SAMPLE LESSON PLANS FOR A THREE-DAYS A WEEK COURSE
TEXT ANNOTATION TOOL

Through an experiential learning format, this 6-week plan is divided in three segments, each corresponding to the steps of the development of a digital project: theory, design and building of digital product, and public outreach. It has been designed to incorporate digital praxis into your courses, and move from theory to praxis.

Students begin with readings that focus on the general notions of digital scholarship: digital methods for humanities research, collaboration, digital publication, etc. The essays open up the conversation to (re)consider the purpose of the activity in regards to building knowledge and to imagine their roles as makers of digital objects. During this phase, students will gain a theoretical background of digital humanities while they learn how to assess digital projects in order to procure a better understanding of the tools later on used for experiential learning.

In this manner, the course moves onto the design and implementation of a digital analysis and interactive visualization of a textual or visual resource of their choice and/or building on previous research carried out during the semester (in this case, students explore the Benson's Rare Books holdings related to the course topic). Students will acquire and practice rigorous research skills including analysis of primary sources, contextualization with other scholarly resources, and interpretation utilizing theoretical approaches related to digital literacies. The course culminates with a public exhibition of research findings geared toward a general public and presented using digital tools.

Generally, this 6-week plan is implemented in the second part of the semester. Thus, the instructor of the course should have done preparatory work beforehand. This includes the curation of primary sources or the implementation of assignments that ask students to find primary sources of their interest as well as learning how to use the tool of their choice.

Notes:
1. Warning: Per FERPA Regulations, the instructor of the class needs to provide an alternative assignment to the digital project as well as collect written permission from students to present their work to the public at the end of the activity.

2. Please contact appropriate staff at least 4 months prior to the class start date to coordinate:
- Digitization or access to digitized primary sources from the Benson Latin American Collection (contact the LLILAS Benson Digital Scholarship Office)
- Benson Reading Room visits (for an introduction or class research components) or "show & tells" for your course (contact Benson Special Collections)
- Private appointments to get trained on the tool.

3. This lesson plan can be use on itself or in conjunction with any of the other 3 lesson plans provided by LLILAS Benson Digital Scholarship Office in Texas Scholarly Works. To use a combination of two or more digital tools, consult the complete lesson plan available also through TSW.

4. This lesson plan was created and, thus, includes examples, for a class that focused on textual and visual materials on the Indigenous Borderlands and held at the Benson's Rare Books collection.

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2. Lesson Plans

Session Title	Defining the Digital Humanities
Date & Place	Day 1. Monday
Learning Objectives	- Understand the scholarly debate around the competing definitions of DH - Define the different goals & audiences for DH projects
Student Class Preparation	1) Reading in Spanish: "Las Humanidades Digitales: principios, valores y prácticas" in *Janus*, 2013 by Rojas Castro 2) Reading in English: "The Digital Humanities Situation" by Alvarado, *Debates in Digital Humanities*, 2012 and "DH: The Expanded Field" by Klein and Gold *Debates in Digital Humanities*, 2016 3) Complete reading guide
Materials Needed	1) **Articles:** "Las Humanidades Digitales: principios, valores y prácticas" or "The Digital Humanities Situation" and "DH: The Expanded Field" 2) **Websites:** https://whatisdigitalhumanities.com/ | http://xpmethod.plaintext.in/torn-apart/volume/1/ 3) Defining the Digital Humanities reading guide
Session Breakdown	- Introduction (5 minutes) - Present overview of 2nd part of the semester & overarching teaching goals:<ol type="i"> - Exposure to collaborative work practices - Exploration of digital methods and platforms - Communicate scholarship to non-specialist audiences - Defining the "Digital Humanities" (40 minutes) - Possible discussion approaches (20 mins): - Solicit student(s) to give a recap or feedback on article - Discuss reading guide questions - Split class into 4 groups; each will discuss the different definitions of DH and identify common goals - Class Activity (20 mins):<ol type="i"> - Discuss questions & competing definitions of DH - Identify shared goal(s) and types of audience for the Digital Humanities - Develop list of "Goals" & "Audiences" and a general definition of DH - Wrap-up: Homework (5 min)
Homework	Explore: http://xpmethod.plaintext.in/torn-apart/volume/1/

