

# Short Annotation Guide

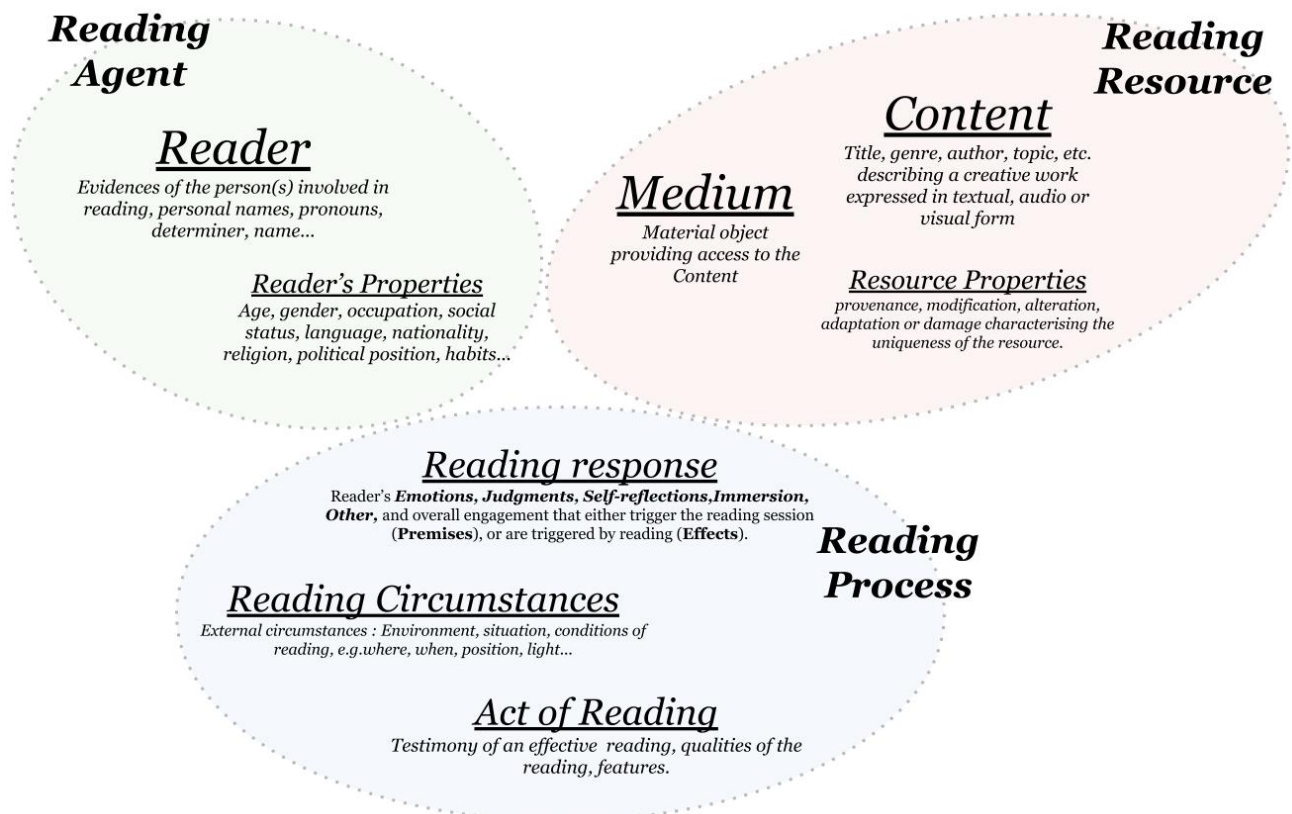
## Introduction to Concepts, Examples and Definitions

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This short document is made to help users take charge of the annotation platform of the READ-IT program, by explaining how to characterize and annotate a reading experience and how to upload documents to contribute to the platform. It summarizes READ-IT data model and classes of notions / concepts, provides an easy-to-use annotation guide for textual and visual documents describing reading experiences and a short, non-exhaustive list of the elements or attributes encompassed within these classes and a list of labels for the relationships between notions.

These documents are by nature post-experience presentations or memories, thus reconstructed or incomplete; they won't describe all potential aspects or circumstances of the reading experiences. The annotation process is organized in two steps. The first (mandatory) consist in attributing a category to a portion of text and the second (optional) in linking this category to another item. For example, linking a material being read (content) to the reader.



