

# Publishing with Manifold Scholarship

 @ManifoldScholar

 <https://manifold-slackin.herokuapp.com/>

 ManifoldScholar/manifold

 manifoldapp.org

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# Presentation Overview

1. What is Manifold?
2. What can you publish?
3. Publishing EPUBs
4. Publishing Google Docs
5. Questions

# What is Manifold?

THE  
GRADUATE  
CENTER

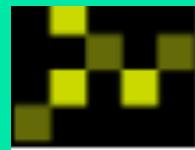
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ANDREW W.  
**MELLON**  
FOUNDATION





## The Digital Humanities Moment

MATTHEW K. GOLD

Recent coverage of the digital humanities (DH) in popular publications such as the *New York Times*, *Nature*, the *Boston Globe*, the *Chronicle of Higher Education*, and *Inside Higher Ed* has confirmed that the digital humanities is not just “the next big thing,” as the *Chronicle* claimed in 2009, but simply “the Thing,” as the same publication noted in 2011 (Pannapacker). At a time when many academic department closings, a

Mark selected text as

- Mark as interesting
- View or add comments
- Add to index
- Nevermind, don't mark text

This text was marked as interesting 42 times and commented upon one time.

ties experienced a bar universities, the establers and initiatives ac grants distributed by tions. Even Google er publicized grants to DI

Clearly, this is a significant moment of growth and opportunity for the field, but it has arrived amid larger questions concerning the nature and purpose of the university system. At stake in the rise of the digital humanities is not only the viability of new research methods (such as algorithmic approaches to large humanities data sets) or new pedagogical activities (such

# Debates in the Digital Humanities

Readers interact with the material by marking passages as interesting, adding comments, and adding terms to a crowdsourced index.

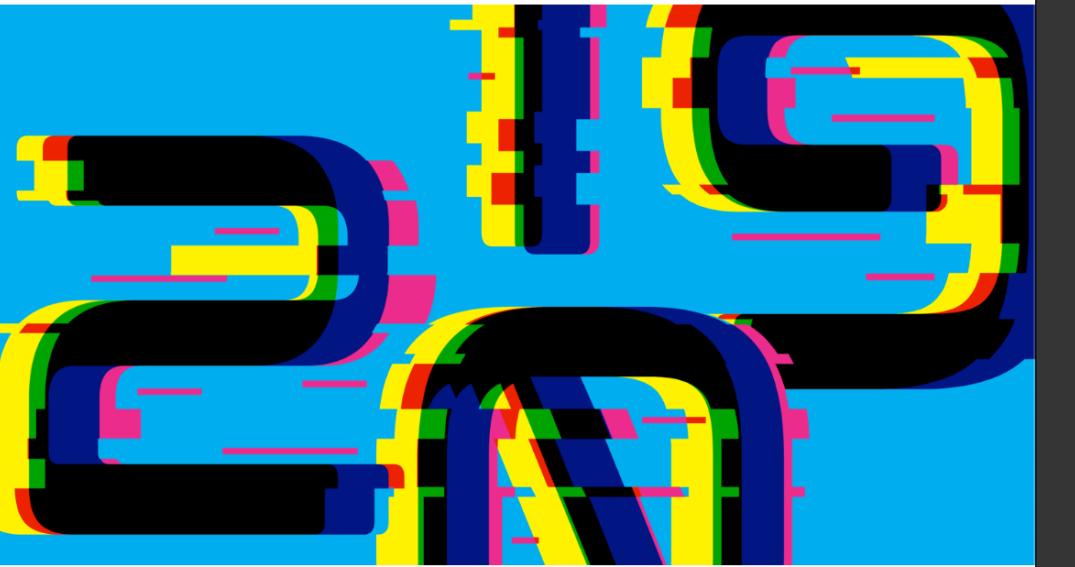
Debates in the Digital Humanities x +

https://dhdebates.manifoldapp.org

Home Projects

Welcome to the online home for Debates in the Digital Humanities, a hybrid print/digital book series that explores debates in the field as they emerge.

