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List of Participants

(all at George Mason University)

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Abstract

ScholarPress is a suite of tools that will enable humanities scholars far more control of how they teach and present their research. We will develop three tools: Courseware, Researcher, and Vitaware. Courseware will allow instructors to easily publish course websites that incorporate digital resources and encourage critical analysis that is central to the humanities. Researcher will help humanities scholars collaborate by making it easy to aggregate and cite resources from various online collection services. Vitaware will provide scholars with a “live” feed of their traditional and digital scholarship. These tools will help manage digital identities—scholarly production that is visible online through course websites, blogs, and CVs—that are becoming more central to work in the humanities. In short, ScholarPress will lower the intimidating technical barrier for humanists to thoughtfully engage with new media and to facilitate digital discourse in the humanities.

Narrative

1. Enhancing the Humanities through Innovation

The burgeoning field of digital humanities over the last few years has given humanists powerful new research tools and methodologies, exposing new avenues of research and presenting new ways of analyzing data. Technologies related to text-mining, data visualization, and semantic mark-up, to name just a few, have encouraged new kinds of scholarship that asks new kinds of questions and facilitates new kinds of answers. However, despite a growing general interest in using technology, tools that allow humanities scholars to easily integrate technology into their research and teaching remain seriously underdeveloped. Take three common examples: creating course websites for diverse media required in humanities education, discussing digital scholarship and scholarly resources online, and managing accurate research portfolios. Especially in contrast to more tangible scholarly output like books and articles that are more readily funded, tools to facilitate rich and interactive humanities education, locate relevant work across disciplines, and disseminate one's research in the humanities have been neglected. It is often through these seemingly more basic elements that scholars engage the digital realm to advance the causes of research and teaching.

On the teaching side, the inadequacy and inflexibility of course management software continues to be a major frustration for humanities instructors. The one-size-fits-all solutions provided by learning management systems like Blackboard are inconsistent with the multivalent and subjective nature of humanistic knowledge. Humanities courses depend on critical engagement with sources and analytical conversations among students and teachers. As more primary sources become available online and blogs become more common in discussion-oriented humanities courses, humanities instructors need ways of integrating these digital resources. Yet creating a website that integrates a diversity of sources, like digitized primary sources, images or movie clips, articles from Zotero, and a forum for conversation, poses a major challenge. A history professor seeking to craft a website for her upcoming course could try to build a website from scratch, but this is a laborious endeavor that requires significant technical expertise that humanists rarely have. Or, if available, she could rely on an institutional "learning management" solution. Neither solution is satisfactory, since the former provides too little structure, and the latter imposes far too much. Highly original humanities scholars with unique pedagogical demands need to be able to control how their teaching content is structured and visually presented if they are going to communicate the intended message to students—and they should be able to do that easily from their existing digital collections.

On the research side, our history professor would like to maintain a scholarly blog to float ideas and solicit alternative interpretations and viewpoints from her colleagues who approach the same sources from very different perspectives. Yet she will find it cumbersome and prohibitive to share and cite resources that she has collected with any of the many existing online services. A tool for this purpose would help facilitate the discussion of resources regarding both their discovery and interpretation that is so crucial to research in the humanities. Scientists and others working in fields that are primarily article-based are fairly well served by de facto aggregators like Google Scholar. But humanities scholars produce much less standardized work that can be served by such tools and therefore have a much more difficult time presenting their work online and discovering other scholars who have taken up a research project in a similar area.

Inconsistent and perennially out of date faculty web pages continue to make promoting one's work and finding scholars with similar research interests, especially in other disciplines, frustratingly difficult. Humanities scholars rarely have the expertise to maintain their own website, and thus depend on semi-annual updates by a third party. Still, these out-of-date pages often serve as the primary nodes for networking humanities scholars. Furthermore, it makes no sense to require a

manual update each time a scholar publishes a new article, gives a recent conference presentation, or begins to formulate a new research project. Should we expect our hypothetical history professor to create and maintain her own web-based CV? This is unsatisfactory in that it merely shifts the technical burden onto individual scholars who generally do not have the necessary skills.