### ***Schema for the annotation of reading experiences***

## GENERAL OVERVIEW.

### Looking for Reading Experiences

A reading experience is defined as an interaction between a **Reading Agent** and a **Reading Resource**, through a **Reading Process**. The ideal reading experience contains elements belonging to the three classes and the eight notions (see example in the last pages). Most of the time, we don't have all these categories in a reading experience. The minimal working example should contain the mention of a reader, of something precise being read, and of the considerations of the reader. When annotating and evaluating what a reading experience is, one central preoccupation should be the expression of a subjectivity.

A simple mention like "I spend the day reading", is not considered a reading experience as there's no **circumstances** nor **reading resource**. A **Reading Experience** can be either real or fictional, for example, taken from a journal of personal memories, or from a novel.

### Three Classes of Notions (or concepts)

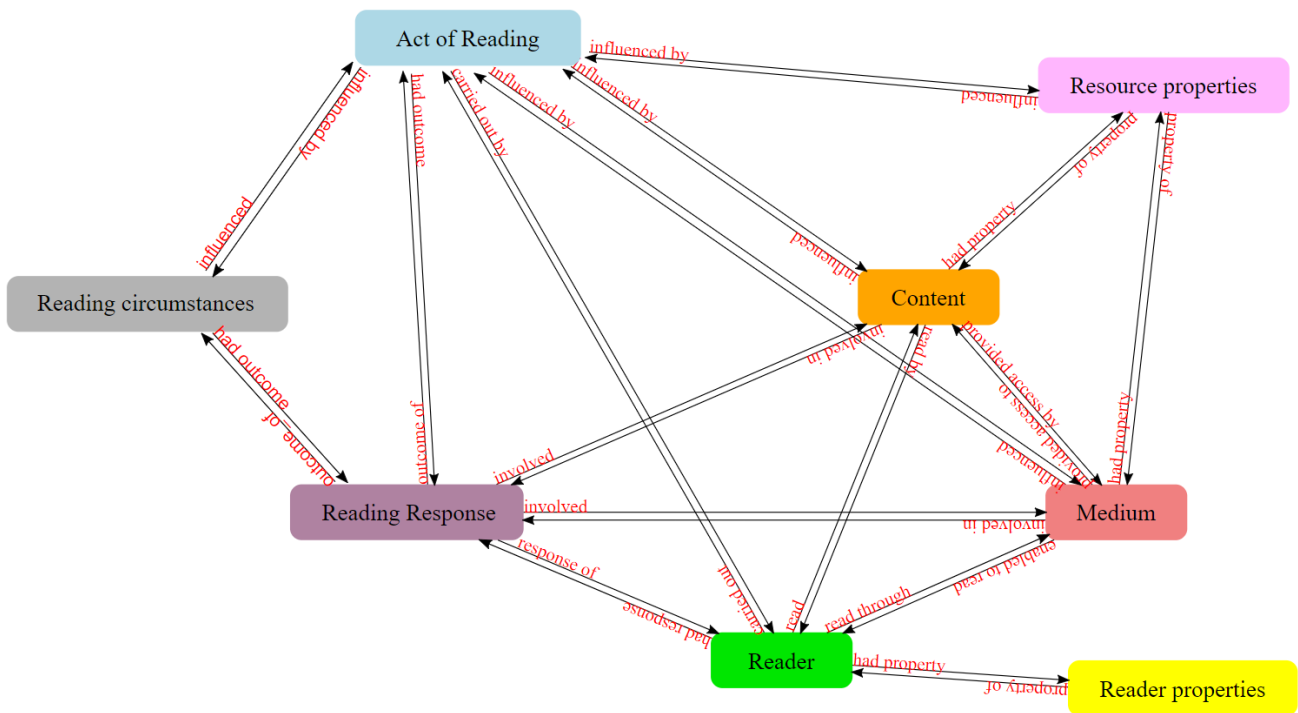
The Data Model includes three main classes of notions (or concepts) as part of a **Reading Experience**: Agent, Resource, Process.

- Reading **Agent**: class of notions related to the person reading.
- Reading **Resource**: class of notions related to the object of reading.
- Reading **Process**: class of notions related to the act of reading.