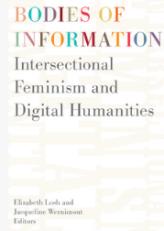
With biannual volumes that highlight current issues in the field, and special volumes on topics of pressing interest, Debates in the Digital humanities tracks the field as it continues to grow.



Debating the Digital Humanities

All the books in our series are here, available in Manifold Project editions.

  
Debates in the Digital Humanities 2019  
Matthew K. Gold, Lauren F. Klein  
• Updated July, 2019

  
Bodies of Information  
Intersectional Feminism and Digital Humanities  
Elizabeth Losh and Jacqueline Wernimont, Editors  
Jacqueline Wernimont, Elizabeth Losh  
• Updated July, 2019

  
Making Things and Drawing Boundaries  
Jacqueline Wernimont, Elizabeth Losh  
Jentery Sayers  
Jentery Sayers  
• Updated July, 2019

  
Debates in the Digital Humanities 2016  
Matthew K. Gold, Lauren F. Klein  
• Updated July, 2019

  
Debates in the Digital Humanities  
Matthew K. Gold  
• Updated July, 2019

Log In

Home

Projects

Search

The newest edition of *Debates in the Digital Humanities* is now live on Manifold at [dhdebates.manifoldapp.org](https://dhdebates.manifoldapp.org).

# Manifold is

an intuitive, collaborative, open-source web platform for scholarly publishing

with Project Creator status, you can publish:

- books,
- journals,
- conference proceedings, and
- Open Educational Resources (OER)
- and more

**What can you publish?**

# What Formats Can Manifold “Ingest”?

- Google Docs (share url)
- Word Docs (.docx)
- Markdown
- HTML/CSS
- EPUB
- manifest ingestion of multiple file types

# What Formats Can You Add as a Resource?

- **Images.** GIF, JPEG, JPG, PNG
- **Video.** MP4, WEBM, FLV, MOV, AVI, YouTube, Vimeo
- **Audio.** MP3, FLAC, WAV, OGG, OGA
- **File.** Unrestricted
- **Link.** URL
- PDF.
- **Document.** DOC, DOCX, TXT, ODT
- **Spreadsheet.** XLS, XLSX, ODS
- **Presentation.** PPT, PPTX, ODP
- **Interactive.** Embed URL