ScholarPress (<http://scholarpress.net>) seeks to address these and similar problems by serving as a locus to develop and disseminate a suite of discrete tools that address clearly defined scholarly needs for humanists currently ill-served by existing software. Rather than a one-size-fits-all approach, ScholarPress aims to deliver tightly-focused tools that will extend and enhance the extremely popular and flexible WordPress publishing platform. Our goals are to establish a hub for the community of humanists interested in such tools, encourage development of new tools, and to produce a few critical tools that will facilitate the use of technology in the humanities.

These tools are specifically designed for humanists. Unlike the sciences, where research grants routinely include money for infrastructure, the humanities limp along with outdated technology because much smaller, often personal, grants barely cover the costs of research alone. Outdated or insufficient tools tarnish the perceived value of using technology, with the result that fewer people engage with it, thus making infrastructure funding a lower priority. ScholarPress will lower the technical barrier for individual scholars, thus making the uptake of technology even easier and encouraging humanities scholars to thoughtfully engage with digital media. Furthermore, because new digital scholarship in the humanities increasingly takes digital forms (as recently advocated by the President of the MLA for dissertation monographs), scholars now need tools that are capable of tracking and promoting such projects in a way that the traditional Word file cannot.

ScholarPress will improve the oft-neglected infrastructure that is so crucial for humanists to do their job of interdisciplinary research and innovative teaching. The tools we propose will further encourage more humanists to engage with technology and hopefully narrow the gap between ‘digital’ and ‘analog’ humanities. ScholarPress is geared especially toward the essential role of discourse in humanities learning. Both Courseware and Researcher facilitate an open conversation about sources, texts, and contexts, which are key to the success of student-centered pedagogy in the humanities, as discussed in the findings of the Visible Knowledge Project (<http://www.academiccommons.org/issue/case-studies-vkp>).

With the support of a Level II Digital Humanities Start-Up Grant, we propose to build, test, and disseminate prototypes of two tools, Researcher, and Vitaware, while improving an existing rudimentary prototype for Courseware that has established significant community interest in the tool. In addition, we plan to enhance the community-based website that will encourage development of other tools (see Future ScholarPress Plugins below), and help us stay in contact with tool users to understand community needs and how to improve the tools in subsequent releases.

Courseware

Course websites have become an essential tool of higher education. On the one hand, the course website often recapitulates the function of the course syllabus, structuring course readings and class assignments around a calendar. On the other hand, the course website increasingly provides a space for formal and informal class discussion and for aggregating other digital resources. Too often the course website is tacked on after the fact. After weeks or months devoted to selecting readings, perfecting assignments, and preparing a formal syllabus, our hypothetical history professor is little time left over to create a quality course website even if she had the technical expertise. Moreover, she needs a system that takes care of day-to-day logistical information—ScholarPress Courseware aims make that last step of polished website creation as painless as possible by leveraging the instructor's existing digital resources. By tightly integrating with existing open-source bibliographic management software like Zotero, our hypothetical history professor will be able to create an online

syllabus with just a few clicks. If she wishes to add readings, images, videos, or other websites of primary sources over the course of the semester, she needs only to drag those items into her Zotero library, and the online syllabus will update itself automatically. Likewise, Courseware will leverage popular and powerful calendaring software like Google Calendar to allow instructors to populate an entire semester's worth of class meetings just as quickly. Ultimately, Courseware hopes to make the technical work of course websites largely trivial so that teachers can focus on using their course website as a platform for interaction and discussion that can easily grow over time. ScholarPress Courseware facilitates the kind of open learning space that is necessary for students to engage in the authentic inquiry and debate that is at the heart of the humanities.

A prototype of Courseware is already in use by some members of the Center for History and New Media and the George Mason University Department of History on single instances of WordPress, but it requires substantial work to move past the prototype stage. First, Courseware requires a complete rewrite to allow for the kind of seamless user experience that will make the tool more readily adopted. Specifically, Courseware needs to integrate with outside resources such as calendaring and bibliographic applications. We will first offer support for Google Calendar and Zotero, but future versions will be able to operate with other online services. Second, Courseware needs to be made compatible with WordPress MU, the multi-user version of the WordPress blogging platform that has had increased adoption as a university-wide blogging system.

