

# Marginalia:

## Web Annotation for Engaged Teaching and Learning

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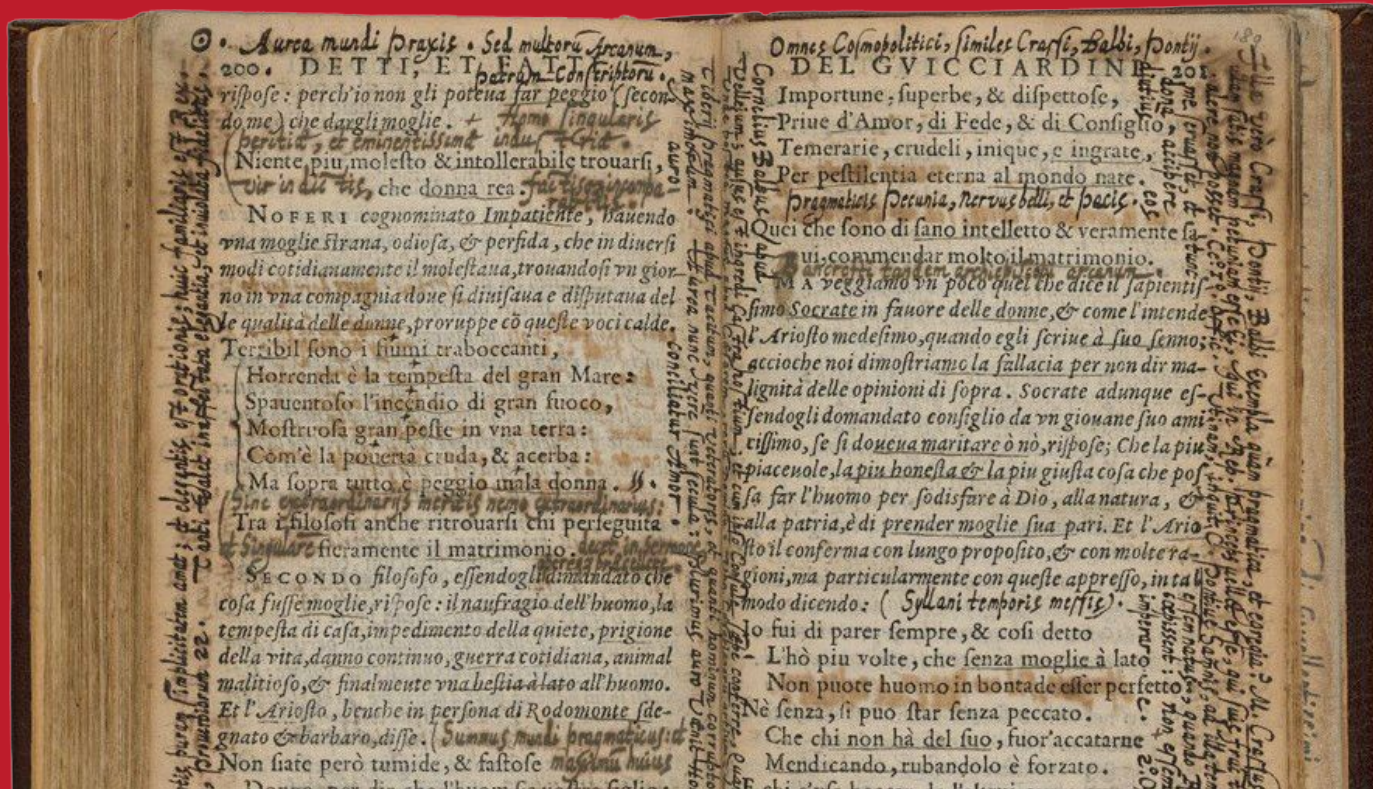
Steel Wagstaff

@steelwagstaff | steel@pressbooks.com

<http://bit.ly/OEhPb>



# Annotation: An Age-Old Tradition



○ *Circum mundi Praxis. Sed multorum Arcanum,*  
200. DETTI ET...  
rispose: perch'io non gli poteua far peggio (secondo me) che dargli moglie. + *Homo singularis peritia, et eminentissima inducit.*  
Niente piu molesto & intollerabile trouarsi, che donna rea  
NOFERI cognominato Impatiente, hauendo vna moglie sirana, odiosa, & perfida, che in diuersi modi cotidianamente il molestaua, trouandosi vn giorno in vna compagnia doue si diuisaua e disputaua del valore & qualita delle donne, proruppe co queste voci calde.  
Terribil sono i fiumi traboccanti,  
Horrenda e la tempesta del gran Mare:  
Spauentoso l'incendio di gran fuoco,  
Mostruosa gran peste in vna terra:  
Com'e la poverta cruda, & acerba:  
Ma sopra tutto e peggio mala donna. //  
Tra i filosofi anche ritrouarsi chi perleguita singularmente il matrimonio.  
SECONDO filosofo, essendogli dimandato che cosa fusse moglie, rispose: il naufragio dell'huomo, la tempesta di casa, impedimento della quiete, prigione della vita, danno continuo, guerra cotidiana, animal malitioso, & finalmente vna bestia alato all'huomo.  
Et l'Ariosto, benché in persona di Rodomonte sdegnato & barbaro, disse. (*Sumus mundi pragmatice*)  
Non siate però tumide, & fastose *maxima huius*

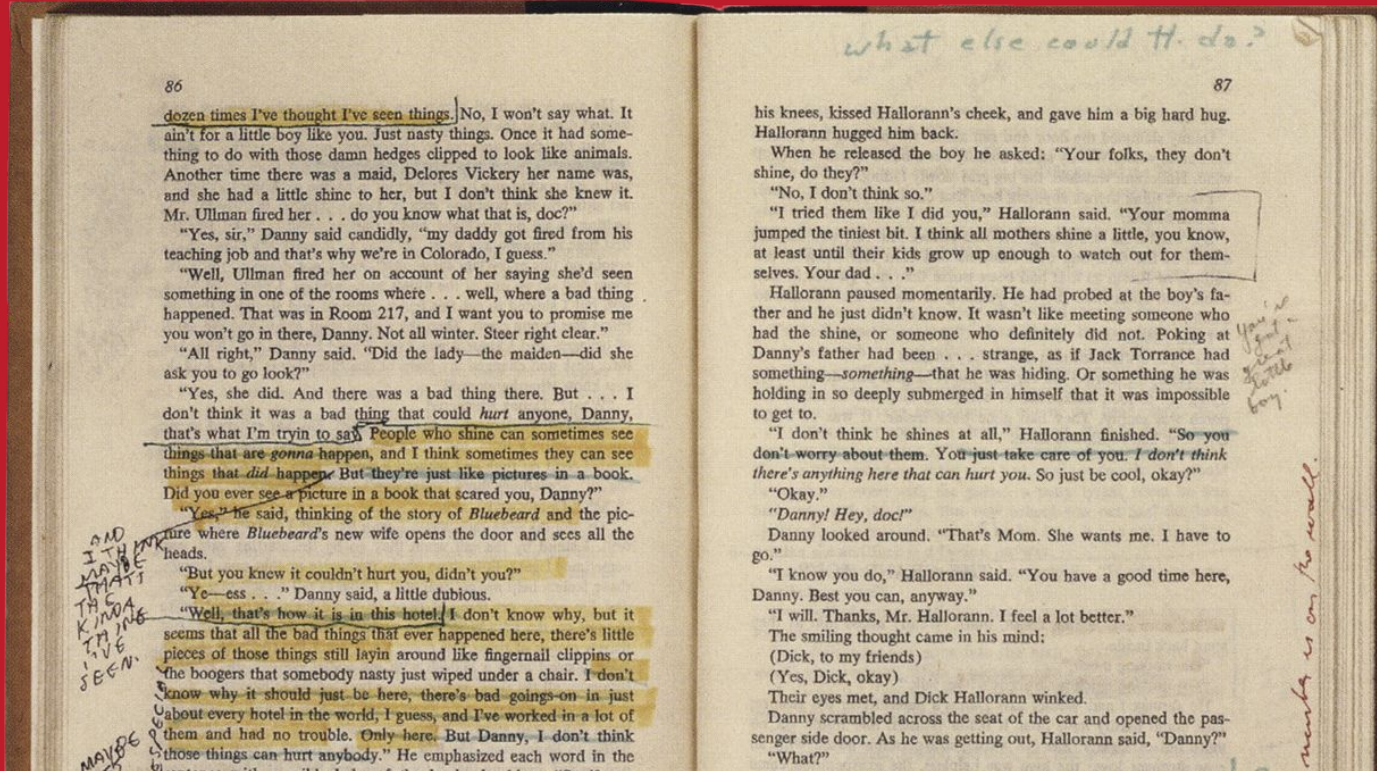
Omnes Cosmopolitici, similes Crassi, Balbi, Pontij  
DEL GVICCIARDINI  
Importune, superbe, & dispettose,  
Priue d'Amor, di Fede, & di Consiglio,  
Temerarie, crudeli, inique, e ingrata,  
Per pestilentia eterna al mondo nate.  
*Pragmaticus Pecunia, nervus belli, et pacis.*  
Quei che sono di sano intelletto & veramente  
ui, commendar molto il matrimonio.  
Ma veggiamo vn poco quel che dice il sapientissimo Socrate in fauore delle donne, & come l'intende l'Ariosto medesimo, quando egli scrive a suo sermo:  
accioche noi dimostriamo la fallacia per non dir malignità delle opinioni di sopra. Socrate adunque essendogli domandato consiglio da vn giouane suo amicissimo, se si doueua maritare o no, rispose: Che la piu piaceuole, la piu honesta & la piu giusta cosa che possa far l'huomo per sodisfare a Dio, alla natura, & alla patria, e di prender moglie sua pari. Et l'Ariosto il conferma con lungo proposito, & con molte ragioni, ma particolarmente con queste appresso, in tal modo dicendo: (*Syllani temporis missi*)  
Io fui di parer sempre, & cosi detto  
L'ho piu volte, che senza moglie a lato  
Non puote huomo in bontade esser perfetto  
Né senza, si puo star senza peccato.  
Che chi non ha del suo, fuor'accharne  
Mendicando, rubandolo e forzato.

*... hinc familiaris et ex-  
... hinc familiaris et ex-  
... hinc familiaris et ex-*

*... hinc familiaris et ex-  
... hinc familiaris et ex-  
... hinc familiaris et ex-*

*... hinc familiaris et ex-  
... hinc familiaris et ex-  
... hinc familiaris et ex-*

# Annotation: A Proven Learning Tool



dozen times I've thought I've seen things. No, I won't say what. It ain't for a little boy like you. Just nasty things. Once it had something to do with those damn hedges clipped to look like animals. Another time there was a maid, Delores Vickery her name was, and she had a little shine to her, but I don't think she knew it. Mr. Ullman fired her . . . do you know what that is, doc?"