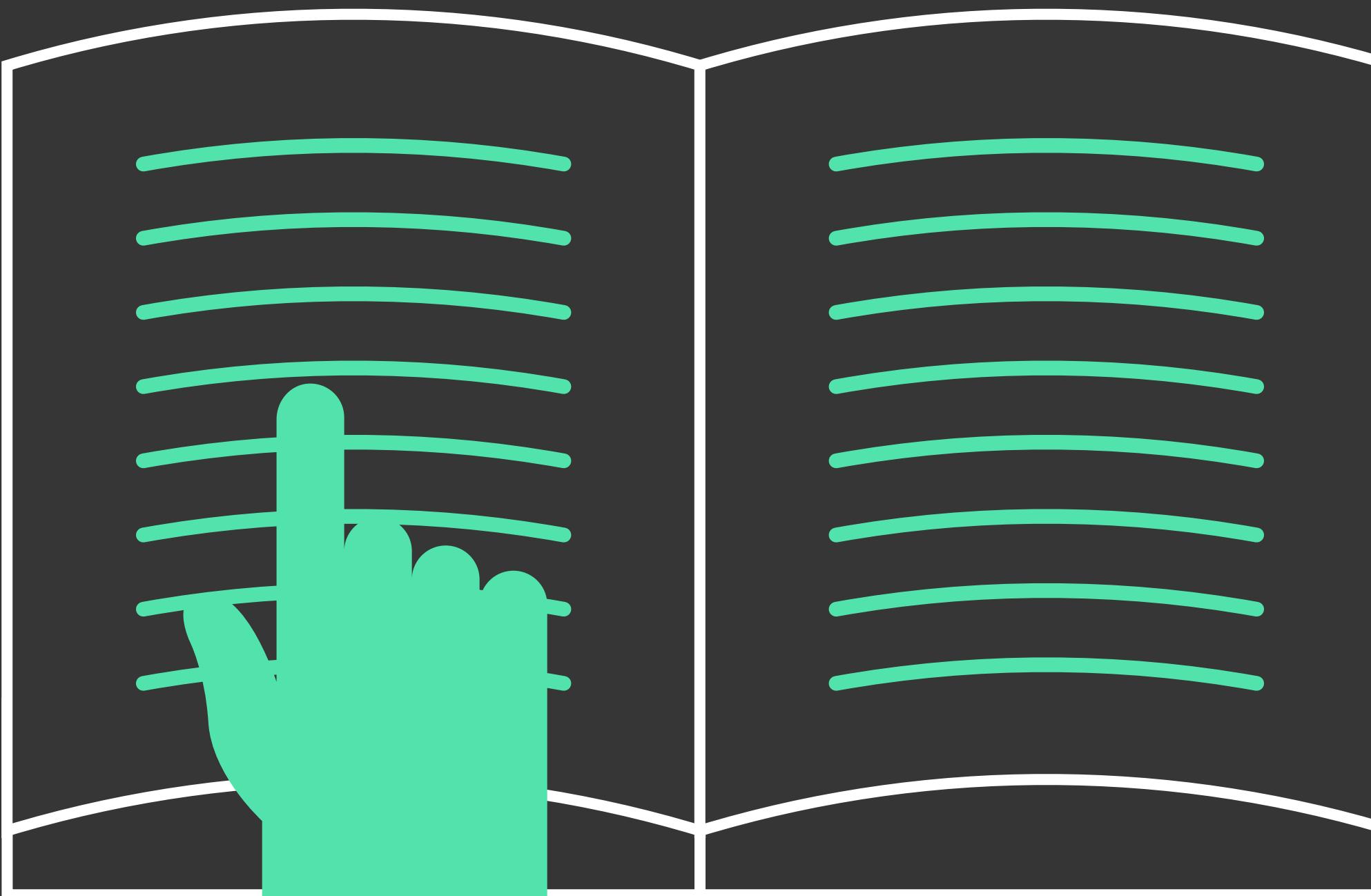
# Who is using Manifold?

- Athabasca University Press
- Indiana University Press
- Temple University Press
- University of Cincinnati Press and Library Publishing Services
- Emory Center for Digital Scholarship
- University of the West Indies Press
- Liverpool University Press
- Reanimate publishing collective
- University of Washington Press and Libraries
- Concordia University Press
- Affordable Learning Georgia
- Arte Público Press
- Daughters of the African Atlantic
- Fembot Collective
- Gallaudet University Press
- George Washington University Publishing Master of Professional Studies Program
- Intermezzo
- Lapham's Quarterly
- MESH, Michigan State University
- University of Georgia Press

# Teaching Models

- Rich Course Texts
  - Embed multimedia resources into the text - Petrarch's Canzoniere
- Student Editions for Collaborative Annotation
  - Ensure students have access to the same, high quality edition - The Scarlet Letter and Migos Studies
- Student Work
  - Publish students' final papers - Structuring Equality
  - Create collaborative student projects - The Negro and the Nation