Session Title	Assessing DH projects
Date & Place	Day 2. Wednesday
Learning Objectives	● Identify DH project elements or characteristics that make it successful or unsuccessful given identified goals and audiences
Student Class Preparation	1) Explore: http://xpmethod.plaintext.in/torn-apart/volume/1/

Materials Needed	1) **Websites**:
	   a) Torn Apart: http://xpmethod.plaintext.in/torn-apart/volume/1/
	   b) BA Cartography: https://www.bacartography.org
	   c) DBPN: http://www.bdpn.unam.mx
	   d) A guided tour of the digital library: http://creatingdata.us/datasets/hathi-features/

Session Breakdown	● Introduction with Torn Apart (10 minutes)
	   ○ Identify the elements from the definition on this project including Goals & Audience
	   ○ What specific elements makes the project successful or not successful?
	   ○ Visual or auditory cues
	   ○ Navigation/Accessibility
	   ○ Information/data
	● Assessing DH projects (15 minutes)
	   ○ Group Activity
	     i. Split class into 3 groups to assess the following projects:
	        ● https://www.bacartography.org
	        ● http://www.bdpn.unam.mx
	        ● http://creatingdata.us/datasets/hathi-features/
	     ii. Each group must identify:
	        ● Project creators' goals, audience, and possible definition of DH
	        ● Determine the elements or lack thereof that make their attempt successful or not, including the project's visual cues, navigation, information/data, accessibility (one student must open the site using their phone)
	     iii. Groups present on findings (10 min)
	● Wrap-up: Homework (5 min)

Homework	● Review list of primary sources

Session Title	Exploring Research & Primary Sources Using Digital Tools
Date & Place	Day 3. Friday
Learning Objectives	- Expose students to a diverse set of web-based digital humanities tools - Conceptualize potential digital projects based on their research and provided special collection materials - Introduction to required components to developing digital projects - Make a case for using particular research or presentation methods for scholarship
Student Class Preparation	1) Review list of primary sources
Materials Needed	1) **Teaching Reference:** List of research paper topics 2) **Teaching Reference:** List of Benson primary sources that could be used for digital projects 3) **Activity Handout**: Choose a Digital Tool / Selección de herramienta digital 4) **Websites**: www.onodo.org	https://storymap.knightlab.com	https://timeline.knightlab.com/	https://recogito.pelagios.org
Session Breakdown	- Introduction to tools & types of data needed to generate them (20 minutes) - StoryMapJS (2,5 minutes) - Recogito (12,5 minutes) - TimelineJS (2,5 minutes) - Onodo (2,5 minutes) - Group Activity (20 minutes): - Split groups into their assigned geographic regions (3 groups) - Determine possible use of tools given research questions and primary sources - Individual Activity (30 minutes) - Select top 2 choices of tools based on their research and Benson primary sources - Complete "Selección de herramienta digital" handout for submission at the end of class
Homework	- Due in class: - Complete "Choose a Digital Tool / Selección de herramienta digital" handout for submission at the end of class (For instructors): Send email to students with feedback about tool/object - Due on **Monday by midnight:** - Read articles assigned for tool - Completed reading guide

Session Title	Recogito: Article discussion for individual tool
Date & Place	Monday. Day 4
Learning Objectives	● Understand practice and theory of specific digital tools ● Define goals & target audience for DH project

Student Class Preparation	1) Read assigned articles:
	  ● Jeremy Dean "Back to School with Annotation: 10 Ways to Annotate with Students"
	  ● Joanna L. Wolfe, Christine M. Neuwirth, "From the Margins to the Center: The Future of Annotation" (333-337)
	2) Complete reading guide (**25 points**)

