The argument was written in the late sixties during the sexual revolution, but still holds merit today – example: conservative “family values” in conflict with liberal media.

1. **REFERENCE:** circle, highlight, or underscore the author's thesis, the major claims in the text, or any other interesting information or terminology* in the text. This may help you find important quotations as you return to the text to write your papers.
2. **SUMMARY:** restate the author's argument in your own words, especially complex ideas that may be unclear. Summary condenses lengthy passages by listing the main premises of the argument.
3. **ANALYSIS:** examine the rhetorical effectiveness of the text, identifying the purpose, audience, persona, major claims, and use of appeals.
4. **SYNTHESIS:** draw connections between the text and other texts (fiction, nonfiction, other disciplines, films, your own experience, etc.).
5. **EVALUATION:** make a judgment about the logic, clarity, or validity of the argument. Note whether the text contradicts itself, whether you “buy” the argument, etc. You may also cite evidence that complicates or corroborates the argument.
6. **INQUIRY:** mark areas that you question; we'll address these questions in class discussion.