"Yes, sir," Danny said candidly, "my daddy got fired from his teaching job and that's why we're in Colorado, I guess."

"Well, Ullman fired her on account of her saying she'd seen something in one of the rooms where . . . well, where a bad thing happened. That was in Room 217, and I want you to promise me you won't go in there, Danny. Not all winter. Steer right clear."

"All right," Danny said. "Did the lady—the maiden—did she ask you to go look?"

"Yes, she did. And there was a bad thing there. But . . . I don't think it was a bad thing that could hurt anyone, Danny, that's what I'm tryin to say. People who shine can sometimes see things that are gonna happen, and I think sometimes they can see things that ~~did happen~~ But they're just like pictures in a book. Did you ever see a picture in a book that scared you, Danny?"

"Yes," he said, thinking of the story of Bluebeard and the picture where Bluebeard's new wife opens the door and sees all the heads.

"But you knew it couldn't hurt you, didn't you?"  
"Ye—ess . . ." Danny said, a little dubious.

"Well, that's how it is in this hotel. I don't know why, but it seems that all the bad things that ever happened here, there's little pieces of those things still layin around like fingernail clippings or the boogers that somebody nasty just wiped under a chair. I don't know why it should just be here, there's bad goings-on in just about every hotel in the world, I guess, and I've worked in a lot of them and had no trouble. Only here. But Danny, I don't think those things can hurt anybody." He emphasized each word in the

AND I THOUGHT MAYBE THAT THE KING WOULD HAVE SEEN.

MAYBE

what else could H. do?

his knees, kissed Hallorann's cheek, and gave him a big hard hug. Hallorann hugged him back.

When he released the boy he asked: "Your folks, they don't shine, do they?"

"No, I don't think so."  
"I tried them like I did you," Hallorann said. "Your momma jumped the tiniest bit. I think all mothers shine a little, you know, at least until their kids grow up enough to watch out for themselves. Your dad . . ."

Hallorann paused momentarily. He had probed at the boy's father and he just didn't know. It wasn't like meeting someone who had the shine, or someone who definitely did not. Poking at Danny's father had been . . . strange, as if Jack Torrance had something—something—that he was hiding. Or something he was holding in so deeply submerged in himself that it was impossible to get to.

"I don't think he shines at all," Hallorann finished. "So you don't worry about them. You just take care of you. I don't think there's anything here that can hurt you. So just be cool, okay?"

"Okay."  
"Danny! Hey, doc!"  
Danny looked around. "That's Mom. She wants me. I have to go."

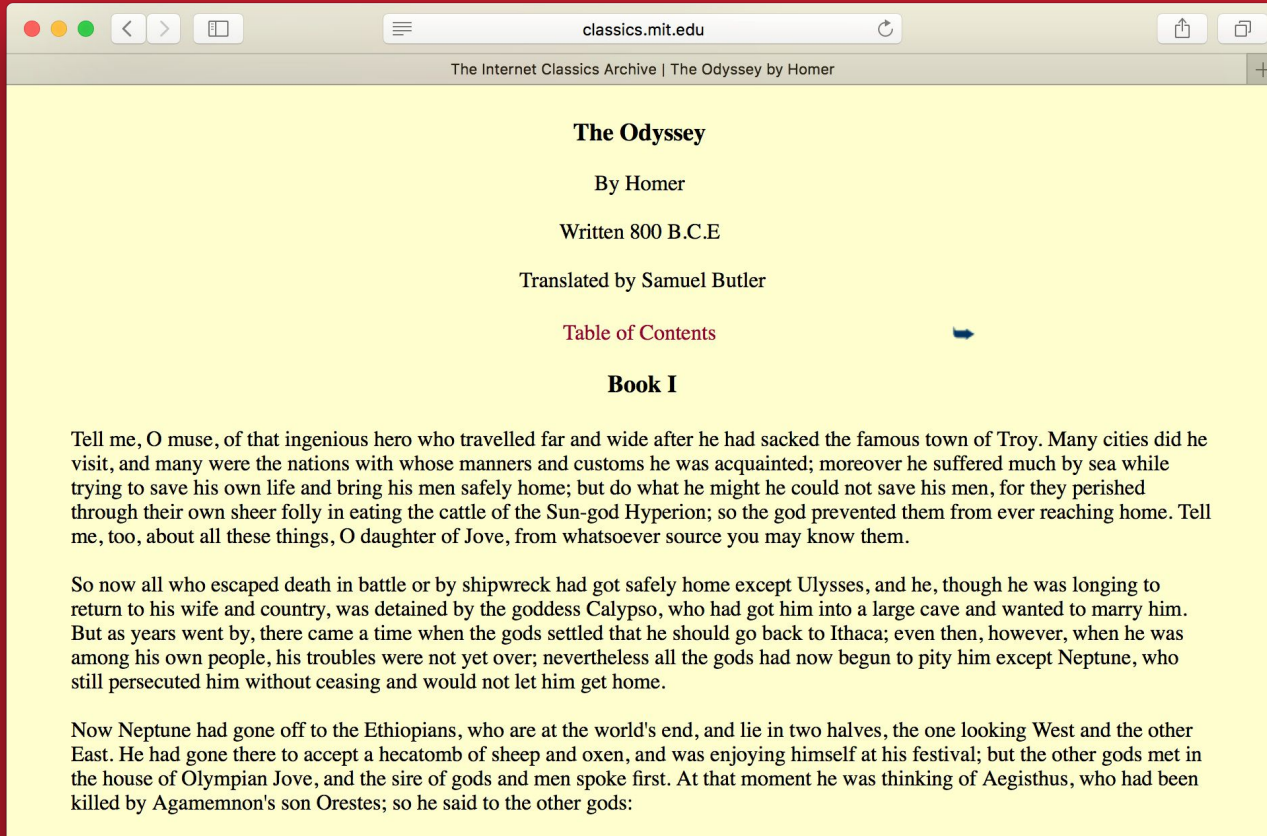
"I know you do," Hallorann said. "You have a good time here, Danny. Best you can, anyway."

"I will. Thanks, Mr. Hallorann. I feel a lot better."  
The smiling thought came in his mind:  
(Dick, to my friends)  
(Yes, Dick, okay)  
Their eyes met, and Dick Hallorann winked.  
Danny scrambled across the seat of the car and opened the passenger side door. As he was getting out, Hallorann said, "Danny?"  
"What?"

You're a little boy.

momma is on the wall.

# Online reading poses problems



The screenshot shows a web browser window with the address bar displaying "classics.mit.edu". The page title is "The Internet Classics Archive | The Odyssey by Homer". The main content is centered and includes the following text:

**The Odyssey**  
By Homer  
Written 800 B.C.E  
Translated by Samuel Butler

[Table of Contents](#)

**Book I**

Tell me, O muse, of that ingenious hero who travelled far and wide after he had sacked the famous town of Troy. Many cities did he visit, and many were the nations with whose manners and customs he was acquainted; moreover he suffered much by sea while trying to save his own life and bring his men safely home; but do what he might he could not save his men, for they perished through their own sheer folly in eating the cattle of the Sun-god Hyperion; so the god prevented them from ever reaching home. Tell me, too, about all these things, O daughter of Jove, from whatsoever source you may know them.

So now all who escaped death in battle or by shipwreck had got safely home except Ulysses, and he, though he was longing to return to his wife and country, was detained by the goddess Calypso, who had got him into a large cave and wanted to marry him. But as years went by, there came a time when the gods settled that he should go back to Ithaca; even then, however, when he was among his own people, his troubles were not yet over; nevertheless all the gods had now begun to pity him except Neptune, who still persecuted him without ceasing and would not let him get home.

Now Neptune had gone off to the Ethiopians, who are at the world's end, and lie in two halves, the one looking West and the other East. He had gone there to accept a hecatomb of sheep and oxen, and was enjoying himself at his festival; but the other gods met in the house of Olympian Jove, and the sire of gods and men spoke first. At that moment he was thinking of Aegisthus, who had been killed by Agamemnon's son Orestes; so he said to the other gods:

# Social annotation helps solve them

The Open Anthology of Earlier American Literature

Robin DeRosa

## NARRATIVE OF THE THIRD VOYAGE, 1498-1500 (EXCERPT)

CHRISTOPHER COLUMBUS

I have always read that the world comprising the land and the water was spherical, and the recorded experiences of Ptolemy and all others have proved this by the eclipses of the moon and other observations made from East to West, as well as the elevation of the Pole from North to South. But as I have already described, I have now seen so much irregularity, that I have come to another conclusion respecting the Earth, namely, that it is not round as they describe, but of the form of a pear, which is very round except where the stalk grows, at which part it is most prominent; or like a round ball upon part of which is a prominence like a woman's nipple, this protrusion being the highest and nearest the sky, situated under the equinoctial line, and at the eastern extremity of this sea. . . .

Public

hghounsell 1 months ago

*I have now seen so much irregularity*

How did he even come to this conclusion? What experiences/ observations did he make? Can I hate Columbus even more than I already do?