Materials Needed	1) Articles:
	  ● Jeremy Dean "Back to School with Annotation: 10 Ways to Annotate with Students"
	  ● Joanna L. Wolfe, Christine M. Neuwirth, "From the Margins to the Center: The Future of Annotation" (333-337)
	2) Reading guide
	3) Recogito Project assignment

Session Breakdown	● Group Activity: Article discussion for individual tool (20 minutes)
	  ○ Possible discussion approaches:
	    ■ Solicit student(s) to give a recap of the article
	    ■ Solicit feedback/thoughts on article from students
	    ■ Discuss reading guide questions
	● Explore projects based on (social) network analysis (20 min)
	  ○ "Turning Geographic References into Maps with Recogito: Part 1 & 2" http://travelerslab.research.wesleyan.edu/2017/12/15/turning-geographic-references-into-maps-with-recogito-part-1of-2/
	  ○ *Mapping the Histories – Herodotus: The Story* *http://herodotus.leadr.msu.edu/mapping-the-histories/*

Homework	● Review Recogito Project Assignment

Session Title	Recogito Project Conceptualization
Date & Place	Wednesday. Day 5
Learning Objectives	● Develop vision statements for projects ● Develop concise presentations of multifaceted projects
Student Class Preparation	1) Primary source(s) for the project
Materials Needed	o Recogito project assignment

Session Breakdown	● Individual Activity (30 mins):
	    ○ Identify the goal(s) and audience for your digital project
	    ○ Develop list of components or considerations needed to create a successful project based on the DH readings, research questions, and previous discussions
	● Develop 90-second lightning presentation on project vision that includes (20 mins):
	    ■ Very brief description of what your research focus will be (a specific primary source, your research question, etc.)
	    ■ Main goal for your project
	    ■ Audience your project will be made for (general, specialists, teachers, etc.)

Homework	● Practice lighting presentation, you will only have 90 seconds!

Session Title	Lighting Presentations and Comments (group)
Date & Place	Friday. Day 6
Learning Objectives	● Present a multifaceted project in a concise manner ● Provide and receive constructive and respectful comments
Student Class Preparation	1) 90 second presentation
Materials Needed	

Session Breakdown	● Present 90-second lightning presentation on project vision (25-35 mins.):
	    ○ Students give a 90-second presentation on their project vision
	● Comment on the different presentations (15-25 mins.)
	    ○ Students and instructor(s) comment on the presentation

Homework	● Review primary sources, DH-reading and conceptualization

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Session Title	**Recogito Project Wireframing**
Date & Place	Monday. Day 7
Learning Objectives	● To understand the basics of text annotation ● To understand the potential of text annotation for humanistic research ● To come up with the research question that is going to be asked via this methodology ● To clarify the components of the assignment ● To conduct peer review of wireframing
Student Class Preparation	1) Explore cases of annotated texts and sample text from Recogito 2) Review research project and primary source
Materials Needed	1) Recogito Project Assignment 2) [Recogito Wireframing Activity](#)

Session Breakdown	● Complete the wireframing activity document (40 mins):
	● Peer review of wireframing (10 mins):
	    ○ Feedback and questions on the wireframing
	    ○ Is all the information clear?

Homework	● Due **at midnight before next class:**
	    ○ Finalized wireframing (**25 points**)
	        ■ Answer the comments and questions on the peer-review (add to it)

Session Title	Recogito Metadata and Basic Features
Date & Place	Wednesday. Day 8
Learning Objectives	- To learn about all the components for the final project - To learn how to collect and input metadata - To learn initial features for annotating text in Recogito
Student Class Preparation	1) Finalized wireframing (25 points) 2) Digital copy of primary source to upload
Materials Needed	1) Recogito Project Assignment 2) Digital copy of primary source to extract data
Session Breakdown	- Metadata training (20-30 min) - Explain the Recogito upload requirements - How to provide metadata during upload - Explain the license being selected for sharing - Basic features (20-30 min) - Explain how annotations should be placed for introduction, conclusion, citations - Explain the location search and the project sharing option
Homework	Begin work on introduction annotation