**Comment:** While "Agent" and "Resource" are more or less straightforward categories, "Process" and specifically its sub-category the "Reading Response" are more nuanced and harder to pinpoint.

### Nine types of links between notions.

All the notions are related together through links, characterizing the relation between one item and the other. These links are the following: Carried out / Carried out by, Influenced / Influenced by, Had outcome / Outcome of, Property of / Had property, Provided access to / Provided access by, Involved in / Involved, Read / Read by, Read through / Enabled to read.



## DESCRIPTION OF THE NOTIONS.

### Reading Agent

Reading Agent regroups all information we can collect about the **person(s) engaged** in reading. Each person engaged in reading should be identified as **Reader**. In case of multiple readers or multiple reading sessions by the same reader, each “reader” should be numbered, reader 1, 2, 3... The information to be annotated in the Reading Agent class are: Reader (a different green for each reader) and **Reader Properties**.

- **The heading “Reader” regroups:** Evidences of the **person(s)** involved in reading, *e.g. personal names, pronouns, determiner, name, age, etc...*

- **The heading “Reader’s Properties”** regroups all characterizing features) of the reader himself: *Age at the time of reading, date of birth, gender, occupation, social status, nationality, religion, political position, habits...* Those properties should not be mistaken with the action described, or with the state of mind of the reader.

**When annotating:** In case of multiple occurrences of the same reader (I... I... I...), it’s better to underline only the first occurrence. **Annotate only** the word identifying the “Reader” but not the verb describing the action.

In case of loud reading, several readers should be distinguished.

**Example:** **I** walked with Comte d’O--- this evening into the Champs-Elysees, and great was the change effected there within the last few days. It looks ruined and desolate, the ground cut up by the pieces of cannon, and troops as well as the mobs that have made it a thoroughfare, and many of the trees greatly injured, if not destroyed. **A crowd** was

assembled around a man who was reading aloud for their edification a proclamation nailed to one of the trees. We paused for a moment to hear it [...].”

Comment: Reader 1: “I”, Reader 2: Comte d’O., Reader 3: a crowd. Reader 4: a man [who was reading].

[“We” is not considered a “reader” here but as reader 1 and reader 2].

## Reading Resource

A Reading Resource is a reading matter which encompasses a creative work expressed in textual, audio or visual form (**Content**) and an interface, a material object providing access to the content (**Medium**), The reading resource can have specific **Properties** that make it unique to the reader. Therefore, the Reading Resource includes 3 headings; Content, Medium, Resource properties.

- **The heading “Medium” regroups:** Any expression mentioning the object being read or a part of it. *e.g. book, newspaper, letter, poster, Ipad, the third part of this book, an article in this newspaper, a page...*

- **The heading “Content” regroups:** specific information about author, title, topic, genre of the object being read *e. g. poetry, The silence of the Lambs, the news, Shakespeare, genre...*

- **The heading “Resource Properties” regroups:** provenance, alterations, modification, adaptation, or any other element **characterizing the uniqueness of the resource**, *e.g. borrowed from, given by, margin notes, dedications, damage, missing pages. e. g., a book coated with homemade cover, a book with ripped pages, a proclamation pinned on a tree, first, last edition...*

**When annotating:** Please consider that an **evaluation or comment about the content of the resource, is not** a Resource Property (but rather a **Reading Response**).

**Information to be annotated** in the Reading Resource class are: **Medium**, **Content** and **Resource properties**.

**Example:** “Oh, I remember *Jane Eyre* [...]. And I remember it was *my mother’s two volume edition* and *we’d covered it in brown paper*, and I think she’d covered it in brown paper really to sort of make me feel better about reading rather, what seemed to me rather an old fashioned book. *It didn’t have a cover with pictures on it. It was bound, I think in, white vellum or so, it was, but it was a particular edition*, and I remember, I just was swallowed up by it.”

Comment: **Medium** : a two volume edition, without pictures, bound in white vellum, a particular edition (material qualities of the object). **Resource properties**: alteration: covered in brown paper. **Content**: Jane Eyre.

[Reflexions about the mother’s reason to cover the book and its effects on the reader are here considered Reading Response].