1 reply Reply Link

klariviere 1 months ago

*that I have come to another conclusion respecting the Earth*

what authority does he have to say this? I mean, come on.

psuamit Columbus

Reply Link

jtn1006 1 months ago

*form of a pear*

wow, this is a stretch of the imagination, at least so it would seem. I'm sure he had his reasons for this hypothesis, but it's hard to imagine

psuamit

Reply Link

sgriffiths8 1 months ago

*or like a round ball upon part of which is a prominence like a*

# Outline

**Act 1:** Annotation then & now

**Act 2:** Web annotation in Teaching & Learning

**Act 3:** Open Source + Open Web

**Act 4:** Annotation in the classroom

**Act 5:** Annotation activity

# **1. Annotation Then & Now**

# Ancient Ed-Tech

## The Annotation

In context, In layers

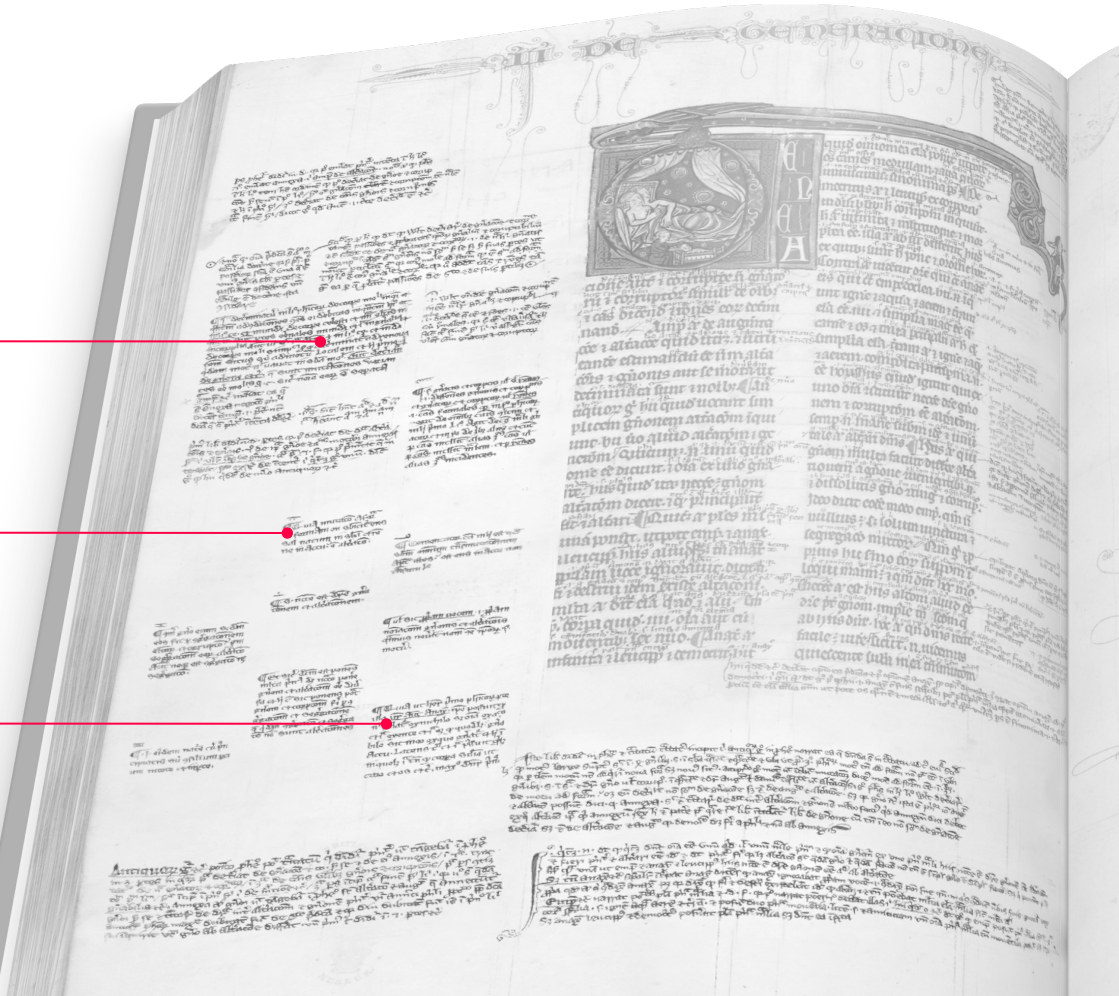
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Focused conversations

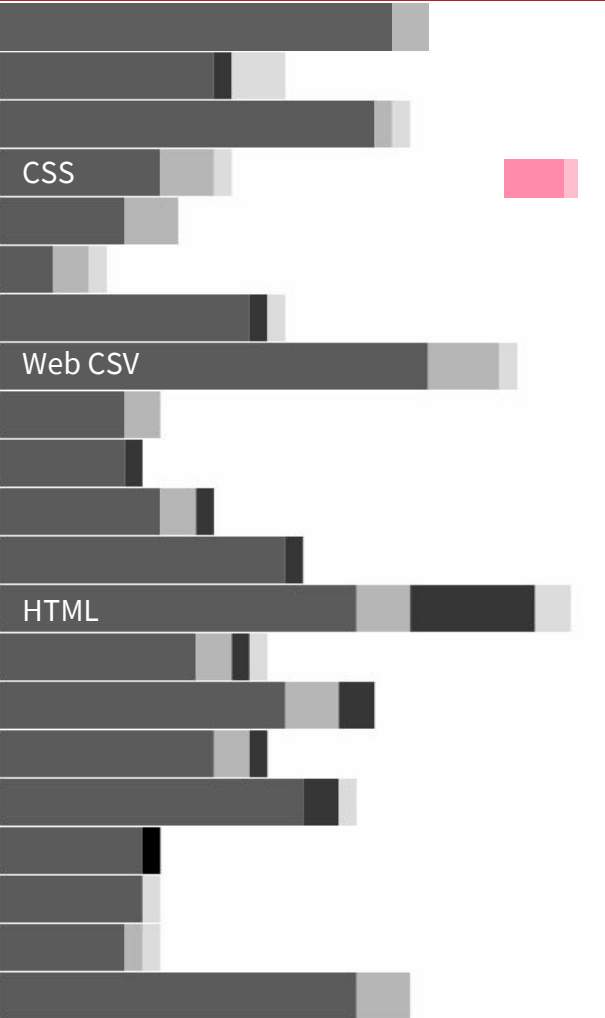
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Additive to material

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# Web Standard

On Feb 23, 2017 the W3C formally standardized Web Annotations

[w3.org/annotation](http://w3.org/annotation)

	<b>38</b> Active Working Group Members
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\*Formal votes of support in October 2014

# Annotation in the era of print

**READ WRITE**

**ALL SOME**

**ONE ONE**

**METHOD**

**PUBLISHER LAYER**

**PRIVATE ANNOTATION**

**USE CASE**

Midrash, commentaries, critical editions, other curated supplements to primary text

Personal marginalia, notetaking

**READ**  
 The reader's perspective on the text, including their own thoughts, questions, and reactions. This layer is often the most visible and is what we see when we look at a book.

**WRITE**  
 The writer's perspective on the text, including their own thoughts, questions, and reactions. This layer is often the most visible and is what we see when we look at a book.

**METHOD**  
 The methods and techniques used to create the annotations, including the choice of text, the use of symbols, and the organization of the annotations.

**PUBLISHER LAYER**  
 The publisher's perspective on the text, including their own thoughts, questions, and reactions. This layer is often the most visible and is what we see when we look at a book.

**PRIVATE ANNOTATION**  
 The private annotations of the reader, including their own thoughts, questions, and reactions. This layer is often the most visible and is what we see when we look at a book.

**WALDEN**

Read: Henry David Thoreau, *Walden*, 1854. The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849. The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849.

Write: The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849. The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849.

Method: The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849. The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849.

Publisher Layer: The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849. The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849.

Private Annotation: The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849. The text is a collection of journal entries and lectures that Thoreau wrote while living in a cabin on Walden Pond, Massachusetts, from 1845 to 1849.

**Agony of the World to Nearly the Present Time, with**  
*Extensive Scripture Lessons by a Friend to general improvement.* (New York, 1822).

Read: This is a tract in Massachusetts, although Thoreau may have had a mild Reading. English. It is a tract in Massachusetts, although Thoreau may have had a mild Reading. English. It is a tract in Massachusetts, although Thoreau may have had a mild Reading. English.

Write: This is a tract in Massachusetts, although Thoreau may have had a mild Reading. English. It is a tract in Massachusetts, although Thoreau may have had a mild Reading. English. It is a tract in Massachusetts, although Thoreau may have had a mild Reading. English.

Method: This is a tract in Massachusetts, although Thoreau may have had a mild Reading. English. It is a tract in Massachusetts, although Thoreau may have had a mild Reading. English. It is a tract in Massachusetts, although Thoreau may have had a mild Reading. English.

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**SHIP OF THESEUS**

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**Living Like Weasels**

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# Annotation on the open web

<b>READ</b>	<b>WRITE</b>	<b>METHOD</b>	<b>USE CASES</b>
<b>ALL</b>	<b>ALL</b>	<b>PUBLIC ANNOTATION</b>	<b>Open learning &amp; social conversation</b>
ALL	SOME	PUBLISHER LAYER	Midrash, commentaries, critical editions, other curated supplements to primary texts
<b>SOME</b>	<b>SOME</b>	<b>PRIVATE ANNOTATION GROUP</b>	<b>Educational classes, editorial review, affinity groups</b>
ONE	ONE	PRIVATE PERSONAL ANNOTATION	Personal marginalia, notetaking

Open web annotation doesn't just **enable new kinds of annotation**, it makes each of these methods possible **on the same text at the same time**.



# Layers of Annotation

Built on Open Standards

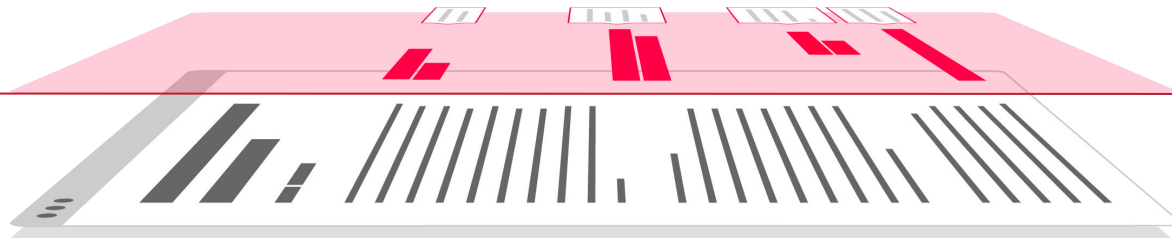
General Public



UT Austin Bio 101

Expert  
Community

Private  
Notes



Any Website, Article, eBook, Document, Multimedia

# **2. Web Annotation for Teaching & Learning**

We have all seized the white perimeter as our own  
and reached for a pen if only to show  
we did not just laze in an armchair turning pages;  
we pressed a thought into the wayside,  
planted an impression along the verge.

– Billy Collins, “*Marginalia*”



Online, a book can be a gathering place, a shared space where readers record their reactions and conversations. Those interactions ultimately become part of the book too, a kind of amplified marginalia.