Session Title	Recogito Metadata Curation
Date & Place	Friday. Day 9
Learning Objectives	● To learn about all the components for the final project
Student Class Preparation	1) Finalized wireframing (25 points) 2) Digital copy of primary source to extract data
Materials Needed	1) Recogito Project Assignment 2) Compilation of annotations

Session Breakdown	● Continue writing introduction text and move to outline of annotations (50 min)
	  ○ What is a useful annotation and how is it related to entities?
	  ○ How are the entities and annotations going to work together?
	● Explain and practice using the tag and relation feature

Homework	● Send the instructor a link to the collaborative Google Doc (**12.5 points**)
	● Due next class session:
	  ○ Draft of annotations, potential tags, completely marked entities on Recogito version.
	  ○ Link to Recogito document

Session Title	Recogito Annotation Writing and Entities Description
Date & Place	Monday. Day 10
Learning Objectives	● Create concise information from secondary sources for nodes ● Primary and secondary source citation ● Compose succinct descriptive, yet analytical text ● Form effective critical and transition sentences
Student Class Preparation	1) Draft of selected annotations 2) Fully marked entities on Recogito
Materials Needed	1) Recogito Project Assignment 2) Compilation of Annotations

Session Breakdown	● Compilation of Annotations (40 min)
	  ○ Continue fleshing out annotations and working on transitions
	  ○ How are the entities helping to connect the annotations and the overall structure of the main topic?
	● Develop thematic cohesion through the use of tags and relations features

Homework	● Have a list of secondary sources ready

Session Title	**Recogito Project Introduction and Bibliography**
Date & Place	Wednesday. Day 11
Learning Objectives	● Create concise information from secondary sources ● Write the description of the project ● Compose succinct descriptive, yet analytical text ● Form effective critical and transition sentences
Student Class Preparation	1) Draft of selected annotations, introduction, conclusion and bibliographic information.
Materials Needed	1) Recogito Project Assignment 2) Compilation of Annotations 3) Primary and secondary sources or information

Session Breakdown	● Presentation of the introduction paragraph (30 minutes)
	   ○ Introduction that includes hypothesis, data curation decisions and conclusion
	   ○ 250-300 word limit (this does not include credits and sources)
	   ○ Must be two separate annotations.
	● "Sources List" in works cited annotation at the end of the document (15 min)
	   ○ Full citations of the sources used and additional suggested readings, hyperlinked to either catalog.lib.utexas.edu records, FromThePage materials, or the actual digitized source whenever possible

Homework	● Due next class session: ○ Final draft of all project components (project annotations, entities and relations, credits, suggested readings) (**25 points**)

Session Title	Recogito Workshop and Troubleshooting
Date & Place	Friday. Day 12
Learning Objectives	● Troubleshoot Recogito ● Put all components together in Recogito ● Discuss design ideas to meet project goals and audience
Student Class Preparation	1) Final draft of all project components (project annotations, entities and relations, credits, suggested readings) incorporated into Recogito.
Materials Needed	1) Recogito Project Assignment 2) Compilation of Annotations 3) Final draft of all project components (project annotations, entities and relations, credits, suggested readings) incorporated into Recogito.
Session Breakdown	● Upload of annotations from the compilation of annotations documents into Recogito (40 min) ○ Relations and tags added to the annotations ● Troubleshooting formatting of the bibliography or works cited annotation and the different views of the document (10 min)
Homework	● Finalize project online ○ Send published project (via link) to instructor