## Reading Process

A reading **Process** is a lasting activity encompassing **Reading Circumstances** and **Act of Reading** and its related **Reading Response**. A Reading is characterized by external **Circumstances** and by a description of the way the **Act of Reading** is accomplished. **The Reading Response** designates the overall feelings and thoughts of the reader in relationship with the reading.

**Information to be annotated** in the Reading Process class are: **Reading Response**, **Act of Reading** and **Reading Circumstances**.

- **The heading “Reading Response” regroups evidences of readers overall engagement** with reading. This includes emotions, judgments, self-reflection, immersion, reject, motivation, boredom, others..., that either trigger, cause or precede the reading session (premises) or are triggered by the reading session (effects).

**Example of “Premises”** : *I read when I felt sick or sad and in need of distraction.*

**Example of “Effects”**: *feeling sad after reading, thinking that poetry is wonderful, having the desire to meet the writer, changing opinion about an issue... “I have read the whole Jane Austen and think of beginning over again. / What a perfect woman - not only a writer and what a sham she makes all this female emancipation seem! / I did read a book that I liked. I did like it. It was another thing.*

**When annotating: Any linguistic expression of subjective response to reading is a Reading Response and should be annotated** as such. It might be only a verb (“I liked it”) or an entire and complex sentence (“I was reminded of this anecdote by the face of the Duchesse d’Angoulême”). The longer the expression, the longer the annotated Reading Response.

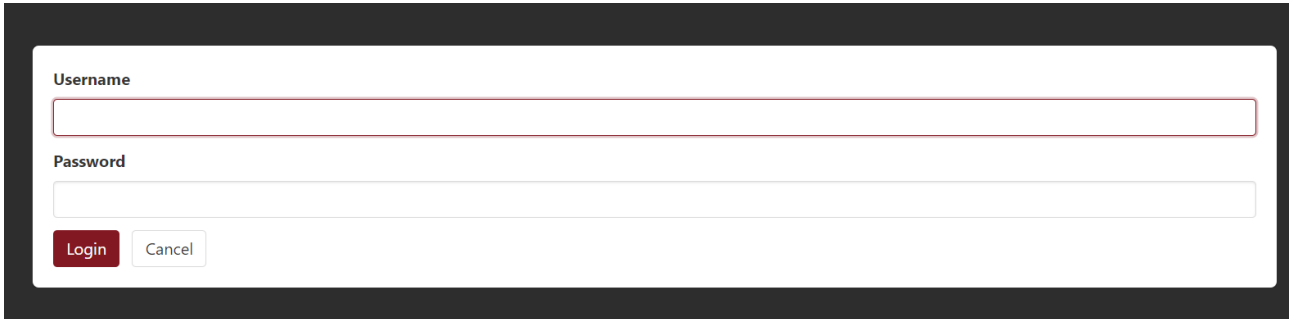
- **The heading “Act of Reading” designates how the reading action** is described in the text, such as the physical reader’s position (*lying*), modes (*aloud, alone*), manner, duration of the reading (“*It took me months to read the Magic Mountain*”, “*I read it over and over*”, “*the first time I read this book*” ...). It can also be a very simple proof of a reading event, such as the mention “I read”.

- **The heading “Reading Circumstances” designates the external physical circumstances** of reading (time, space, *at night, on the beach*) and the environment (*crowd, solitude, noisy place, dim light*).

**When annotating**, a difference must be made between elements referring directly to the reading itself (“*I read with difficulty*”...), that are considered **Act of Reading** and those situating the reading in time and space (“*years ago*”, “*yesterday*”, “*in the sun*” ...) that are to be considered **Reading Circumstances**.

## UPLOADING DOCUMENTS TO THE PLATFORM AND ANNOTATING THEM

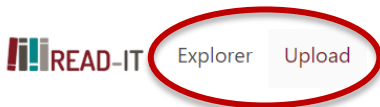
Annotators can upload their own original sources into the platform and annotate them, or annotate existing sources. To that end, they need to create an account and to log-in to the platform.



A screenshot of a login form. It features two input fields: 'Username' and 'Password'. Below the fields are two buttons: 'Login' (highlighted in red) and 'Cancel'.