– Jennifer Howard, “*With 'Social Reading,' Books Become Places to Meet*” (2012)



# Open web annotation makes reading visible

Page: 1 of 9 Automatic Zoom

Neuropsychiatric Disease and Treatment

Dovepress  
open access to scientific and medical research

Open Access Full Text Article

REVIEW

## Psychobiotics and the gut-brain axis: in the pursuit of happiness

This article was published in the following Dove Press journal:  
Neuropsychiatric Disease and Treatment  
16 March 2015  
Number of times this article has been viewed

Linghong Zhou<sup>1</sup>  
Jane A Foster<sup>1,2</sup>

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<sup>2</sup>Brain-Body Institute, St Joseph's Healthcare, Hamilton, ON, Canada

**Abstract:** The human intestine houses an astounding number and species of microorganisms, estimated at more than  $10^{14}$  gut microbiota and composed of over a thousand species. An individual's profile of microbiota is continually influenced by a variety of factors including but not limited to genetics, age, sex, diet, and lifestyle. Although each person's microbial profile is distinct, the relative abundance and distribution of bacterial species is similar among healthy individuals, aiding in the maintenance of one's overall health. Consequently, the ability of gut microbiota to bidirectionally communicate with the brain, known as the gut-brain axis, in the modulation of human health is at the forefront of current research. At a basic level, the gut microbiota interacts with the human host in a mutualistic relationship – the host intestine provides the bacteria with an environment to grow and the bacterium aids in governing homeostasis within the host. Therefore, it is reasonable to think that the lack of healthy gut microbiota may also lead to a deterioration of these relationships and ultimately disease. Indeed, a dysfunction in the gut-brain axis has been elucidated by a multitude of studies linked to neuropsychological, metabolic, and gastrointestinal disorders. For instance, altered microbiota has been linked to neuropsychological disorders including depression and autism spectrum disorder, metabolic disorders such as obesity, and gastrointestinal disorders including inflammatory bowel disease and irritable bowel syndrome. Fortunately, studies have also indicated that gut microbiota may be modulated with the use of probiotics, antibiotics, and fecal microbiota transplants as a prospect for therapy in microbiota-associated diseases. This modulation of gut microbiota is currently a growing area of research as it just might hold the key to treatment.

I finally found a way to get students to read, and engage with one another about their reading, *before* class.

— Andrew Martin, Professor, Department of Ecology and Evolutionary Biology, University of Colorado Boulder

h.



# Open web annotation makes reading active

**ENGLISH 528 FALL 2015**  
American Literature 1914 - 1960

**EDNA ST. VINCENT MILLAY**

**"Love Is Not All" (1931)**

Love is not all: it is not meat nor drink  
Nor slumber nor a roof against the rain;  
Nor yet a floating spar to men that sink  
And rise and sink and rise and sink again;  
Love can not fill the thickened lung with breath,  
Nor clean the blood, nor set the fractured bone;  
Yet many a man is making friends with death  
Even as I speak, for lack of love alone.  
It well may be that in a difficult hour,  
Pinned down by pain and moaning for release,  
Or nagged by want past resolution's power,  
I might be driven to sell your love for peace,  
Or trade the memory of this night for food,  
It well may be, I do not think I would.

**"Here lies, and none mourn him" (1934)**

I want students to learn the profits and pleasures of careful, engaged reading. To cultivate this kind of reading and learning online, I want tools that can deliver on the promise of digital annotation.

— **Lawrence Hanley**, English Professor,  
San Francisco State


**PAGES**

- [Hypothes.is demo](#)
- [Mystery Text Assignment](#)
- [Nella Larsen Timeline](#)
- [Networking "Howl"](#)
- [Quicksand Timeline](#)

Public · J.T.Lara · 5 search results

J.T.Lara · 7 months ago

Love is not all



reply · Reply · Share

**jmgerio6** · 7 months ago

lol, I watch The Office and understand the reference perfectly (saying it in Dwight voice). He would be the first person to argue "Love is not all," or to counter The Beatles' lyric "All you need is love."--Nicely done.

Reply · Share

J.T.Lara · 7 months ago

Nor slumber nor a roof against the rain;



# Open web annotation makes reading social

› Modules › Rights, Natural Rights, and the Bill of Rights › D. Locke on the Social Contract

## CHAPTER. II.

### OF THE STATE OF NATURE.

Sect. 4. TO understand political power right, and derive it from its original, we must see what state all men are naturally in, and that is, a state of perfect freedom to dispose of their possessions and persons, as they think fit, without asking leave, or depending upon the will of any other man.

In this state, all the power is reciprocal, no one is superior to another; there being no authority on earth, than that created by men, by mutual consent, and rank, and authority, all the same advantage, and the use of the same power, should also be equal one amongst another, without subordination or subjection, unless the lord and master of them all should, by any manifest declaration of his will, set one above another, and confer on him, by an evident and clear appointment, an undoubted right to dominion and sovereignty.

a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man

### Stop and Think

Both Hobbes and Locke describe human beings as *equal* in the state of nature. How do their understandings of equality in the state of nature differ?

When I'm reading I sometimes wonder, 'Does anyone actually understand this? Am I crazy?' With this tool I know I'm not alone.

— Shannon Griffiths, undergraduate student at Plymouth State University

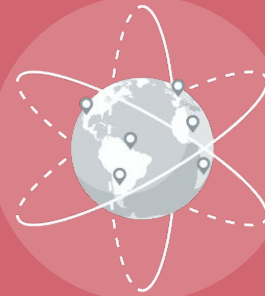
The screenshot shows a public annotation interface. At the top, it says "Public" with search, share, and download icons. Below that, a button says "Show all annotations (4)". The main content area shows an annotation by "fullerdad" dated "Apr 14, 2018". The annotation text reads: "Both Hobbes and Locke describe human beings as equal in the state of nature. How do their understandings of equality in the state of nature differ?". Below the annotation is a discussion prompt: "This question works well to help students compare the ideas of Hobbes & Locke (which are part of what I ask students to think of as the 'bookshelf' or perhaps today the twitter feeds, etc. of the founders!) When working with H.S. students, I find it is useful to ask them to point out specific evidence or passages from documents we are using to support their assertions. While this may go without saying for college students, high school students sometimes need that directive to help them develop that habit rather than offer a more 'intuitive' contribution to the discussion or writing prompt. For the high school student, many teachers (myself included) often ask the students early in the course to reflect upon, and define pivotal concepts such as 'equality' to provide an anchor point before wrestling with what Hobbes, Locke, et. al have to say. It has been my experience that they are pleased with themselves any time their own thought process aligns with the political philosophers they are being introduced to. Any traction of that nature usually helps to encourage them to entertain the possibility that course content is relevant to their own lives. Please advise if my suggestions regarding the high school classroom are not the direction you are seeking in this editing / reflection process." Below the annotation are two replies. The first reply is from "laurarodey" dated "Apr 28, 2018": "I agree with the usefulness of asking for evidence. I am just not sure if, at this point in the Locke piece, they will be able to discern any differences. I think they need to get to know Locke a bit better before figuring that out." The second reply is from "fullerdad" dated "Apr 28, 2018": "Hi; Agreed. I find that with almost all these readings, they would be useful only when 'applied retroactively' as enrichment activities after developing at least a basic understanding of related ideas, and in some cases the 'scaffolding' would need to be pretty extensive. Sailors have an ex-".



# Part of a broader conversation



Empowering students to act as  
**knowledge producers** within and  
**beyond the classroom**



Empowering substantive  
**intellectual conversation** and  
**civic participation** across the web

Open web annotation can  
be **more than text on text**

## Publication history:

This short poem was probably written in 1941 and was included in Niedecker's first book, *New Goose*, published in 1946 by the Press of James A. Decker. One of Niedecker's favorite poems, she also included it her second book, *My Friend Tree* published in 1961 by The Wild Hawthorn Press in *Edinburgh, Scotland* as well as both of the collected editions of her work that appeared during her lifetime: *T&G: The Collected Poems, 1936-1966*, published in 1969 by Jonathan Williams' The Jargon Society, and *My Life By Water: Collected Poems 1936-1968*, published by Stuart and Deidre Montgomery's Fulcrum Press in London in 1970.

Black Hawk held: In reason  
land cannot be sold,  
only things to be carried away,  
and I am old.

Young Lincoln's general moved,  
pawpaw in bloom,  
and to this day, Black Hawk,  
reason has small room.

## Post poem quiz:

Who was Lincoln's general?

Jacob Early

Samuel Whiteside

Henry Atkinson

Isaiah Stillman

Check

The screenshot shows a social media post from a user named 'steelwagstaff' on April 14. The post includes a video titled 'How to Cut and Serve Pawpaw ...' and a text-based link to a website with recipes for pawpaws. The image is annotated with four red circles containing white numbers: 1 is over a historical marker image, 2 is over the video player, 3 is over a link in the text, and 4 is over the video player's progress bar.

Public

also the name of a small community in Northern Illinois that was incidental to the Black Hawk War. The Illinois State Historical Society has erected a historical marker in Paw Paw:

1

Hide replies (3)

steelwagstaff Apr 14

Wow. I never knew this. I grew up eating Paw paw. Here's a video I found explaining different ways to cut and eat them!

2

steelwagstaff Apr 14

I also found this great website with all kinds of recipes and advice for eating/cooking pawpaws: <http://www.serious-eats.com/2014/09/whats-new-pawpaws-wild-fruit-mid-west-how-to-prepare-and-eat-pawpaws.html>

3

steelwagstaff

Niedecker reading her poem "enclosure":

4

At left: [Pressbooks](#) page with rich annotations.

Open web annotations can theoretically contain any browser-supported web element. **Examples:**

1. Images
2. Embedded video [iframe element]
3. External links
4. Embedded audio [HTML5 audio element]

For more: see Steel's writing about [adding interactivity to web annotations](#) or his [talk at iAnnotate 2018](#)

# **3. Open Source + Open Web**

# Pressbooks

Pressbooks is “an online book publishing platform that makes it easy to generate clean, well-formatted books in multiple outputs. Pressbooks is built on WordPress and is open source.”



— Hugh McGuire, *Pressbooks founder*



# Pressbooks is a Network

- Each PB instance is a centrally-managed **network** (a WordPress multisite) which can contain an enormous number of separate “books.”
- Each “book” has a unique web address. Books on the same network can have different structures, appearances, copyright licenses, & permissions.

WISCONSIN Home Contact Admin My Books Increase

## University of Wisconsin Pressbooks

Publishing Open Texts at UW-Madison

### ABOUT PRESSBOOKS

Pressbooks is easy-to-use book writing software that lets you create a book in all the formats you need to publish.

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[About this book →](#)

Teaching with Technology  
[About this book →](#)

[VIEW COMPLETE CATALOG](#)

[UW-Madison's Pressbooks Instance](#)

# What is a Pressbook?

Published books exist as standalone web texts featuring:

1. Title & descriptive information
2. Cover image
3. Download options
4. Table of contents
5. Additional licensing information & metadata [not shown]



## 4 CONTENTS

Front Matter	▼
I. The Old World in the New	▼
II. Made in America with Foreign Parts	▼
III. Heritage Memorialized	▼
IV. Trolltown, USA	▼
V. GUARDIAN SPIRITS	▼
Back Matter	▼

SHOW ALL CONTENTS

# The Hypothesis Project



## Non-profit

The Web works because, through standards, everyone can build on it—and no one owns it. The conversation over the web should be the same, and the organization behind it should be aligned with that outcome.