Session Title	Peer Review of Project Draft
Date & Place	Monday. Day 13
Learning Objectives	- Build critical capacity on digital tools - Analyze and understand common technical and/or content issues & ways to address them
Student Class Preparation	1) Digital project final draft published and sent to instructor
Materials Needed	1) **Reference:** Recogito links to published works 2) Peer review handout
Session Breakdown	- Project draft peer review through Canvas assignment (35 min) (**15 points**) - Students will assess, ask questions, and provide feedback on: - Overarching story - Appeal of project title and individual annotations - Effectiveness of entities, tags and relations to illustrate body text and its proper citation and description - Cohesion of text for description - Relevance of primary and secondary source to body text - Effectiveness of writing style between annotations - Read peer review to address issues (15 min)
Homework	- Wait for instructors' email about peer review. - Due by Tuesday, **by midnight** (**10 points**): - Make final edits with the peer review feedback

Session Title	Engaging Non-Specialist Audiences: Key terms in group
Date & Place	Wednesday. Day 14
Learning Objectives	● Understand definition and importance of metadata ● Identify adequate descriptive key terms to engage and connect audiences to digital projects and sources ● Categorize and organize subjects & concepts to develop a cohesive narrative
Student Class Preparation	1) Final version of digital project
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc (create one and share with students) 2) **Websites:** *Apostolicos afanes de la Compañia de Jesus* book catalog record & table of contents

Session Breakdown	● Introduction (5 min)
	  ○ Connecting audiences to scholarship and sources
	  ○ Importance of making your project findable/accessible and engaging to a broader audience
	● Catalog Record Exercise (15 mins)
	  ○ Write on the board the following:
	    ● Title: Apostolicos afanes de la Compañia de Jesus, escrito por un padre de la misma sagrada religion de su provincia de Mexico.
	    ● Publication Information: Barcelona, P. Nadal, 1754
	  ii. Ask students to guess on what the topic or contents might be in this book based on the provided information (5 mins)
	  ○ Pull up the book's table of contents to look at the content (5 mins)
	  i. Ask students to reconsider the subjects/topics of the book
	  ○ Pull up *Apostolicos afanes de la Compañia de Jesus* book catalog record (5 mins)
	  i. Underscore the importance of descriptive information for discoverability
	● Class Activity: Subject Terms & Groupings (30 mins)
	  ○ Pose the following question to students: "How would you search for your project in UTL catalog?" (5 mins)
	  i. Ask students to develop a list of key terms/subjects (3-5) on the whiteboards that describe their digital project, keeping in mind:
	    ● Subject, Geographic Regions, Period, and Individuals
	  ○ Create project groups based on individual subject terms (15 mins)
	  i. Groups should write down the shared subject terms to use in the next class

Homework	

Session Title	**Engaging Non-Specialist Audiences: Individual introduction and critical question**
Date & Place	Friday. Day 15
Learning Objectives	● Categorize and organize subjects & concepts to develop a cohesive narrative ● Write effective and concise project abstracts ● Develop critical questions or activities based on research to engage non-specialist audiences
Student Class Preparation	1) Final version of digital project
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc 2) **Websites:** *Apostolicos afanes de la Compañia de Jesus* book catalog record & table of contents

Session Breakdown	● Individual Activity: Digital Project Introduction & Audience Activity (30 mins)
	  ○ Students will flesh out identified subject terms to create a project abstract that is 2-3 sentences long (~50 words). The synopsis should include:
	    i. Central question/main Topic
	    ii. Description of the primary source(s) that form the basis of the project
	    iii. Contextual information for these sources
	● Students will pose a critical question or design an activity to encourage audiences to engage with the project meaningfully (10 min)
	    i. Example: "Where are the natives in this map? How are they depicted? What does that say about how the Spanish viewed them?"
	● Students will find an image that could be used to illustrate their project (10 min)

Homework	● Due **by midnight next day through Canvas and Google Doc:**
	  ○ Individual project introduction
	  ○ Public link to image
	  ○ Critical question(s) or activity