### Uploading a source.

When users are logged-in, they can choose between searching the database or upload their own document. **Note that the format for uploading must be .txt.**



Metadata regarding the uploaded documents should contain, at least, the title, the author, the language, the publication date and the type of source. Other information is optional.

## Upload source

### Title

### Author

### Editor (optional)

### File




No file selected

Note that currently, only txt files are supported.

### Language

Specify the language that the source text is in. If the source contains multiple languages, please select 'Other'.

## Annotate a source.

To annotate, users must select a part of text. It opens a new panel where items can be selected. Annotators must save their annotations for them to be effective. After the items has been selected, another panel will pop-up, where users can choose (or not) to link the item to another one with the corresponding relation.

### Lettre à Victor Cousin MSVC3 214, 171

Monsieur,  
après avoir lu dans un journal un morceau détaché de l'ouvrage qui contient les discours que vous avez prononcés à la Chambre des pairs depuis 1833 jusqu'en 1848, je me suis empressé d'en donner connaissance au roi mon bien-aimé souverain, l'opinion qui est exprimée par un homme si remarquable à tant de titres et si haut placé dans la science politique et dans les lettres a été d'un si grand prix pour S. M., qui a voulu que je vous exprimassa ses remerciements; vous avez raison, Monsieur, de proclamer la loyauté de S. M. cette loyauté devenue proverbiale est un sûr garant du maintien des institutions libérales donné par son auguste père. De mon côté j'ai été très sensible Monsieur, aux choses flatteuses que j'y ai lu à mon adresse, j'ai lieu d'espérer que mes actions, d'accord avec mes sentiments, ne démentiront jamais l'opinion que vous avez bien voulu exprimer sur mon compte.

### Edit Annotation

(Find more info on what and how to annotate in the Annotation Guide)

(...) avoir lu dans un journal un morceau détaché de l'ouvrage qui contient les discours que vous avez prononcés à la Chambre des pairs depuis 1833 jusqu'en 1848, je me suis empressé d'en donner connaissance (...)

This is a ...

- Content
- Medium
- Reader
- Reader Properties
- Reading Session

Example of a text fully annotated by different participants, and the display of the results:

The screenshot displays a digital reading interface with four main panels:

- Sources:** A list of documents including "The Idler in France (id\_19\_a, p.40) / by the countess of Blessington", "The Nocturnal pleasures of Paris. A guide to the gay city, by captain Wray Sylvester", and "V.N. Golitsyn's diary".
- Text Document:** The title "The Idler in France (id\_19\_a, p.40) / by the countess of Blessington" is shown above a snippet of text. The text contains several highlighted segments in yellow and green, corresponding to annotations.
- Annotations:** A vertical list of annotation cards. The top card is yellow and labeled "countess of Blessington, (Reader Properties)". Below it are two green cards labeled "Margaret Blessington (Reader)".
- Reader Profile:** A panel titled "Blessington, Margaret Gardiner" with a green "Reader" tag. It contains a table of properties:

Name	Value
type	example data
died	1849-06-04
was_born	1789-09-01
prefLabel	Margaret Blessington
has_gender	female
has_nationality	Irish

Linking items consists into creating relations between annotated parts of a text and also between annotations made by different annotators on the same material.

### Example:

If two persons annotate separately *Frankenstein* by M. Shelley, annotators will both annotate title as "Content". But this information does not connect the two annotations as being about the same content. For this purpose, the first annotator have the ability to create manually a Linked Data item that represents *Frankenstein*, and the second annotator can link its annotation to this work through the "related items" menu, by selecting *Frankenstein* in the database of existing titles. Within each text, other annotations might be in relation to this "Content" item. For example, if annotators highlight a "Reading Response", they can link this new item to the "Content" (*Frankenstein*) via the relation "involved / involved in". Next, the annotator annotates "I" as "Reader" in the text, creates a Linked Data item for this "Reader", and links this item to both the "Reading Response" *and* the "Content" items (via the respective relations in the skinny ontology).

**Step 1**, adding a related item to a Reader.

The screenshot shows the "Blessington, Margaret Gardiner" reader profile interface. The profile includes a table of properties and a list of metadata sections:

Name	Value
has_gender	female
has_nationality	Irish
has_occupation	writer
is_identified_by	Marguerite Gardiner, countess of Blessington
died	1849-06-04
was_born	1789-09-01
prefLabel	Margaret Blessington

Below the table are sections for "Item metadata", "Annotation metadata", "Related items", "Annotations", and "External resources", each with a red plus icon. At the bottom, there are "Edit", "Save", and "Close" buttons.