Nate Angell  
Director of Marketing



Jeremy Dean  
Director of Education



Peg Fowler  
Director, Business Operations



Lyza Danger Gardner  
Developer



Sean Hammond  
Developer



Robert Knight  
Developer



Katelyn Lemay  
Support Engineer



Heather Staines  
Director, Partnerships



Hannah Stepanek  
Developer



Jon Udell  
Director, Integrations



Sheetal Umesh Kumar  
Developer



Arti Walker-Peddakotla  
Product Manager



Dan Whaley  
Founder/CEO



Dave Wolfe  
Designer/Developer

# Our Team

100% dedicated to open annotation

---

1. Technology
2. Services
3. Adoption
4. Integrations
5. Partnerships
6. Use cases

# Sign up for an Hypothesis account:

Hypothes.is

[Sign in](#) / [Create an account](#)

**Username:** (between 3 and 30 characters)

**Email address:**

**Password:**

You are agreeing to be bound by our [Terms of Service](#) and [Community Guidelines](#).

Sign up

Visit <http://hypothes.is/signup> and confirm account via email.



# Browser Extensions

## Add Hypothesis to your browser.

Install our Chrome extension or add the bookmarklet to your preferred browser.

Click the button below to install the Hypothesis extension from the Chrome Web Store.

**CHROME EXTENSION**

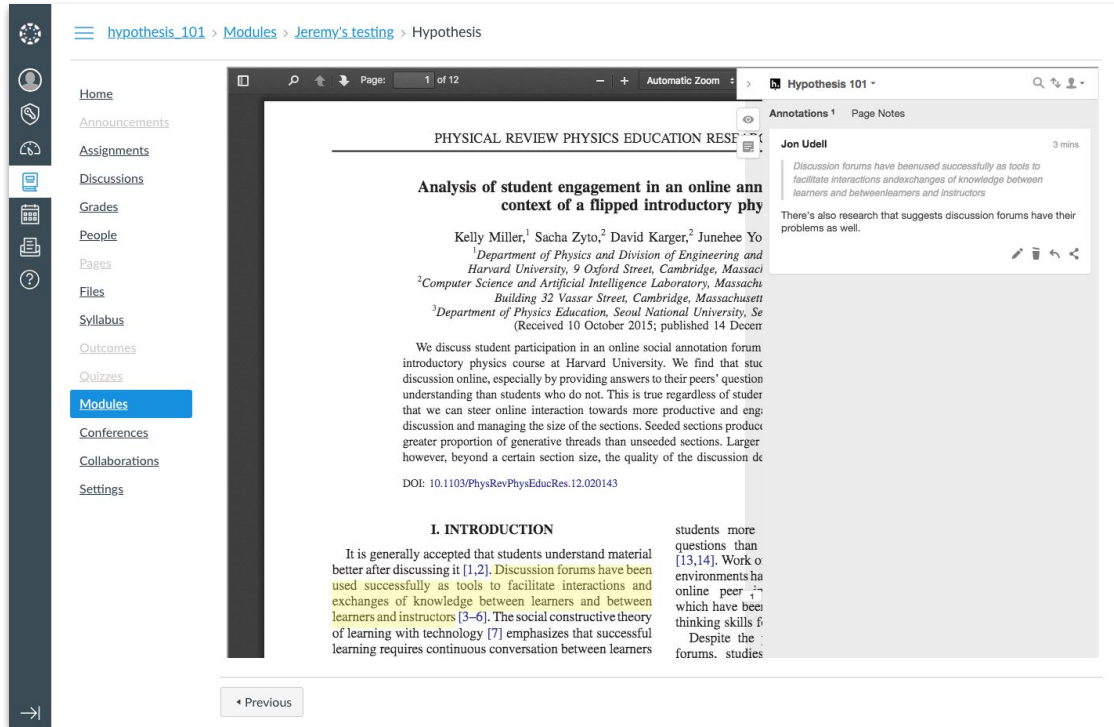


For any browser, drag this button to the bookmarks bar, or right-click/control-click to bookmark the link.

**HYPOTHESIS BOOKMARKLET**

[Chrome extension](#) and a [bookmarklet](#) (for other browsers)

# LMS App with Single Sign On



Blackboard  
learn™

brightspace  
by D2L

canvas  
BY INSTRUCTURE

moodle

Sakai

Configure Hypothesis to appear on readings





# Select text to **annotate**



## **Select text to annotate.**

Add tags and post publicly or save privately.

## **Reply to or share any annotation.**

Link to notes or whole pages.

## **Annotate together in groups.**

Collaborate privately with others.

## **Search your notes.**

Explore all public annotations and profiles.

# Reply to or share any annotation



## Select text to **annotate**.

Add tags and post publicly or save privately.

## Reply to or share any annotation.

Link to notes or whole pages.

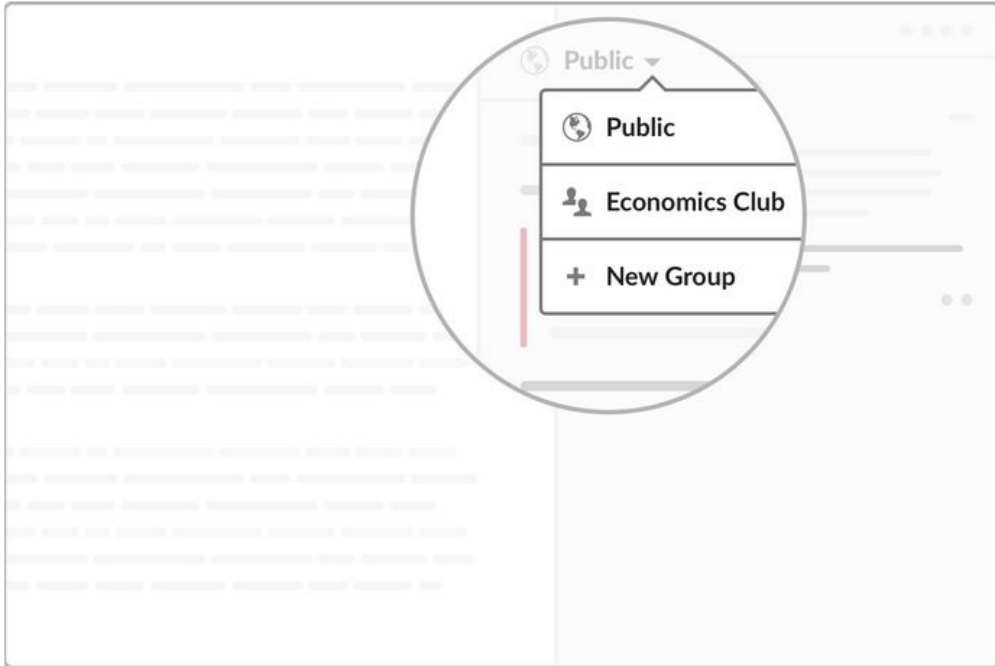
## Annotate together in **groups**.

Collaborate privately with others.

## Search your notes.

Explore all public annotations and profiles.

# Annotate together in **groups**



## Select text to **annotate**.

Add tags and post publicly or save privately.

## Reply to or **share** any annotation.

Link to notes or whole pages.

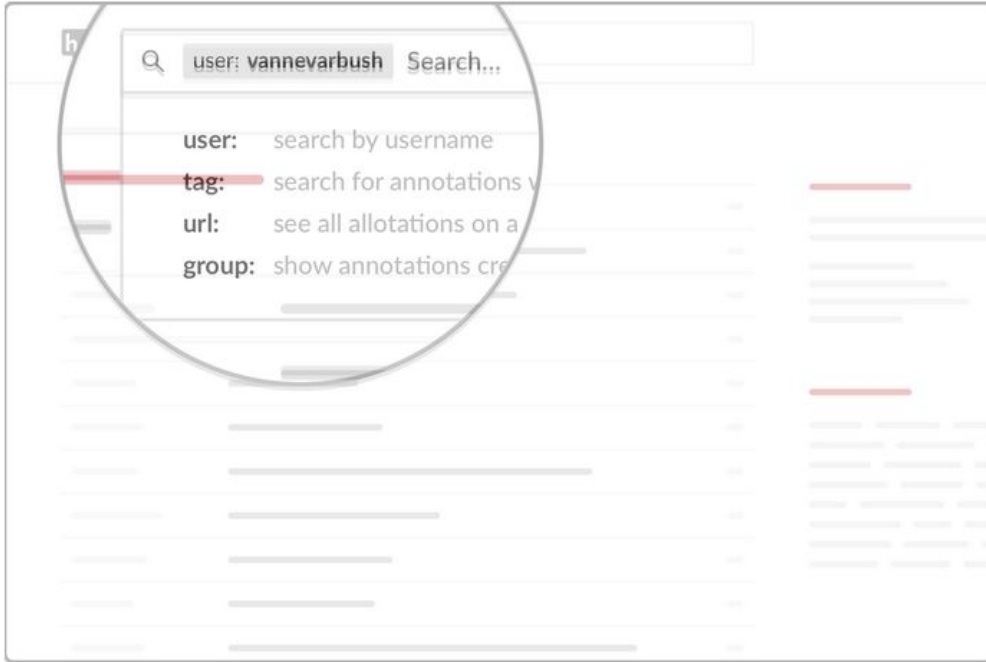
## Annotate together in **groups**.

Collaborate privately with others.

## Search your notes.

Explore all public annotations and profiles.

# Search your notes



## Select text to **annotate**.

Add tags and post publicly or save privately.

## Reply to or **share** any annotation.

Link to notes or whole pages.

## Annotate together in **groups**.

Collaborate privately with others.

## Search your notes.

Explore all public annotations and profiles.