Session Title	Constructing Class ArcGIS Story Map
Date & Place	Monday. Day 16
Learning Objectives	● Collaboratively create introductory text for thematic sections ● Make design decisions ● Identify effective illustrations for multifaceted themes ● Develop concise presentations of complex research & digital work
Student Class Preparation	1) List of subject terms used to form groups 2) Individual Digital Project Introduction
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc 2) Website: https://storymaps.arcgis.com/en/

Session Breakdown	● Group Activity: Developing Thematic Sections (30 mins)
	  ○ Theme Introduction (20 mins)
	    i. Groups will write a collective introduction for their projects in class Google Doc
	    ii. Introduction should be 3-5 sentences long (~75 words) and include:
	      ● Engaging intro sentence on the shared theme/geographic context/topic
	      ● Historical context
	      ● Segue into individual projects, listing broadly the topics the projects cover
	  ○ Find and select section image to go with introduction (10 mins)
	  ○ Determine order of the projects as they will be listed
	● Class activity: Class ArcGIS Story Map Design (15 mins)
	  ○ Vote on Story Map template & theme coloration
	    i. Template: Tabbed, Side Accordion, Bulletted
	  ○ Determine order of thematic groups
	● Discuss class showcase format (5 mins)

Homework	● Due **by midnight next day through Canvas:**
	  ○ Text for 1-minute presentation on their research & digital project
	    ■ 30 seconds should be on your research paper
	    ■ 30 seconds should be on your digital project
	    ■ Must clearly state the link between your research and digital project
	  ○ Practice lightning talk with your group

Session Title	Public Showcase (see note on introduction for FERPA regulation)
Date & Place	Wednesday. Day 17
Learning Objectives	● Present research and digital work concisely to a non-specialist audience
Student Class Preparation	1) 1-minute presentation on their research & digital project
Materials Needed	1) Links to class digital project website 2) Presentation stations with laptops
Session Breakdown	● Introduction to "Spanish Colonialism in the Indigenous Borderlands" class (5 minutes) ● Lighting Presentations (20 minutes) ○ Students give a 1-minute presentation on their research & digital project ● Open House (25 minutes)
Homework	● No homework

Session Title	Reflections
Date & Place	Friday. Day 18
Learning Objectives	● Critically reflect on the utility of digital methods and relevance of research
Student Class Preparation	1) None
Materials Needed	1) Class assessment surveys

Session Breakdown	● Reflections (35 minutes)
	  ○ Students will share:
	    i. What challenges did you experience?
	    ii. What went well?
	    iii. What did you learn that was new?
	    iv. What surprised you?
	    v. What did you learn about yourself?
	● Class assessment surveys (15 minutes)

Homework	● No homework

3. Attachments

a. Defining the Digital Humanities Reading Guide

In Spanish

1. Visita la web https://whatisdigitalhumanities.com y recarga/refresca la página varias veces. Escoge dos definiciones y apúntalas para compartir con la clase.

2. Descarga el artículo "Las Humanidades Digitales: principios, valores y prácticas" de Antonio Rojas Castro que encontrarás en Canvas. Lee las partes que no están tapadas con un recuadro gris y responde a las siguientes preguntas de forma concisa y con referencia al artículo.
   a) ¿Qué son las humanidades digitales para Rojas Castro?
   b) ¿Cuáles son tres características básicas de las HHDD que las distinguen de las Humanidades?
   c) ¿Cuál es uno de los múltiples debates acerca de la práctica de las HHDD que "choca" con las Humanidades más tradicionales? ¿Por qué existe dicho debate? (Hay varios, escoge uno).
   d) Apunta algunas de las actividades principales de las HHDD.

In English

1. Visit https://whatisdigitalhumanities.com and reload/refresh the page several times. Note of two definitions that you like and write them down to share with the class.