Researcher

Many online services allow us to easily save, “star”, “favorite”, “like”, and tag resources in a variety of ways. We can even get suggestions from followers and friends. These features are available from a variety of services, including Google Reader, Delicious, Zotero, Connotea, CiteULike, YouTube, and Flickr, to name just a few of the most popular. With the wealth of information online, the growing ability of end users to save that information, and the variety of tools that perform such services, it has become more difficult for scholars to organize and share their own resources with others who might use a different collection service.

ScholarPress Researcher will help our hypothetical history professor to intuitively aggregate and sort resources saved from a variety of services that they already use and make it directly accessible for citation in blog posts and webpages. This functionality is especially crucial for humanists who are now doing much more research online but have no easy way to cite or share their collected resources with other scholars who use a different collection service. The plugin will adapt the administrative interface of WordPress so that our history professor could sort through the research/resources she has saved using a variety of services, and drag specific citations onto her blog post or static page. Additionally, she would have an option for how the citation is displayed, including a text link to the original source, or to its record in a specific service (like Zotero), or a formatted citation with full bibliographic information.

The first version of Researcher will support Delicious, GoogleReader, and Zotero, using their already public APIs, but will be designed to easily accommodate other services with API access to their data in the future. Use of Researcher is not just for scholarly production, either. It could be profitably employed in research seminars to facilitate collegial, collaborative learning as well as to train students in careful evaluation of scholarship—which is of course increasingly appearing online.

Vitaware

Most department faculty pages, course websites, and even personal blogs offer badly outdated personal information. Current publications, recent conference presentations, and new research interests often bear little connection to those listed in static PDF, Word, and HTML files, and scholars rarely have the ability to edit their own online profiles directly. ScholarPress Vitaware will

address this problem by serving as an instant CV generator for department pages, course websites, personal blogs, or any other site running on the WordPress platform. In its initial prototype, Vitaware will pull live feeds of an individual's CV from the Zotero server, to allow a single, user-editable CV to be viewable across a variety of sites. As scholars more clearly and transparently disseminate their current research, the state of the field will become more evident to other researchers working in related areas.

Zotero.org already offers the ability to create an online CV and to populate it automatically with the contents of a personal Zotero collection. For example, our history professor could create a "My Articles" collection or a "My Monographs" collection, and the included items would automatically feed into her Zotero CV. We intend to make it easier to access this data via an XML service from the Zotero server that will allow Vitaware users to display their CV on any WordPress page. Vitaware will be the first test of the possibilities offered by this write-once, view-anywhere CV. The Vitaware developers will work closely with Zotero team to ensure that Vitaware can support a comprehensive range of styles for proper formatting (e.g. MLA, Chicago, MHRA). Vitaware will then parse and render the resulting Zotero CV feed into a CV that is both polished and "live." In the future, Vitaware will also be able to integrate with other CV services such as LinkedIn, as well as import bibliographic data from sources other than Zotero.

2. Environmental Scan

Unlike other solutions that remain closed and costly proprietary software, ScholarPress and the WordPress platform are free and open-source software. We strongly believe that free and open-source solutions are essential components of digital humanities. At CHNM, we have already witnessed incredible community adoption of other tools like Omeka and Zotero. An increasing number of universities have embraced open source applications and now offer access to PHP web services for free. Dozens of universities have recently committed to WordPress and WordPress MU for content management and blog hosting, and that number is rising. Specifically, some recent adopters include Mary Washington, CUNY, and Georgetown Digital Commons.

Learning Management

Courseware fundamentally differs from existing learning management systems (LMS) in that it keeps humanities pedagogy in the hands of the instructor. Blackboard, Moodle, WebCT, and other educational content management systems have built-in pedagogical approaches that can and do conflict with the needs and intellectual approaches of individual instructors. They offer a one-size-fits-all solution that does not well accommodate the explorative and subjective nature of humanities content. Furthermore, the closed nature of existing LMS systems make it impossible to reuse content from one semester to the next and keep one's site(s) truly connected to other digital resources. They also do not allow students to have access to their work from one course to the next, making it impossible for students have experience any cohesive intellectual development. Though the basic technology to do these things is simple and widespread, truly usable tools to allow busy humanities scholars to make their courses come alive through technology remain nonexistent.