# **4. Annotation in the Classroom**

Page: 1 of 9 Automatic Zoom

Neuropsychiatric Disease and Treatment

Dovepress  
open access to scientific and medical research

Open Access Full Text Article

REVIEW

# Psychobiotics and the gut–brain axis: in the pursuit of happiness

This article was published in the following Dove Press journal:  
Neuropsychiatric Disease and Treatment  
16 March 2015  
[Number of times this article has been viewed](#)

Linghong Zhou<sup>1</sup>  
Jane A Foster<sup>1,2</sup>

<sup>1</sup>Department of Psychiatry and Behavioural Neurosciences, McMaster University, Hamilton, ON, Canada;  
<sup>2</sup>Brain-Body Institute, St Joseph's Healthcare, Hamilton, ON, Canada

**Abstract:** The human intestine houses an astounding number and species of microorganisms, estimated at more than  $10^{14}$  gut microbiota and composed of over a thousand species. An individual's profile of microbiota is continually influenced by a variety of factors including but not limited to genetics, age, sex, diet, and lifestyle. Although each person's microbial profile is distinct, the relative abundance and distribution of bacterial species is similar among healthy individuals, aiding in the maintenance of one's overall health. Consequently, the ability of gut microbiota to bidirectionally communicate with the brain, known as the gut–brain axis, in the modulation of human health is at the forefront of current research. At a basic level, the gut microbiota interacts with the human host in a mutualistic relationship – the host intestine provides the bacteria with an environment to grow and the bacterium aids in governing homeostasis within the host. Therefore, it is reasonable to think that the lack of healthy gut microbiota may also lead to a deterioration of these relationships and ultimately disease. Indeed, a dysfunction in the gut–brain axis has been elucidated by a multitude of studies linked to neuropsychological, metabolic, and gastrointestinal disorders. For instance, altered microbiota has been linked to neuropsychological disorders including depression and autism spectrum disorder, metabolic disorders such as obesity, and gastrointestinal disorders including inflammatory bowel disease and irritable bowel syndrome. Fortunately, studies have also indicated that gut microbiota may be modulated with the use of probiotics, antibiotics, and fecal microbiota transplants as a prospect for therapy in microbiota-associated diseases. This modulation of gut microbiota is currently a growing area of research as it just might hold the key to treatment.

Graduate students at New Mexico State annotating scholarly journal articles





WIKIPEDIA  
The Free Encyclopedia

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- Featured content
- Current events
- Random article
- Donate to Wikipedia
- Wikipedia store

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- Help
- About Wikipedia
- Community portal
- Recent changes
- Contact page

Tools

- What links here
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- Upload file
- Special pages
- Permanent link
- Page information
- Wikidata item
- Cite this page

Print/export

- Create a book
- Download as PDF
- Printable version

Languages

- Català
- Deutsch
- Español

Article [Talk](#)

# Hypertext fiction

From Wikipedia, the free encyclopedia

**Hypertext fiction** is a genre of [electronic literature](#), characterized by the use of [hypertext links](#) which provide a new context for typically chooses links to move from one node of text to the next, and in this fashion arranges a story from a deeper pool of potential

The term can also be used to describe traditionally-published books in which a [nonlinear narrative](#) and interactive narrative is achieved. Mark Z. Danielewski's *House of Leaves* (2000), Enrique Jardiel Poncela's *La Tournée de Dios* (1932), Jorge Luis Borges' *The Garden of Forking Paths* and Julio Cortázar's *Rayuela* (1963; translated as *Hopscotch*) are early examples predating the word "hypertext", while a common young adult fiction and other similar [gamebooks](#). *The Garden of Forking Paths* is both a hypertext story and a description of a fictional

**Contents** [hide]

- Definitions
- History
- Characteristics
- See also
- References
- External links

## Definitions [ edit ]

There is little consensus on the definition of hypertext literature.<sup>[2]</sup> The similar term [cybertext](#) is often used interchangeably with hypertext. Each user obtains a different outcome based on the choices they make. Cybertexts may be equated to a [novel](#), and a [game](#). In a novel the reader has no choice, the [plot](#) and the characters are all chosen by the author, there is no [user](#) interaction. A person working their way through the novel is not an active participant. In a game, the person makes decisions and decides what to do next.

To [Espen Aarseth](#), cybertext is not a [genre](#) in itself; in order to classify traditions, [literary genres](#) and [aesthetic value](#), texts should be classified as a kind of **ergodic literature**:

In ergodic literature, nontrivial effort is required to allow the reader to traverse the text. If ergodic literature is to make sense of a text, where the effort to traverse the text is trivial, with no [extranoematic](#) responsibilities placed on the reader except (for example) to click on [pages](#).<sup>[*citation needed*]</sup>

Read ⓘ



gnal\_kah

8 days ago

*Hypertext fiction is a genre of electronic literature, characterized by the use of hypertext links which provide a new context for non-linearity in literature and reader interaction.*

[More](#)

The concept of being non-linear and interactive is what has stood out to me in the examples of electronic literature that I've seen so far. While this can appear in traditional books, it seems to be far less common and thus can be seen as a defining feature of hypertext fiction.

#d004x

[↩ Reply](#) [↪ Link](#)

spleenlesswonder

9 days ago

*while a common pop-culture example is the Choose Your Own Adventure series in young adult fiction and other similar gamebooks.*

[More](#)

I've taught several lit classes where I begin by having students read a CYOA book. It is very effective at getting us thinking about structure, format, and readerly experience.

#d004x

[↩ Reply](#) [↪ Link](#)

Jessa

8 days ago

*In a novel the reader has no choice, the plot and the characters are all chosen by the author, there is no 'user,' just a 'reader,' this is important because it entails that the person working their way*

[More](#)

Very interesting opportunities. Seems so interactive and promising to reader. But is it possible to create a disappointment in the end because

2





# "Just Hillary Things"

Literature, Media and Technology  
Hillary Rancap

ARCHIVE

## Life and Love is Only as Complicated as you Make it

Messes are inevitable. So are relationships. It doesn't matter what type of relationship it is, our lives are ruled by all of the relationships we are involved in. **This may be because human bodies are genetically made to reproduce.** It seems as if our bodies need/crave relationships in order to survive. **But with relationships come messes.** Messes and relationships always seem to go hand in hand. Even though the Marko and Alana in

## Critics Blog #7 "All Actions are a Snowball Saga"

"All Actions Are Snowballs"  
After reading "Saga" by Brian K. Vaughan and Fiona Staples, I realized the basis of the first six chapters is the relationship between Marko and Alana. I think not all scenes in the book involve the two main characters because the author wanted to show how their relationship affects the other characters. **The relationship then starts a very long saga.** This saga then continues on, gets more and



## Eagle Eye Car Chase (2008) HD >

Car chase from Eagle Eye featuring a Porsche Cayenne evading a parade of police cars

## Critics Blog #6- Relationship to Survive

In multiple movies there is a plot line where the main characters must work together in order to accomplish a task or get to a final destination. Movies like Harry Potter and the Deathly

tarquinload 8 days ago

*This may be because human bodies are genetically made to reproduce.*

I like this point and connection you made on how the reason why relationships rule our lives is because our biological purpose and function is to reproduce. But not only do we reproduce, we do several other things that make relationships messy, as you said. Not only does the scene with the Grandparents mean multiple things are bound to occur but this moves the book forward and keeps us guessing on what is going to happen next. Asking the question, does love outweigh the outfall of relations we have with people and I think it all depends on the person you ask and how important those relationships are to that specific person.

Reply Link

sophist\_monster 1 months ago

*started over*

A new Garden of Eden as it were.

Reply Link

sophist\_monster 14 days ago

*The relationship then starts a very long saga*

It both starts the Saga and is part of earlier, ongoing Saga.

Reply Link

cottonmg 28 days ago

*if I were Lilith, I would have been SO HAPPY for the Oankali species and their plan to rebuild. But I was wrong. Lilith felt quite the opposite.*

More







Your current position in the text is marked in blue. Click anywhere in the line to jump to another position:

alphabetic letter:  entry group:  entry:

This text is part of:  
Greek and Roman Materials

View text chunked by:  
first letter : entry  
entry

Table of Contents:

- ▼ A
  - ▶ Abaeus - Abul'ites
  - ▶ Abu'ria Gens - Achae'menes
  - ▶ Achae'menes - Acrisioniades
  - ▶ Acri'sius - Adrasteia
  - ▶ Adrasteia - Ae'gipan
  - ▶ Aegisthus - Aemi'lus Papinia'nus
  - ▶ Aemi'lus Parthenia'nus - Aeso'pus
  - ▶ Aeso'pus, Clau'dius - Agame'des
  - ▶ Agamemnon - Agela'us
  - ▶ Agela'us - A'gnius
  - ▶ Agno'dice - Ahenobarbus
  - ▼ Ahenobarbus - Albi'nus
    - Ahenobarbus
    - Ahenobarbus
    - Ahenobarbus
    - Ahenobarbus



ajax-bio-1

## Ajax

(\*Ai)/as).

1. A son of Telamon, king of Salamis, by Periboea or Eriboea (**Apollod. 3.12.7; Paus. 1.42.4; Pind. I. 6.65; Diod. 4.72**), and a grandson of Aeacus. Homer calls him Ajax the Telamonian, Ajax the Great, or simply Ajax (**Il. 2.768, 9.169, 14.410**; comp. **Pind. I. 6.38**), whereas the other Ajax, the son of Oileus, is always distinguished from the former by some epithet. According to Homer Ajax joined the expedition of the Greeks against Troy, with his Salaminians, in twelve ships (**Il. 2.557**; comp. *Strab. ix. p.394*), and was next to Achilles the most distinguished and the bravest among the Greeks. (ii 768, 17.279, &c.) He is described as tall of stature, and his head and broad shoulders as rising above those of all the Greeks (iii 226, &c.); in beauty he was inferior to none but Achilles. (**Od. 11.550, 24.17**; comp. **Paus. 1.35.3**.) When Hector challenged the bravest of the Greeks to single combat, Ajax came forward among several others. The people prayed that he might fight, and when the lot fell to Ajax (**Il. 7.179**, &c.), and he approached, Hector himself began to tremble. (215.) He wounded Hector and dashed him to the ground by a huge stone. The combatants were separated, and upon parting they exchanged arms with one another as a token of mutual esteem. (305, &c.) Ajax was also one of the ambassadors whom Agamemnon sent to conciliate Achilles. (9.169.) He fought several times besides with Hector, as in the battle near the ships of the Greeks (14.409, &c. 15.415, 16.114), and in protecting the body of Patroclus. (17.128, 732.) In the games at the funeral pile of Patroclus, Ajax fought with Odysseus, but without gaining any decided advantage over him (23.720, &c.), and in like manner with Diomedes. In the contest about the armour of Achilles, he was conquered by Odysseus, and this, says Homer, became the cause of his death. (**Od. 11.541**, &c.) Odysseus afterwards met his spirit in Hades, and endeavoured to appease it, but in vain.