# Let's get started



# Publishing EPUBs



# cuny.manifoldapp.org

**CUNY**

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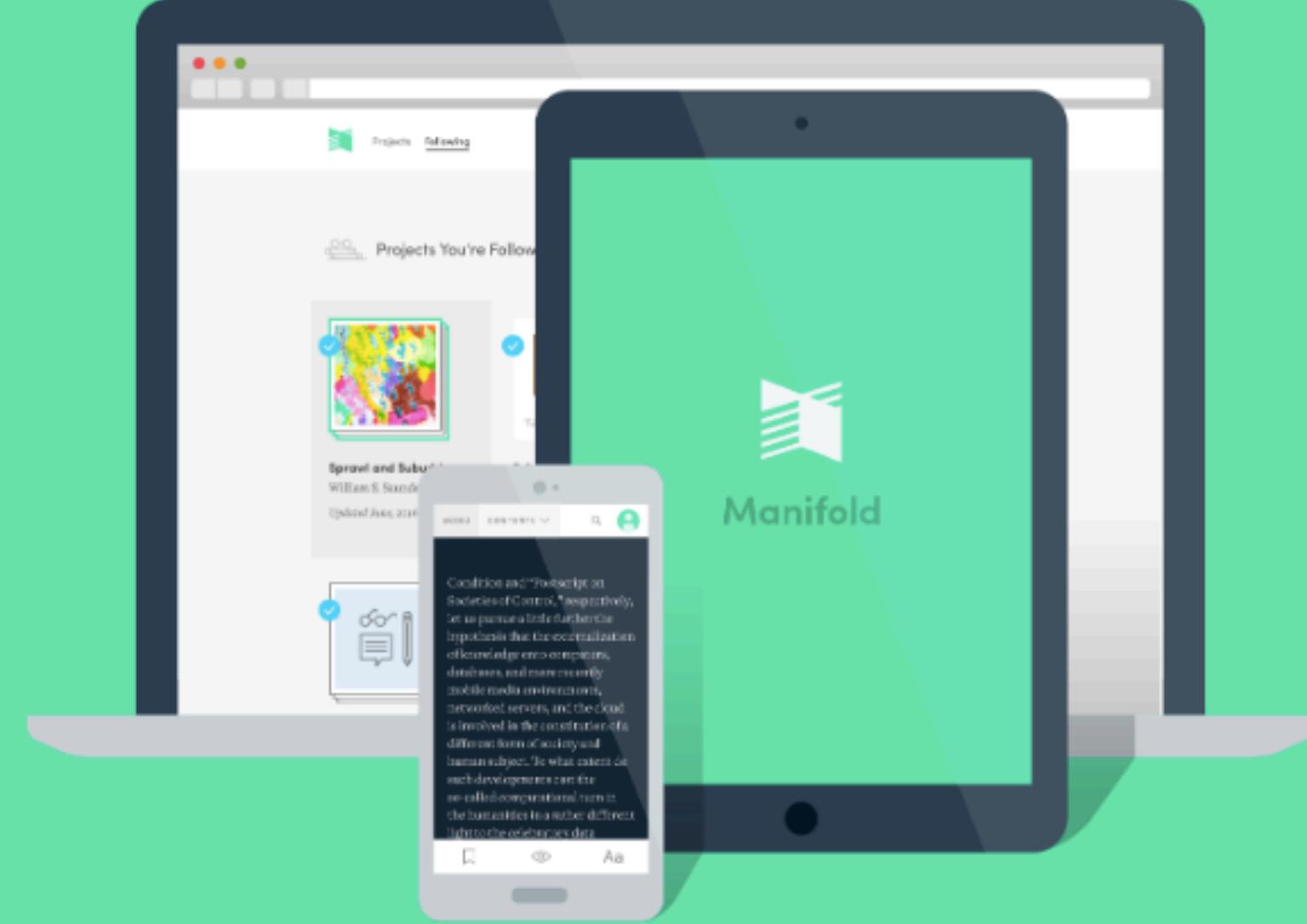
Welcome to CUNY's installation of Manifold, an intuitive, collaborative, open-source platform for scholarly publishing

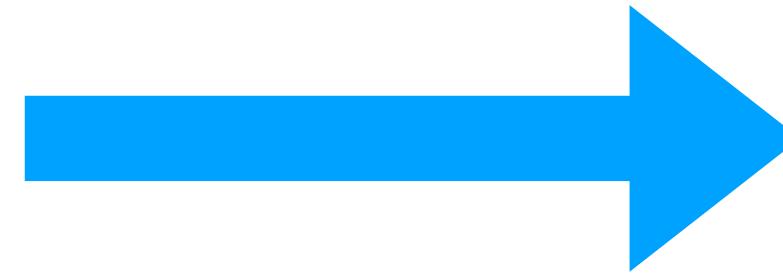
With Manifold, you can publish dynamic digital texts with rich media support, powerful annotation tools, and robust community dialogue. Manifold transforms scholarly publications into living digital works. This CUNY installation serves as a free publishing platform for the CUNY community, where you can create projects to house either your own scholarship or custom classroom versions of texts and textbooks that are openly licensed or in the public domain.