2. Read the article "The Digital Humanities Situation" by Alvarado (2012) http://dhdebates.gc.cuny.edu/debates/text/50 and "Digital Humanities: The Expanded Field" by Klein and Gold (2016) http://dhdebates.gc.cuny.edu/debates/2 and respond to the following questions:
   a) What are the digital humanities for these authors?
   b) What are some of the basic characteristics of DH that are different to the Humanities?
   c) What are some of the debates around DH? Why? (Several are mentioned, choose one).
   d) What are the main activities in DH?

b. Selección de herramienta digital

1. Explica brevemente tu objeto y tema de investigación:
2. Primera opción:
    a. ¿Cuál herramienta digital sería tu primera opción y por qué?
    b. ¿Qué tema o pregunta vas a explorar con la tecnología?
3. Dibuja el proyecto que imaginas según la herramienta:
4. Segunda opción:
    a. ¿Cuál herramienta digital sería tu segunda opción y por qué?
    b. ¿Qué tema o pregunta vas a explorar con la tecnología?
5. Dibuja el proyecto que imaginas según la herramienta:

In English

1. Briefly explain your object/document and main research:
2. First Option:
    a. What tool would you choose and why?
    b. What topic or question are you going to explore with this tool?
    c. Draw/outline the project you envision with this tool:
3. Second Option:
    a. What tool would you choose and why?
    b. What topic or question are you going to explore with this tool?
    c. Draw/outline the project you envision with this tool:

c. Annotation Reading Guide

"Back to School with Annotation: 10 Ways to Annotate with Students" de Jeremy Dean
"From the Margins to the Center- the Future of Annotation" de Joanna Wolfe y Christine Neuwirth

In Spanish

1. ¿De dónde surge la anotación de textos, por qué desaparece y cómo se transforma?

2. ¿Qué tipo de información se puede incluir en las anotaciones y qué actividades pueden facilitar?

3. El artículo fue publicado en el 2001 y da algunos ejemplos de anotación moderna disponibles en ese momento. ¿Cómo otras plataformas más modernas ofrecen maneras de anotar un "texto" en grupo/público? ¿Cuáles diferencias pueden existir entre las anotaciones de las plataformas que identificaste y las anotaciones que discuten Wolfe y Neuwirth?

4. Las autoras proponen cuatro funciones principales que se pueden realizar en las anotaciones. Pensando en la lectura de Jeremy Dean, ¿qué funciones añadirías? (Ofrece dos)

5. ¿Se te ocurre algún tipo de pregunta de investigación que puedas realizar con este método - anotación de textos - con lo que has visto en la clase hasta ahora?

In English

1. Where does the annotation of texts come from, why does it disappear and how is it transformed?

2. What kind of information can be included in the annotations and what activities can they facilitate?

3. The article was published in 2001 and gives some examples of modern annotation available at that time. How do other more modern platforms offer ways to write a "text" in a group/publicly? What differences may exist between the annotations of the platforms you identified and the annotations that Wolfe and Neuwirth discuss?

4. The authors propose four main functions that can be performed in the annotations. Thinking about reading Jeremy Dean, what functions would you add? (Offer two)

5. Can you think of some kind of research question that you can do with this method - text annotation - with what you have seen in class so far?

d. Recogito Project Assignment

The objective of the Recogito assignment is to annotate text(s) to analyze different components in a consistent and cohesive manner based on your research, secondary source readings, and the Benson primary source materials you have examined this semester. The structure and design of the tool requires a digital project that follows the typical order of an essay. This means that the arguments you make will go in order as you work your way down the document. Keep this in mind when selecting your primary source and the topic(s) you wish to explore in your digital project.

You will create either:

1. An annotated copy that highlights the relevant parts of the text that support your research question and your arguments. This requires that you have a concrete idea that can be demonstrated through one text that is substantive enough to allow you to make a convincing argument with Recogito's entity types. For example, if you are using a text that reports on a topic, you could link the events and the people involved by establishing relations and the regions in a way that makes the information clearer and more evident for your audience.
   OR
2. An annotated copy that uses the entity types of Recogito to create a cohesive story that illustrates connections between people, places, events and/or relations that further extends your research. In this case, you would be annotating to add information and suggest other topics of interest in the document you are using and that weren't fully explored in your paper. For example, you may want to establish a connection between an event and the relations that made it possible (people, events or places), but that you weren't able to cover and would give a fuller account of that topic.