### References (29 total)

- Cross-references from this
  - Pseudo-Apollodor
  - Pseudo-Apollodor
  - Homer, *Iliad*, 9.169
  - Homer, *Odyssey*, 1
  - Homer, *Odyssey*, 1
  - Pausanias, *Descrip*
  - Pausanias, *Descrip*
  - Pausanias, *Descrip*
  - Pausanias, *Descrip*
  - Pausanias, *Descrip*
  - Pausanias, *Descrip*
  - Plutarch, *Alcibiade*
  - Sophocles, *Ajax*, 2
  - Sophocles, *Ajax*, 2
  - Sophocles, *Ajax*, 3
  - Sophocles, *Ajax*, 4
  - Sophocles, *Ajax*, 4
  - Sophocles, *Ajax*, 8
  - Homer, *Iliad*, 14.4
  - Homer, *Iliad*, 22
  - Homer, *Iliad*, 22
  - Homer, *Iliad*, 7.179
  - Homer, *Odyssey*, 2
  - Ovid, *Metamorpho*
  - Ovid, *Metamorpho*
  - Pliny the Elder, *Nat*
  - Diodorus, *Historia*
  - Aelian, *Varia Histo*

### Search

Searching in English. [More search c](#)  
Limit Search to:  
 A Dictionary of Greek and R  
30

tmuzzo 8 months ago

Ajax

συγκατέζευκται κακῆ  
<http://data.perseus.org/citations/urn:cts:greekLit:tlq0011.tlq003.perseus-eng1:124>

attestation joth

Reply Link

tmuzzo 8 months ago

Ajax

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<http://data.perseus.org/citations/urn:cts:greekLit:tlq0011.tlq003.perseus-eng1:205>

attestation joth

Reply Link

tmuzzo 8 months ago

Ajax

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<http://data.perseus.org/citations/urn:cts:greekLit:tlq0011.tlq003.perseus-grc1:815>

attestation joth

Reply Link

tmuzzo 8 months ago

Ajax





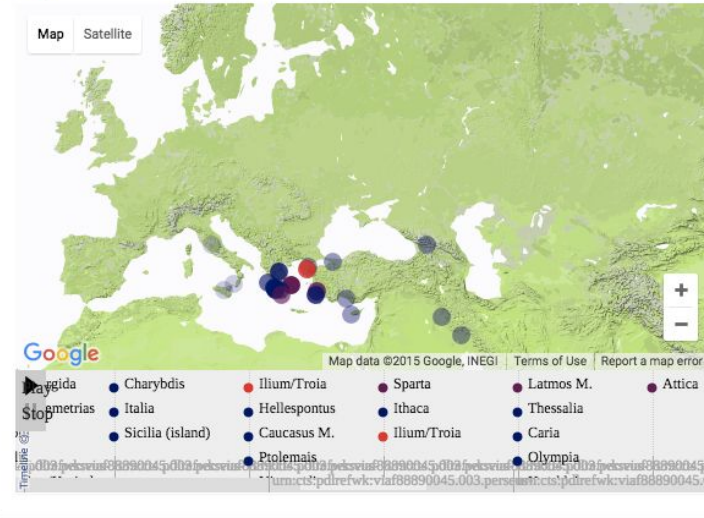
# A Dictionary of Greek and Roman biography and mythology

By Smith, William

[View on Perseus](#)

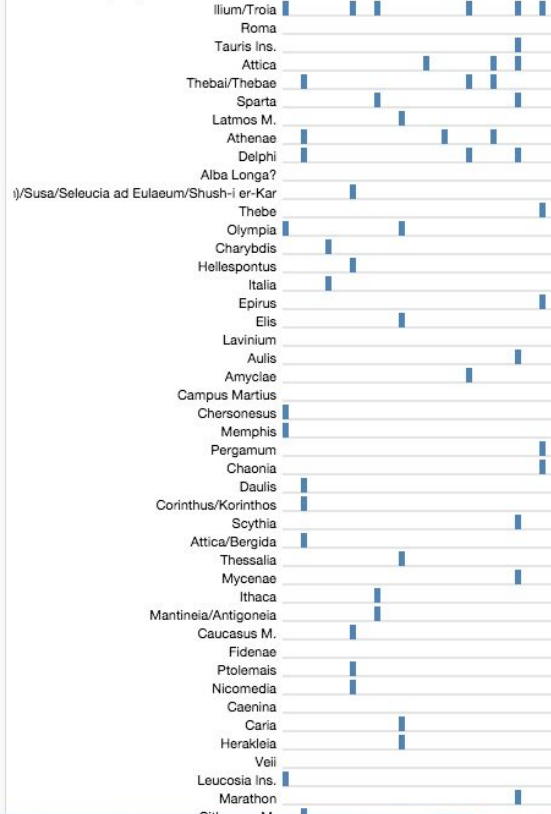
[Download Annotations: Places, Persons, Citations](#)

## Map



## Top Places

Most referenced | Alphabetical



Using the Hypothesis API the Tufts professor created a map of the text using students annotations



# Hypothesis + Pressbooks

Hypothesis is available as a plugin within Pressbooks.

It can be quickly configured to allow Hypothesis to be used in all or part of the book. **[right]**

Using the plugin means that all visitors to the site will be able to use Hypothesis within Pressbooks without having to install a browser extension.

**PB My Catalog Test Space**

**Hypothesis Settings**  
Customize Hypothesis defaults and behavior.

**Highlights on by default**

**Sidebar open by default**

**Enable annotation for PDFs in Media Library**

**Content Settings**  
Control where Hypothesis is loaded.

**Allow on front page**

**Allow on blog page**

**Allow on parts**

**Allow on chapters**

**Allow on front matter**

**Allow on back matter**

**Settings**

Dashboard  
Upgrade  
Text  
Book Info  
Appearance  
Export  
Publish  
Plugins  
Media  
Users  
Tools

Sharing & Privacy  
Export  
Akismet  
Hypothesis  
Google Analytics  
PB LaTeX  
Collapse menu

Dashboard  
Upgrade  
Text  
Book Info  
Appearance  
Export  
Publish  
Plugins  
Media  
Users  
Tools

**Settings**

Sharing & Privacy  
Export  
Akismet  
Hypothesis  
Google Analytics  
PB LaTeX  
Collapse menu

**Allow on specific parts (list of comma-separated parts IDs, no spaces)**

**Allow on specific chapters (list of comma-separated chapters IDs, no spaces)**

**Allow on specific front matter (list of comma-separated front matter IDs, no spaces)**

**Allow on specific back matter (list of comma-separated back matter IDs, no spaces)**

**Disallow on specific parts (list of comma-separated parts IDs, no spaces)**

**Disallow on specific chapters (list of comma-separated chapters IDs, no spaces)**

**Disallow on specific front matter (list of comma-separated front matter IDs, no spaces)**

**Disallow on specific back matter (list of comma-separated back matter IDs, no spaces)**

**Save Changes**

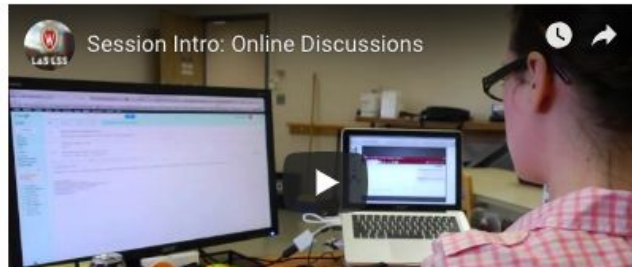
*[Hypothesis Plugin Settings in Pressbooks](#)*

# Sample Pressbook + Hypothesis Activated

## I. Online Discussions Introduction

Thank you for participating in this session of L&S Learning Support Services' online workshop series, "Teaching With Technology." In the following short opening, you'll meet one of your facilitators, Theresa Pesavento, and get acquainted with the outline of the upcoming module on the exciting topic of online discussions.

Before we dive in, take a moment to consider the uniqueness of online learning. For instance, while we believe most of you will be joining us from here in Madison, Wisconsin, we also know that you may be participating from places near and far, using the power of technology. In this light, we hope that by providing a brief look at our 'place' in and around Wisconsin, we are offering a useful context for our culture and geography. And we hope to hear from you as we move through the course—about the topic at hand, of course, and also a little bit about your own place on campus or on your side of the world.



Online Discussions > Public

Annotations 2 Page Notes

**rawrpounce** Feb 16, 2017  
Public

*Before we dive in, take a moment to consider the uniqueness of online learning. For ... More*

This is an annotation.

Show replies (1)

**steelwagstaff** 1 min  
Public

*while we believe most of you will be joining us from here in Madison, Wisconsin*

B I K M Σ ≡ Preview

Add tags...

Post to Public Cancel

Annotations can be freely reused by anyone for any purpose.

# Close Reading with Pressbooks + Hypothesis

Lisez attentivement l'ensemble du texte en passant votre curseur sur les mots en bleu, pour voir les explications. Ensuite cliquez sur le premier fragment marqué en jaune. Faites tous les exercices et écoutez toutes les explications qui s'afficheront à droite.

## Objections:

1. Il semble que non, car l'espoir porte sur le bien à venir, dit Saint Jean Damascène. Or il n'appartient pas aux bêtes de connaître l'avenir, car elles n'ont que la connaissance sensible qui ne s'étend pas à l'avenir.
2. L'objet de l'espoir est le bien qu'il est possible d'atteindre. Or le possible et l'impossible sont des différences du vrai et du faux, "qui ne peuvent être que dans l'esprit", selon Aristote. Les bêtes, n'ayant pas d'esprit ne peuvent donc espérer.
3. Saint Augustin écrit : "Les animaux se meuvent d'après ce qu'ils voient." Or l'espoir ne porte pas sur ce qui se voit – "Car ce qu'on voit, comment l'espérer?", dit Saint Paul (Rm 8, 24). Les bêtes n'espèrent donc pas.

**En sens contraire**, l'espoir est une passion de l'irascible. Or l'irascible existe chez les bêtes; donc aussi l'espoir.

**Réponse:** Les passions intérieures des animaux peuvent se découvrir par leurs mouvements extérieurs. Ce sont eux qui manifestent l'existence de l'espoir chez les bêtes. En effet, si le chien voit un lièvre, ou l'épervier un oiseau, qui sont trop éloignés, ils ne font vers eux aucun mouvement, comme s'ils n'estimaient pas pouvoir les atteindre. Mais si leur proie est à proximité, ils s'élancent, comme dans l'espoir de l'atteindre. Ainsi qu'on l'a dit plus haut, l'appétit sensible des bêtes

UW-Madison Pressbooks

Écoutez le commentaire du Professeur:

Traité d'Aristote, commenté par Averroès, manuscrit du XIVe s.

Faites l'exercice

Lisez les 3 objections par lesquelles commence cet article de la Somme Théologique. Sur quelles autorités s'appuient ses arguments? Choisissez une réponse correcte.

Sur un auteur grec païen et des auteurs chrétiens

Sur des auteurs grecs païens

At left: Annotations in the 'publisher' layer of a [close reading activity](#) made in Pressbooks and used in a French literature course. The image is of Averroes' 12th c. commentaries on Aristotle.