The "Related items" panel on the right is currently empty, showing only an "Add +" button.



## Blessington, Margaret Gardiner Reader

Properties	
Name	Value
has_gender	female
has_nationality	Irish
has_occupation	writer
is_identified_by	Marguerite Gardiner, countess of Blessington
died	1849-06-04
was_born	1789-09-01
prefLabel	Margaret Blessington

Item metadata +

Annotation metadata +

Related items →

Annotations →

External resources →

## Related items

—
v

### Step 2: Choosing the relation.

## Blessington, Margaret Gardiner Reader

Properties	
Name	Value
has_gender	female
has_nationality	Irish
has_occupation	writer
is_identified_by	Marguerite Gardiner, countess of Blessington
died	1849-06-04
was_born	1789-09-01
prefLabel	Margaret Blessington

Item metadata +

Annotation metadata +

Related items →

Annotations →

External resources →

## Related items

✓ —

- carried out
- had property
- had state
- read
- read through

**Step 3:** Choosing the related item.

**Blessington, Margaret Gardiner** Reader

Properties	
Name	Value
has_gender	female
has_nationality	Irish
has_occupation	writer
is_identified_by	Marguerite Gardiner, countess of Blessington
died	1849-06-04
was_born	1789-09-01
prefLabel	Margaret Blessington

Item metadata ⊖

Annotation metadata ⊖

Related items ➤

Annotations ➤

External resources ➤

Edit

**Related items**

read ✓

✓ —  
 test  
 test 2  
 on the melancholy physiognomy of King Charles I  
 poems by Amabel Tastu

Add +

Save
Close

## EXAMPLES OF READING EXPERIENCES ANNOTATED

### Reading Experience, gradual interpretation.

#### Key :

READING AGENT:

Reader (R)

Reader Properties (ReaP)

READING RESOURCE:

Medium (M)

Content (C)

Resource properties (ResP)

READING PROCESS:

Reading Response (RR)

Reading Circumstances (RC)

Act of Reading (AoF)

#### **Complete reading experience :**

<Reading Experience>

<R> I </R> <RC> woke up in the middle of the night </RC>. Was I about to <ReaP> become the new Librarian of the NYU?! </ReaP>. I <RR> was feeling anxious about my job interview the next morning </RR>. I <RC> was lying in my bed </RC> and began <AoF> to read again </AoF> <C> *How to Succeed in Your Professional Life* </C> <ResP> that my mother gave me 15 years ago, when I finished high school </ResP>. I <RR> thought reading those advices again might calm me

down </RR>. The <M> book </M> <ResP> was old, it smelt dust and some pages were missing. Fortunately, the chapter concerning job interviews was complete </ResP>. <RR> This reading relaxed me and lifted up my spirits; I fell into a good and healthy sleep for the rest of the night. I truly believe this book is a must read for every young person looking for a job. </RR>  
</Reading Experience>

### Simpler reading experience with premises and effects.

<Reading Experience>  
<R> I </R> <RC> woke up in the middle of the night </RC>. Was I about to <ReaP> become the new Librarian of the NYU?! </ReaP>. I <RR> was feeling anxious about my job interview the next morning </RR>. I <RC> was lying in my bed </RC> and began <AoF> to read again </AoF> <C> *How to Succeed in Your Professional Life* </C> <RR> I truly believe this book is a must read for every young person looking for a job. </RR>  
</Reading Experience>

### Simpler reading experience with effects.

<Reading Experience>  
<R> I </R> <RC> was lying in my bed </RC> and began <AoF> to read again </AoF> <C> *How to Succeed in Your Professional Life* </C> <RR> I truly believe this book is a must read for every young person looking for a job. </RR>  
</Reading Experience>

### Mention of a reading but without a Reading Experience :

<R> I </R> <RC> was lying in my bed </RC> and began <AoF> to read </AoF>.