Research Management

Other projects have demonstrated that WordPress is a great tool for publishing and sharing research. CommentPress, developed by the Institute for the Future of the Book, is a theme and plugin for WordPress that facilitates fine-grained commenting at the paragraph level on any post or page. Similarly, there are several plugins for WordPress that help with adding footnotes to blog posts and static pages. These have crucial limitations however that ScholarPress Researcher will address.

Formatting options for footnote plugins are quite limited, and none dynamically draw from a database of already-stored research. Additionally, Researcher will offer dynamic citations, where the generation of the citation is tied to publicly stored data--crucial for humanities scholars who want to link to digitized primary documents. Researcher is fundamentally different from Zotero (and similar tools) in that Researcher will allow easy and direct linking to online resources however they have been collected (via tools like Flickr, Delicious, Diigo, etc.) whereas Zotero functions a single collection tool in itself and does not readily create links to online resources. Researcher focuses not on collecting research (as Zotero), but on sharing and integrating that research into an online self-publishing system.

Vita Management

To our knowledge no institutional or personal websites are currently using any kind of automated system to provide or access a feed of a scholar's curriculum vitae. Only one existing service geared toward business professionals, LinkedIn (<http://linkedin.com>), provides any sort of résumé feed, but it does not include the kind of functionality that addresses the specific needs of humanists, like a list of publications and research interests. The one service that does specifically target academics, Academia.edu (<http://academia.edu>), allows only a file upload of a CV, which would have to be reuploaded each time a scholar updates their local versions of the CV. Several WordPress plugins exist for generating a static CV, but these too require manual updates to make changes. Zotero.org users can automatically generate a CV through their libraries, but this functionality is geared for scientists and those working in fields where vitas are well standardized. Because humanists are doing much more digital work not easily classified as a book, article, or presentation, they need more flexibility about how to present the research and teaching accomplishments.

3. History and Duration of the Project

Initial design of a Courseware proof-of-concept began in the summer of 2006, when Jeremy Boggs and a colleague conceived the project to address the needs of Boggs's introductory American history course. Without any dedicated staff or funding, development could proceed only in fits and starts, between other projects. By spring 2007, even in its extremely rudimentary state, five George Mason instructors were using the prototype in their courses. In November 2007, Boggs added Courseware to the WordPress plugins repository (<http://wordpress.org/extend/plugins>), and since then the software has been downloaded over 3200 times and attracted 37 members to its development group.

Even in its prototype state, Courseware already ranks highly in a recent assessment of digital humanities tools by the Council on Library and Information Resources (<http://www.clir.org/pubs/reports/pub143/pub143.pdf>), suggesting that it will be quickly and widely adopted. We believe that the positive response to ScholarPress Courseware prototype signals a widespread demand. Despite initial interest and early testing, Courseware has not moved out of an early prototype stage, but we hope to do exactly this with the help of a Level II Start-up Grant.

4. Work Plan

We have developed a work schedule that includes four broader areas for each plugin: Initial establishment of plugin scope and features, development, in-house and partner testing, and finally, release and dissemination. Our proposed development cycle calls for extensive feedback from in-house and external partners working in the humanities. In September, we will prepare mockups of new user interfaces for Courseware and Vitaware, and begin the rewrite of Courseware for compatibility with WordPress MU. In October, we will Complete WordPress MU compatibility and user-interface development for Courseware and begin integration module development with Zotero

and Google Calendar, as well as begin development and implementation of UI mockups for Vitaware. By the end of the year we will complete internal alpha versions for Courseware 2.0 and Vitaware 1.0 and begin Courseware and Vitaware testing in-house and with partners, including soliciting feedback from partners for final development cycle. In early 2011 we plan to release Courseware 2.0 and Vitaware 1.0 to the public, prepare mockups of user interfaces for Researcher and begin development with the Zotero API. By February, we will complete development with Zotero API and begin work with the Google Reader and Delicious APIs. March will see the completion of an internal alpha of Researcher 1.0 the public release in April. In May we will supervise implementation on partner services, including outreach, dissemination and support.