If you would like to be able to contribute texts or projects to this platform, contact [mgold@gc.cuny.edu](mailto:mgold@gc.cuny.edu).

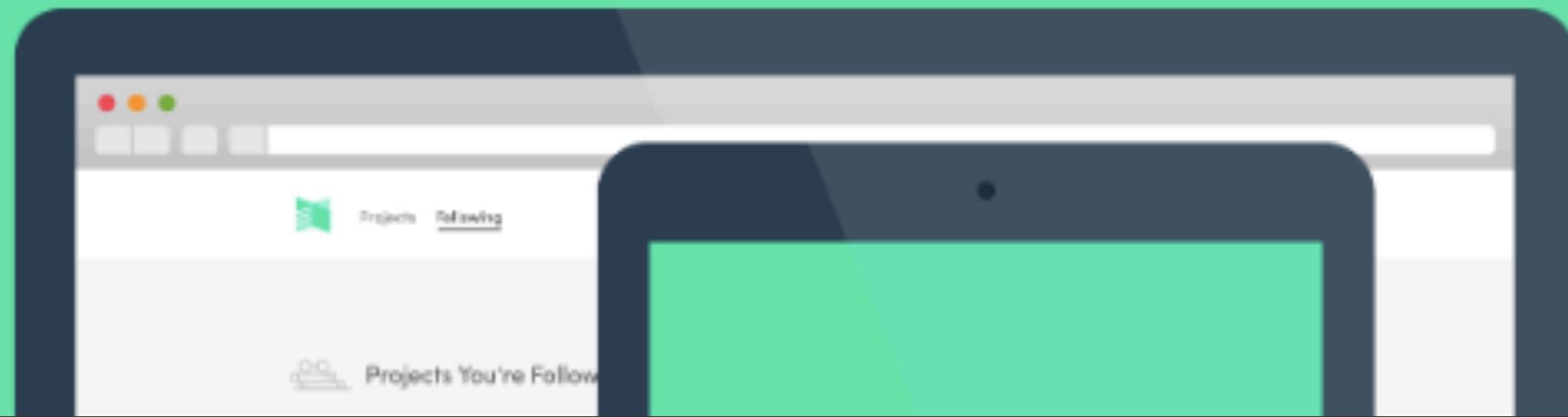
[LEARN MORE](#)

 **Featured Projects**





Welcome to CUNY's installation of  
Manifold, an intuitive, collaborative, open-  
source platform for scholarly publishing



Log in from the top right of your home page at [cuny.manifoldapp.org](http://cuny.manifoldapp.org)

EMAIL

jojo.karlin@gmail.com

PASSWORD

••••••••

LOG IN

[Forgot your password?](#)

[Need to sign up?](#)

LOG IN WITH GOOGLE

# 1. Creating a Manifold Account and Logging In

Creating a Manifold account is simple. Click on the user icon in the top right corner of the screen. On the login screen, look for the "Need to Sign Up?" link. Click it, and enter your email, name, and password to create an account. Once you sign up, you will be automatically logged in.

*Nota Bene: When you sign up for an account on a Manifold instance, the default "reader" role is assigned to your account. To create projects, you need a "project creator" role. If you already signed up before the workshop, the fine folks at CUNY have already assigned the creator role to your account. If you're just signing up now, the team member working with your group will assign the correct role to your account*

## 2. Creating a Manifold Project

- Once you've logged in to an account with project creator permissions, you will see an *enter admin mode* button in the header. Click it to enter the Manifold backend.
- To create a new project, click the "Add a New Project" button. Give your project a title and subtitle, and answer the layout questions. Don't worry if you're not sure about your answers, you can always make adjustments later.

# 3. Customizing Your Project

Explore the pages of the backend by clicking on the menu titles along the lefthand side of the screen. Go ahead and fill out a few fields for your project.