Items in bold will be graded, either on their own or as part of a task.
You will start with the following:
   1. **The upload of a .txt file**
   2. **Metadata entry**
   3. **Creating of a license that allows sharing**

You will then move on to creating an **introduction of the annotated document** as a descriptive/analytical text (230-250 words). To facilitate viewing these first annotations, you will split it into two separate annotations of a maximum of 125 words each and place them at the beginning of your document. These will be based on
   1. At least **one new secondary source**, i.e. ones that we have not read for our seminar, in addition to r**elevant secondary sources** that we have already read.
   2. At least one of your annotations **must include a quote from a written primary source and from one secondary source** (does not count toward your 230-250 word limit).

Entities and Relations have to be marked directly on the Recogito platform, **drafts of annotations will be done in a Google Doc**. Annotations don't have to correspond with the entities but it is preferable. Don't overload your annotations with text. Each annotation should establish a cohesive narrative either as a conversation between your annotations and the text or the ideas that you want to link in the text. Imagine that you are explaining the text to someone that hasn't read it but only wants the highlights of what you are saying about it.

How to for the mandatory components: annotations, tags, relations, entities.

Even if you don't require all of the entity types of the text, **you must identify all of the entities types in the document**, but only annotate the ones that are relevant to you project. Annotations are different from entities. You mark entities without creating an annotation.

You must create **10-15 annotations** for a total of **750 words** (this does not include the introduction annotation). Each annotation must have at least **one tag** and you should have **3-5 tags in total for the entire document**. The relations feature can be used in two ways: you can link all of your annotations with a description between each annotation or you can use it to mark relations that are relevant to your project. You can only use it in one of these at one time, not both. You will also add another annotation that serves as a conclusion or wrap up of your digital project. The last annotation will be towards the end of your document and will include **full citations of the sources used and additional suggested readings**. Remember that annotations can be placed on words that are not entities. This is usually the case with the introduction, the conclusion and the works cited annotations.

e. Recogito Text Annotation Wireframing

Audience and Expectations

1) Describe the main idea of your project and why your primary source is relevant.
2) Describe the audience that you would like to reach:
    a) Demographics:
    b) Education:
    c) Prior Knowledge:
    d) Expectation:
3) What are the key parts of your project that help you communicate with your audience?

Structure and Development

4) How is your document different from the digital version?
5) Describe how your digital document is structured and which of its elements help you present your argument.
6) What is going to connect one idea to the next in the annotations? Names, places, events? Why? Choose one.
7) Are there enough entities (name, place or events) and information in the annotations to develop your argument?
8) What are 3 to 5 over all themes in your annotations that you could use as tags?

Media

9) Where does that information come from and are there other sources available?
10) What media is the project using to support the network/story? (List name and year) (See list of primary sources)
11) Where are those objects (physical or digital) now?
12) Does the data need special handling for sharing under Copyright? (Always requires institutional citation)

f. Recogito Peer-review Assignment Handout

Please visit the projects for your classmates and then answer the following questions explaining your answers:

1. Is the research question and the project description clear enough in the introduction annotations?

2. Is the title specific to the research project or is it too broad?

3. Are the sources relevant to the annotations and the text analyzed?

4. Are the annotations informative and cohesive with the overall project?

5. Do the tags and relations help the reader understand the structure of the document?

6. Can you follow the argument the way that it is presented?

7. Is the language clear enough for a specialized audience as well as for a general public?

Lesson plan designers: Jennifer Isasi, Joshua Ortiz-Baco and Albert Palacios, in the Digital Scholarship Office at LLILAS Benson Latin American Studies and Collections, in Fall 2018.

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