5. Staff

Dan Cohen (Co-Project Director) will have shared responsibility for program vision, and primary responsibility for long-term sustainability and dissemination.

Frederick Gibbs (Co-Project Director) will have shared responsibility for program vision, also primary responsibility for budget, grant management, and staffing.

Jeremy Boggs (Project Manager) will coordinate all programming and web development activities on the project, and provide expertise on user interface design. Boggs will lead development on the Researcher plugin.

Will Riley (Web and User Experience Developer) will coordinate testing and meetings among partners, provide expertise on user experience and web development.

Chris Raymond (Web Designer) will contribute to user interface design and user testing for all ScholarPress plugins.

6. Final Product and Dissemination

All ScholarPress plugins will be hosted and under version control at the WordPress plugins repository. The ScholarPress website will offer informal technical support and facilitate developer involvement to create additional plugins. Further help can be obtained from the ScholarPress development group on Google, and the WordPress user forums.

We will leverage CHNM's existing extensive outreach networks to encourage Zotero and Omeka users to adopt ScholarPress tools in their own scholarly practices. CHNM's ability to reach wide audiences is proven by its long track record of delivering tools to end-users. CHNM's websites receive more than 11 million unique visitors each year, and more than one million cultural heritage professionals and scholars use CHNM's tools. We will build on this strong track record in the ScholarPress project, harnessing existing audience connections and building new ones within a growing WordPress academic community.

We expect to implement ScholarPress plugins in-house with the George Mason University History Department and outside institutions, including the University of Mary Washington and the City University of New York. The community website will offer documentation and screencasts both to introduce the tools and to provide more advanced use case scenarios. Conference demonstrations will likewise show off the flexibility and ease of use of the tool to scholars across a range of fields and subjects.

Biographies

Dan Cohen is an Associate Professor in the Department of History and Art History at George Mason University and the Director of the Center for History and New Media. He has co-directed, among other projects, the September 11 Digital Archive and Echo, and have developed software for scholars, teachers, and students, including the popular Zotero research tool.

Frederick Gibbs is an Assistant Professor in the Department of History and Art History at George Mason University and the Director of Software Development at the Center for History and New Media. Gibbs has led an NEH-funded text-mining initiative, and has worked on the Zotero Commons, a collaboration between Zotero and the Internet Archive.

Jeremy Boggs is the Creative Lead at the Center for History and New Media, and a PhD student in the Department of History and Art History at George Mason University. In addition to designing and developing numerous web projects at CHNM, Boggs is the development team manager for Omeka, a free and open source, collections-based web publishing platform for scholars, librarians, museum professionals, and educators.

Will Riley is the Omeka Development Community Lead and a Web Programmer at the Center for History and New Media at George Mason University. He holds a M.S. in Digital Media from the Georgia Institute of Technology and a B.A. in Philosophy from Reed College. His research focuses on the social and rhetorical dimensions of online petitions and other forms of democratic media.

Chris Raymond is Web Designer at the Center for History and New Media at George Mason University. Ms. Raymond has diverse experience creating effective, award-winning visual communications as a graphic designer, web designer, science journalist, science-museum researcher/writer, and publications director. She has a PhD in sociology from Cornell University with emphasis in mass media and sociology of science.

Since 1994 under the founding direction of Roy Rosenzweig, the **Center for History and New Media** (CHNM) at George Mason University has used digital media and computer technology to democratize history—to incorporate multiple voices, reach diverse audiences, and encourage popular participation in presenting and preserving the past. CHNM uses digital media and technology to preserve and present history online, transform scholarship across the humanities, and advance historical education and understanding. Each year CHNM's many project websites receive over 16 million visitors, and over a million people rely on its digital tools to teach, learn, and conduct research. CHNM's work has been recognized with major awards and grants from the American Historical Association, the National Humanities Center, the National Endowment for the Humanities, the Department of Education, the Library of Congress, the Institute of Museum and Library Services, the American Council of Learned Societies, and the Mellon, Sloan, Hewlett, Rockefeller, Gould, Delmas, and Kellogg foundations.