Some basic things to do here include:

- Add a publication date
- Add the author of the text as “author” and yourself as “contributor”
- Add hero and cover images
- Setup a “maker” for the project
- Add twitter integration
- Add some metadata

## 4. Adding a Text (EPUB)

To add a text, you will navigate to the “Texts” section in the backend. Manifold can ingest texts in a variety of formats. To speed things up, we've setup a few suggestions for groups to explore ingestion.

### *Suggestion: Ingest a Standard Ebook*

The [Standard Ebooks project](#) is a volunteer driven, not-for-profit effort to produce a collection of high quality, carefully formatted, accessible, open source, and free public domain ebooks that meet or exceed the quality of commercially produced ebooks.

You can ingest EPUBs by just entering the URL into Manifold. Alternately, you can select a different book from the [Standard Ebook website](#), download the EPUB, and ingest it into Manifold.

# Publishing Google Docs

## 4. Adding a Text (Google Doc)

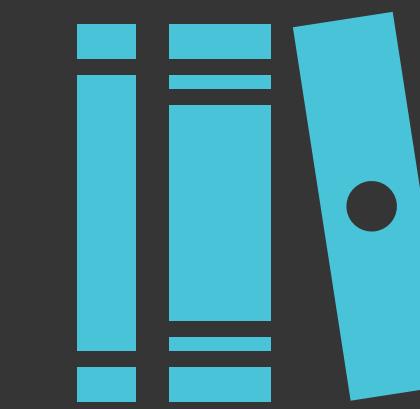
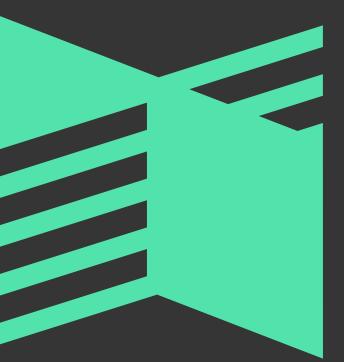
To add Texts by Google Doc, you can either input the URL of a single Google Doc, or you can combine multiple files in what is called a “manifest.” This file is always named manifest.yml and serves as a map to other files, in this case Google Docs.

Try it out using this file: [https://raw.githubusercontent.com/ManifoldScholar/ach-workshop/master/texts/manifests/group\\_2.yml](https://raw.githubusercontent.com/ManifoldScholar/ach-workshop/master/texts/manifests/group_2.yml)

You can change details in the Google Docs in that file and then input that URL when you ingest your Text.

# Questions?

# Manifold Scholarship





**Thank you!**



# Manifold Scholarship

## Manifold Scholarship



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ManifoldScholar/manifold



[manifoldapp.org](http://manifoldapp.org)

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# Bonus slides

MAC

mess (do buy me the next writing table the furniture drawers, and I will bless you for ever and I am and why does my spaniel jump onto the chairs swim in the river? The answer is that instead of Ethel do, we writers merely contemplate it.] Auppegard. I think of the Seine that day at house. And now I must answer M. Blanche<sup>1</sup> and read his six volumes. What I have done is to all in a rush, thanks to feeling so spry and fresh ing or you will say to Ethel "What a bore the creature is only trying to thank you for being astonishingly nice of you to let me come.

Wendy Baron

1795: To V. SACKVILLE-WEST

Wednesday [3 August 1927]

Yes, darling creature, your letter was Auppegard, and caused me, I suppose, to quisite butler had to motor into Dieppe after letter. Sauqueville<sup>3</sup> aint a very grand place of you. Did your ancestors own a s not a specially fine leg among them? come. When? Choose your better—whenever suits Wednesday, when N only Mrs Barth really advise comes back at nights? I d more to tactful l as you  
Er'

