



BIOLOGY - ANNOTATING PRIMARY LITERATURE

OSUN Teaching Resources

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Course Type/ Level:	Biology, 100-400
Assignment Goals:	Guide students through the process of understanding/annotating a primary literature scientific article.
Materials to Provide Students:	<ol style="list-style-type: none"> 1. Example of annotated primary paper 2. Primary paper for current analysis 3. Paper analysis sheet 4. Supplemental readings, videos, animations
Technological Resources Needed:	Google Classroom or Moodle, Video/Audio Recording Tool, Google Meet, Google Slides, Scanner App or Commenting Function
Preparatory Steps:	<p>Share Materials: Post primary literature article (annotated example and article for current analysis), paper analysis sheet, and supplemental readings and materials in clearly labeled folders in Google Classroom or Moodle.</p> <p>Share instructions in multiple ways: Create a short video or audio recording that explains the assignment and paper analysis sheet (what the assignment intends to accomplish, how the paper analysis sheet should be used, why it is important, and relationship of the paper analysis sheet to the larger assignment). Make sure that video/audio includes closed captions or a transcript. Post audio or video to Google Classroom or Moodle in the appropriate folder.</p>

Tasks/Steps:	<p>Post “Announcement” to the course site (Google Classroom or Moodle): This alerts students that there is an activity/assignment shared (with relevant deadline/timeline information for steps to follow).</p> <ol style="list-style-type: none">1. Students review assignments independently. Faculty is available via video or chat to answer any questions.2. Independent Reading: Students read the example of an annotated primary paper.3. Response Question: After reading the example, students respond to the following prompt (shared on Google Classroom/Moodle): Name 3 features of the comments/annotations that are helpful to your overall understanding of the paper. List one thing you wish was there that would have helped you understand the paper better. This can be done as an “assignment” (only the professor sees the answer) or as a discussion forum (students share responses and can respond to one another).
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