CHNM has also emerged as a leading developer of free tools and software for museum professionals, librarians, scholars, and students. CHNM currently heads two major open source software development projects, one designed to assist the consumers of digital content, the other to help producers of digital content. For content consumers, CHNM offers Zotero, a free, open source, easy-to-use research tool that helps researchers gather and organize resources, and then

annotate, organize, and share the results of their research. Funded by major grants from IMLS and the Mellon and Sloan Foundations, Zotero has received several awards, including the American Political Science Association's "Best Software" award in 2007 and PC Magazine's "Best Free Software" award for two years running. For content producers, CHNM offers Omeka, a web publishing tool oriented toward the needs of cultural heritage institutions. Less than one year after its public launch, Omeka has seen tremendous success with nearly 5000 downloads and robust, growing, and active open source development and user communities. Institutions adopting Omeka include the New York Public Library, the Newberry Library, the Ohio Humanities Council, the University of Arizona, and the University of California, Berkeley. In December 2008 Omeka was awarded a Mellon Award for Technology Collaboration by a blue ribbon panel of leading technologies and internet pioneers.

Appendix A: Future ScholarPress Plugins

We have designed ScholarPress plugins as a suite of independent but interrelated tools. We believe this modular framework is essential to the long-term success of the project because it will allow scholars to get exactly what they need without being hindered or confused by additional features they have no interest in. In the future we hope to develop a host of related plugins, such as the few briefly described below. We hope these suggest the power of a modular framework to continually extend the power of the Wordpress platform for academic use in a productive and sustainable way.

ScholarPress Departmentware: Maintaining a department website is a large and complex task that is rarely allocated sufficient resources. Departmentware helps academic departments build polished department sites that list courses and their descriptions, as well as other department information. Used in conjunction with other plugins like Vitaware, it can help collate faculty profiles with links to courses and CVs. It will also provide simple and standardized interfaces for keeping track of the ephemera of department website information like office hours, current research interests, and general contact information.

ScholarPress Journalware: Academic organizations will be able to turn WordPress into an easy-to-manage online journal system, complete with mechanisms for peer review and integration with citation services such as Zotero. Authors can log in and see results of peer review; reviewers can log in and create/share critiques of articles; editors can manage author and reviewer content. Essentially it will make Wordpress fundamentally more suited for academic publishing--functionality that has grown increasingly desirable with the difficulties facing the publishing industry.

ScholarPress Workshop: Humanities scholars regularly organize symposia, workshops, and conferences, and just as often dread the logistical problem of maintaining the necessary apparatus, such as schedules and programs. The Workshop tool can help standardize the input and formatting of such publications, allowing for nicely designed webpages (and PDFs) that are easily maintainable without any technical expertise. It will also generate stylish and accurate name tags for the event, including Gravatars, based on information in the user profile fields in WordPress. Integrated with Vitaware, it will automatically pull relevant information participants' CVs—creating much less work for both participants and organizers.