- 3 choose worst hour to write  
7 write to me a dinging letter  
23 sharpen this pen  
24 reconstructing your past  
30 if I don't seize this moment  
2 I shant write  
46 joy to see your hand  
48 there was a day when I liked writing letters  
50 still like receiving  
53 disasters lately from writing letters  
58 "meet so sthlm noise writing"  
61 proper time/aunt time to write  
79 intimacy  
80 letter writing is tossing of mobile  
100 make you write another letter  
114 between you you write good letters  
118 writing instruments (SPINGS)  
130 bad letter, "my style"  
136 difficulty of writing letters  
171 "forgive me for writing whatever comes  
into my head."  
179 writing to Jacques  
180 writing letters INSTEAD  
204 imagining the other's circumstances  
222 Persian letters  
235 write the letter, I made up this morning  
242 what bosh letters are  
244 I extract by degrees a great deal  
268 giving up writing letters  
286 I ponder every word of your letter  
30 in a letter → VSW Bag  
ear Honey write as many letters as you can  
emotion, the idea → ~ in Java or Peninsular  
different versions of the same story  
last letter, i projections of intervening  
wishes I'd asked you to wish real for  
confirmation
- 331 waiting to post  
368 self-consciousness  
474 instant communication P.  
479 sending without receiving  
502 Gossip about LETTERS  
507 type vs. handwritten  
528 DESK now I shall  
563 letters in a hutch

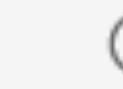
# Social Annotation for Student-Centered Learning

- Encourages students to engage the text directly
- Makes reading a less isolating experience
- Empowers students to be co-creators of meaning
- Allows students to get low-stakes practice talking back to texts and using texts for self-expression

# Social Annotation in OER Courses

- Connects texts to social networks (easily because already online)
- Ties critical thinking to online reading
- Teaches engagement in digital public sphere
- Encourages thinking in public
- Makes students practice sustained attention

# Creating Reading Groups



Edit Profile

Notifications

Manage Groups

Logout

## Chapter I



er Hillsborough, and about twelve miles from Easton, in  
ave no accurate knowledge of my age, never having seen  
ning it. By far the larger part of the slaves know as little  
of theirs, and it is the wish of most masters within my  
es thus ignorant. I do not remember to have ever met a  
birthday. They seldom come nearer to it than planting-  
ime, spring-time, or fall-time. A want of information



Home Projects Following About Learn

ENTER ADMIN MODE



## Manage Reading Groups



CREATE NEW READING GROUP

JOIN A GROUP: To join a group, enter the code and select Join.



ENTER CODE

JOIN

SHOWING 2 OF 2 GROUPS:

NAME:

ROLE:

MEMBERS:

NOTATIONS:

Manifold Team Book Club PRIVATE

MODERATOR

5

1 0

CUNY Manifold Project Creators PRIVATE

MODERATOR

11

5 5

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Manage Reading Groups

JOIN A GROUP: To join a group, enter the code and select "Join".

SHOWING 2 OF 2 GROUPS:

NAME:

Manifold Team Book Club PRIVATE

CUNY Manifold Project Creators PRIVATE

CLOSE X

## New Reading Group

GROUP NAME

John Jay Webinar

PRIVACY

Set privacy for all annotations from this group.

Annotations in public groups can be viewed by everyone. Annotations in private groups can only be viewed by group members. In anonymous groups, comments are private and only the group creator can see the identity of each annotation's author.

PUBLIC  PRIVATE  ANONYMOUS

INVITATION CODE

D3G1BRML

REGENERATE COPY

Users can enter the invitation code on the "Manage Reading Groups" page to join this group. You may change this code at any time, but previous codes will no longer work.

INVITATION URL

<https://cuny.manifoldapp.org/my/groups?join=D3G1BRML>

COPY

cuny.manifoldapp.org/read/untitled-bf660389-8575-497a-bd70-50042c79a1b5/section/3fe20944-ae2e-48b8-9e30-5b827cfb0484#toc\_1

CONTENTS ▾ Incidents in the Life of a Slave Girl

PREFACE BY THE AUTHOR

READER be assured this narrative is no fiction. I am aware that some of my adventures may seem incredible; but I have not exaggerated the wrongs inflicted by Society. I have concealed the names. I had no motive for secrecy, considerate towards others to pursue

I wish I were more competent readers will excuse deficiencies in character. I was reared in Slavery; and I remained in the South. Since I have been at the North, it has been necessary to support, and the education of my children has compelled me to make up for the loss of early opportunities. But I trust my

READING GROUPS:

- My Public Annotations
- My Private Annotations
- ✓ John Jay Webinar
- Manifold Team Book ...
- CUNY Manifold Proj...