The public can view/use this layer, but only invited experts can write to it. This activity includes:

1. Image
2. Audio commentary
3. Interactive quiz

[H5P]

# **5. Annotation Activity**

# Follow one of these annotatable links:

We built a basic ‘poetry anthology’ in Pressbooks for use in today’s webinar:

- <https://university.pressbooks.pub/annotation/blackhawkheld>
- <https://university.pressbooks.pub/annotation/chapter/psalm/>
- <https://university.pressbooks.pub/annotation/chapter/a-travellers-song/>
- <https://university.pressbooks.pub/annotation/chapter/fragments-of-sappho/>

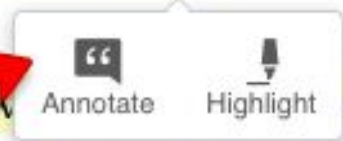
If you’d prefer to create your annotations in a private group, we’ve created one for this activity here:

<https://hypothes.is/groups/nmoZZZ3y/oeweek-annotation-demo>

# Create an **annotation**

political import due to fear or ignorance of technology. But the unparalleled level of material support that Digital Humanities has received suggests that its most significant contribution to academic politics may lie in its (perhaps unintentional) facilitation of the neoliberal takeover of the university.

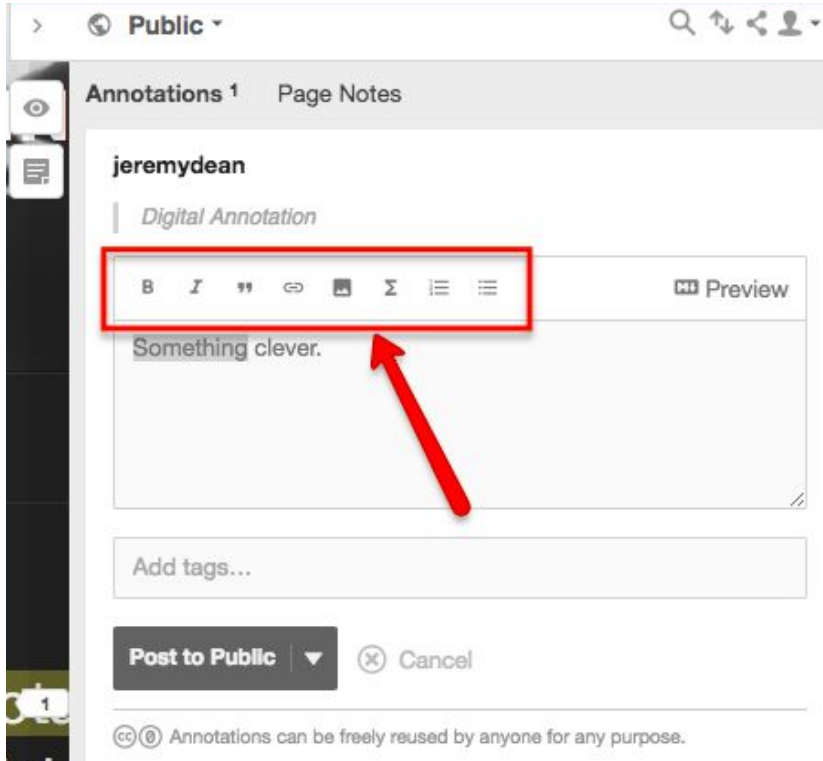
Neoliberal policies and institutions value academic work that produces findings immediately usable by industry and that produces graduates trained for the current requirements of the commercial workplace. In pursuit of



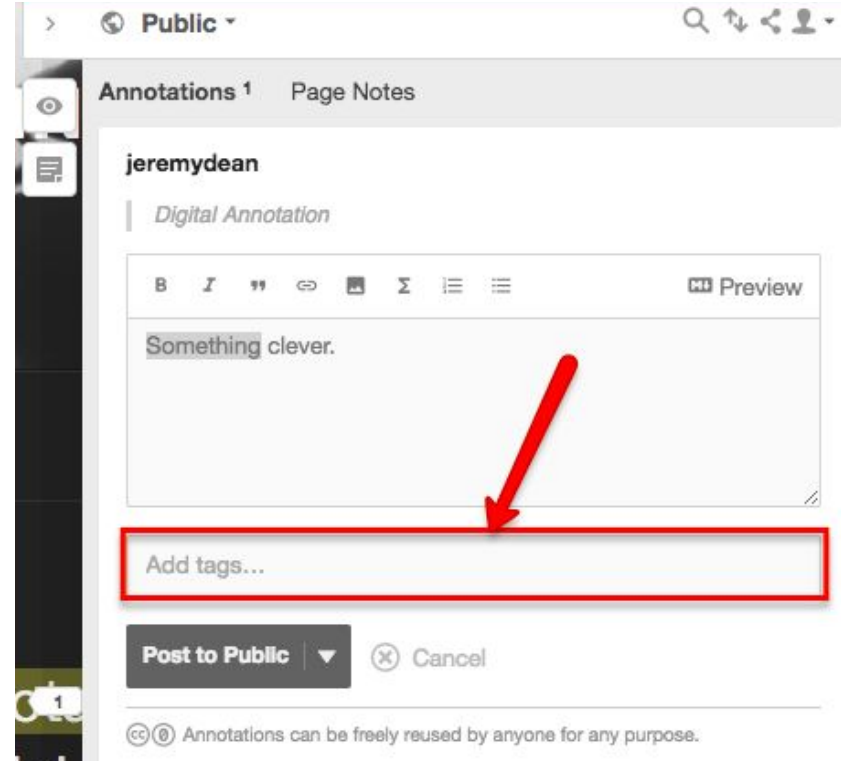
Select text and click “Annotate”



# Add links, images, & rich text [L] and tags [R]

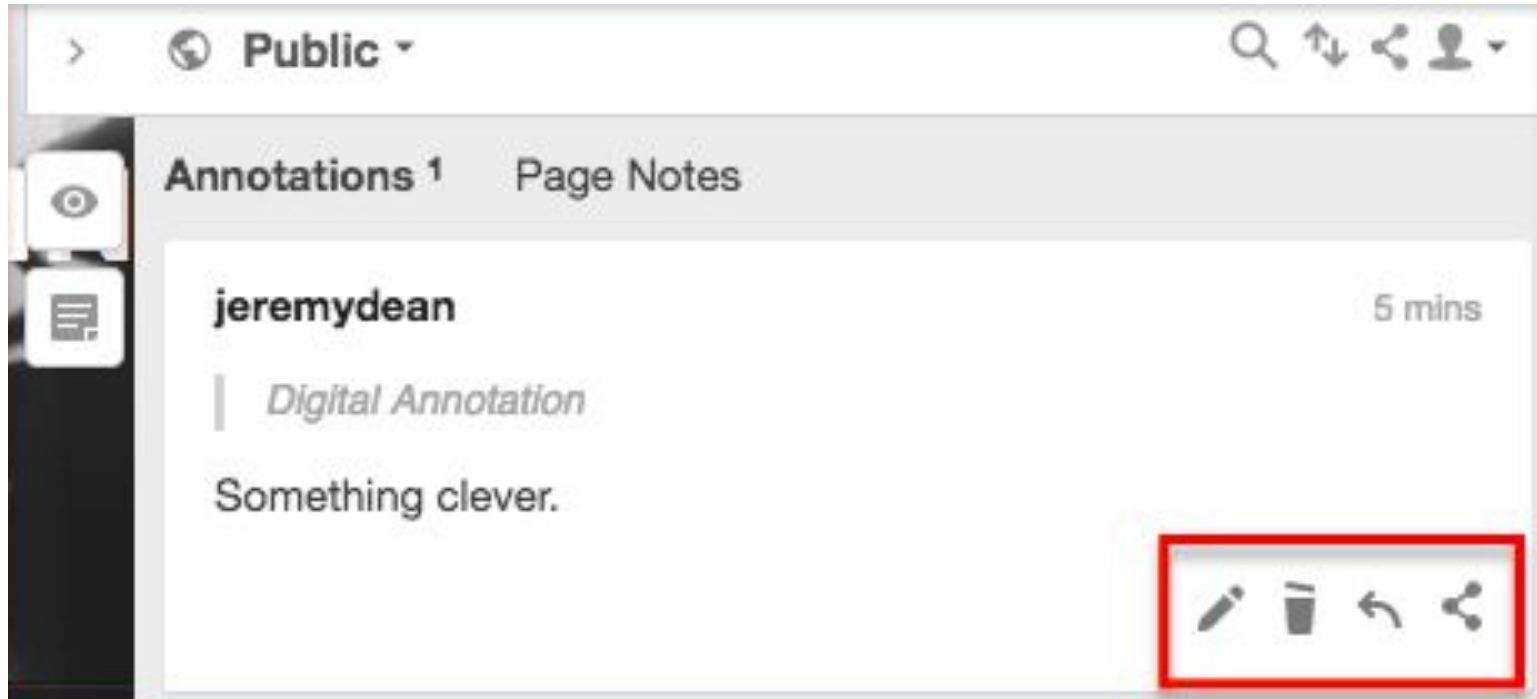


This screenshot shows a digital annotation interface for a user named 'jeremydean'. The interface includes a top navigation bar with 'Public' and search/share icons. Below is a header for 'Annotations 1' and 'Page Notes'. The main content area shows the text 'Something clever.' with a red box highlighting the rich text toolbar above it. The toolbar contains icons for bold (B), italic (I), quote, link, image, sum, list, and indent. A red arrow points from the text area up to the toolbar. At the bottom, there is an 'Add tags...' input field, a 'Post to Public' button, and a 'Cancel' button. A footer note states: 'Annotations can be freely reused by anyone for any purpose.'



This screenshot shows the same digital annotation interface as the left image. The text 'Something clever.' is visible in the main content area. A red box highlights the 'Add tags...' input field at the bottom of the interface. A red arrow points from the text area down to the 'Add tags...' field. The rest of the interface, including the toolbar and buttons, is identical to the left image. A footer note states: 'Annotations can be freely reused by anyone for any purpose.'

# Edit or delete your annotation



# Reply to an annotation

jeremydean

May 3

*Hirsch's argument was foundational for the Common Core educational program favored by the political right.*

Interesting, but I'd like to see a citation here.

Also, not sure it's fair to say that the Common Core was/is favored by the Right.

Digital Humanities

LARB

Hide replies (1)



gandalf511

May 3

Yeah, last I checked the political right was squarely opposed to the Common Core.



# Share an annotation

Jeremydean

moments ago

*This campaign is not about Bernie Sanders.*

While this is no doubt a rhetorical move, it can really be that humble--this is a statement announced his candidacy in front of himself.

nextprez

KQEDlearningday

Share:



<https://hyp.is/AVReZ6B6FtI>



Edit



Delete



Reply



Share

**Continue the Conversation**