Appendix B: Screenshots of ScholarPress Interfaces

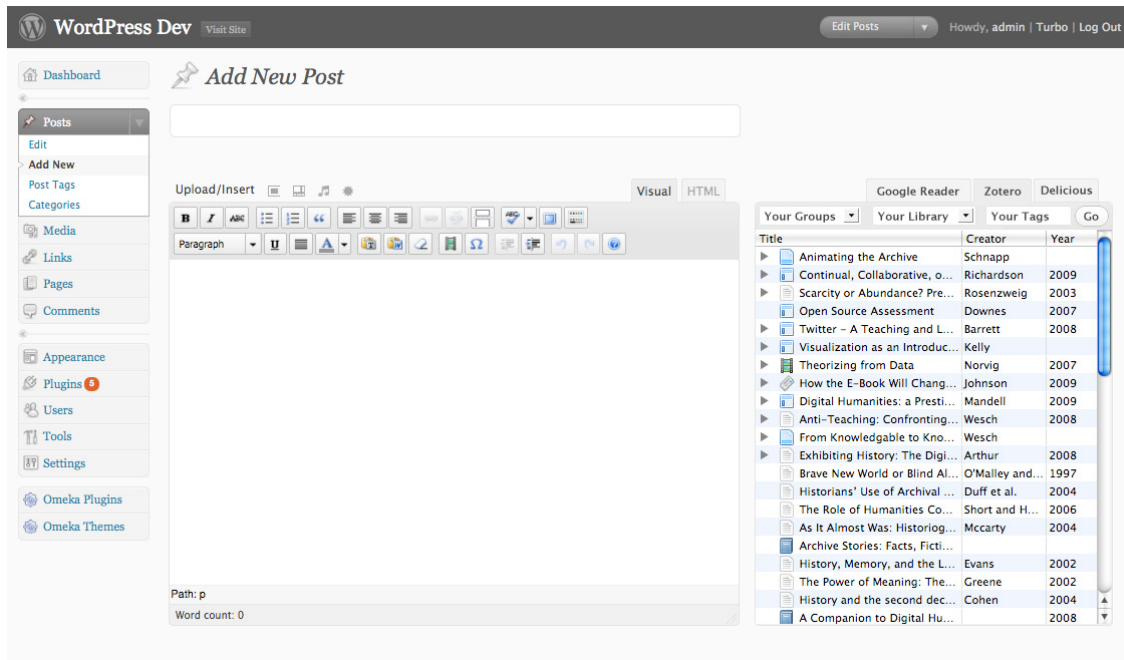


Figure 1: Screenshot of WordPress blog post interface, with ScholarPress Researcher displaying research materials.

History 697
Visit site

New Post
Howdy, Jeremy | Turbo | Log Out

Dashboard

SP Courseware

Help

Posts
Media
Links
Pages
Comments

Appearance
Plugins
Users
Tools
Settings

SP Courseware

Schedule
Bibliography
Assignments
Course Information
Import Bibliographic Sources

Bibliography

10		Digital Web Magazine	website	Edit	Delete
9		A List Apart	website	Edit	Delete
8	Boulton	Mark	A Practical Guide to Designing for the Web	monograph	Edit Delete
7	Staley	David	Computers, Visualization, and History: How New Technology with Transform Our Understanding of the Past	monograph	Edit Delete
6	Cederholm	Dan	Bulletproof Web Design: Improving flexibility and protecting against worst-case scenarios with XHTML and CSS	monograph	Edit Delete
5	Lupton	Ellen	Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students	monograph	Edit Delete
4	Brown	Dan	Communicating Design: Developing Web Site Documentation for Design and Planning	monograph	Edit Delete
3	Garrett	Jesse James	The Elements of User Experience: User-Centered Design for the Web	monograph	Edit Delete
2	Meyer	Eric	CSS Web Site Design Hands On Training	monograph	Edit Delete
1	McCloud	Scott	Understanding Comics: The Invisible Art	monograph	Edit Delete

Drag items from your Zotero library:

You can configure Courseware to automatically add items to your bibliography from a variety of services, including Zotero, CiteULike, and Connotea.

Configure

Figure 2: Screenshot of Courseware interface for managing the course bibliography.

History 697
Visit site

New Post
Howdy, Jeremy | Turbo | Log Out

Dashboard
SP Courseware

Posts
Media
Links
Pages
Comments

Appearance
Plugins
Users
Tools
Settings

SP Courseware

- Schedule
- Bibliography
- Assignments
- Course Information
- Import Bibliographic Sources

Upcoming Schedule

Your next schedule entry is:
April 13, 2009, 7:20 pm - 10:00 pm
The Market Revolution in America

Office Hours
Mon, April 20, 3pm - 5pm
[Delete]

edit event details

Add a Schedule Entry

Title

Description

Date

Save

Sync with Google Calendar

Please provide the path to your Google Calendar RSS feed.

Import

Figure 3: Screenshot of Courseware interface for managing the course schedule.

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