MANAGE GROUPS

BACK

A screenshot of a digital book interface from cuny.manifoldapp.org. The main content area displays the Preface by the Author of "Incidents in the Life of a Slave Girl". A portion of the text is highlighted in yellow, and two blue arrows point to specific words: 'adventures' and 'secrecy'. A dark grey overlay menu titled 'READING GROUPS:' is displayed, listing five groups: 'My Public Annotations', 'My Private Annotations', '✓ John Jay Webinar' (which is selected), 'Manifold Team Book ...', and 'CUNY Manifold Proj...'. At the bottom of the overlay are buttons for 'MANAGE GROUPS' and 'BACK'.

Editor's Preface

On a more practical level, editor's hard-worked words are the initial meaning that we may say about it, and sometimes we experiences too. The audience of the time, and so an editor's can't be expected to catch, to help the author present their graduate students who wrote the dance with me, taking my suggestions as we went back and forth, too, with the whole Future Kelly and from the student members' creativity, participation, and growth change the scope of public higher education.

The most powerful part of editing undergraduate student editors training to offer an editing workshop train the students in the pilot project.

**CLOSE X**

**“** The graduate students who wrote these chapters entered so open-heartedly into the editing dance with me, taking my suggestions with grace and teaching me more about their chosen subjects as we went back and forth with comments and questions.

Annotate this passage...

 READING GROUP: John Jay Webinar ▾

**CANCEL** **SAVE**

My Public Annotations

My Private Annotations 

John Jay Webinar 

Manifold Team Book ... 

CUNY Manifold Proj... 

**MANAGE GROUPS** 

STRUCTURING EQUALITY: A HANDBOOK FOR STUDENT-CENTERED LEARNING AND TEACHING PRACTICES

Hilarie Ashton

The experience of editing this volume has taught me so much. I write constantly, and as an associate professor and freelance editor, I edit constantly. I work with students at a variety of levels, from actually writing with them to providing support (as in my writing group) or working with a dissertation committee. I am a solitary, unfurling inside my own head, a teacher, and a person with an ethical exchange: editing allows one (even requires one) to step ...

MY NOTES

SHOW MY:  HIGHLIGHTS  ANNOTATIONS [SEE ALL](#)

Editor's Preface

- The experience of editing this volume has taught me so much. My Public Annotations
- The experience of editing this volume has taught me so much. John Jay Webinar
- The experience of working with ten graduate student authors, a... John Jay Webinar
- ethical exchange: editing allows one (even requires one) to step ... John Jay Webinar

Three Problems with Observation

# Classroom Assignments

1. Annotation Types
2. Discussion Questions
3. Role Playing

# Assignment: Annotation Types

- gloss
- question
- rhetorical analysis
- close reading
- connections to other course materials and the broader world

Assignment: As you read, contribute one of each of the following annotation types. Two of the five must be on a passage no one else has annotated. Three may be annotations on something someone else has annotated or comments on their annotations.

# Assignment: Discussion Questions

Instructors: find the critical passage you wish to discuss in class. Annotate with questions and ask that students respond in the comments.

Assignment: As you read, you will discover questions I have left for you to answer. Each of you should comment with a brief response to the question. Don't be afraid to be bold or disagree with the author. Don't be afraid to agree. In class, we will use these comments to begin our class discussion.

# Assignment: Role Playing

- Ask your students to assume a role (in literature this could be a character in the story, in a political document this could be either an actor affected by the document, an author, or a staunch opponent)
- Have your students read and respond as if they were that person

Assignment: Now that you have read this text once as yourself, imagine you are someone else reading it. In class students will choose an avatar who will read this text. Comment the way that character would comment. Does the character agree or disagree? What details would stick out to that person? How might they react differently?

# Tips

- Demonstrate how to use the annotation feature
- Give clear instructions
- Discuss the productive, generative annotations in class
- Discuss the benefits and liabilities of working in public
- Vary annotation activities

# Student Publications

# **Edited Collection: Structuring Equality**

- Final papers compiled into edited collection
- Written in Google docs
- Students had to learn basics of publishing