### Other examples

#### Example 1:

<Reading Experience>  
I first read *Notre Dame de Paris* when I was 18, and for a second time one or two years ago, I was in my 50's. I am very used to read book several times.  
The first time I read this book, I didn't like it so much and I didn't even finish it. But the second time, I remember, I was in vacation in Italy, and it really made me feel like I opened a door on a entire new and fantastic world. I was reading it in the train. I got really intensely taken by my reading, and I missed my stop. I can still remember how the book felt ; it was a very old edition, but the original cover had been coated with sheets from the Guardian.  
This experience convinced me that great books, and books in general, really benefit from re-reading.  
</Reading Experience>

#### Example 2:

<Reading Experience>  
"I lie contentedly enough, and amuse myself with a book which Qasim, seeing me in pain, has brought me in his kindness. It is his most treasured possession, a life of the Prophet in big lettering on rough paper, brown-black on brown-white, with flowered borders and headlines with the name of Allah, the author's name in a lunette at the top of every page, and the number of the page in a little flowered frame of its own on the margin. It gives one pleasure to handle anything done, even by mechanical means, with so much loving care. The book itself is written guilelessly, and tells the legends of Muhammad; how Amina, his mother, bore him without weight or discomfort, and in

sleep saw the prophets month by month in turn, and in the last month the Prophet Jesus - for the substance of Muhammad, a drop from the River of Paradise, had been in the bodies of all the Prophets before him, beginning with Adam.”

</Reading Experience>

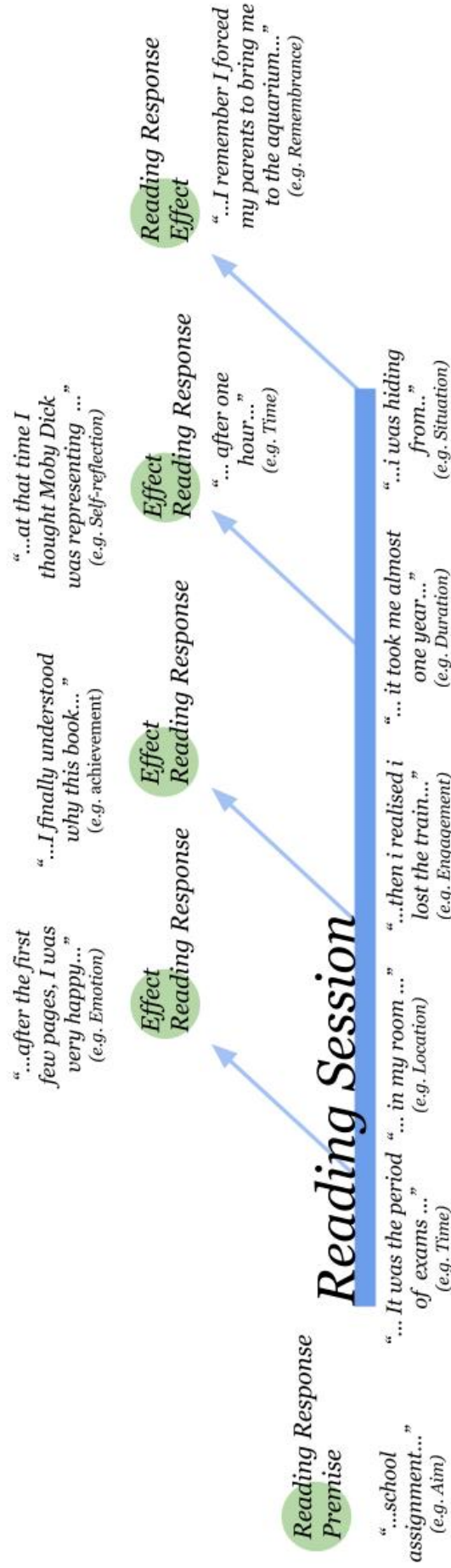
Century: 1900-1945 / Reader: Freya Stark / Book

## Glossary / Recap

*The glossary here is restricted to the terms used in the schema. If applicable annotators can suggest new terms they think necessary.*

<b>Content</b>	Generic features of a creative work expressed in textual, audio or visual form.
<b>Effects</b>	Reading Response triggered by Reading Session.
<b>Medium</b>	Material object providing access to the Content.
<b>Premises</b>	Reading Response preceding or causing a Reading Session.
<b>Reader</b>	Evidence of the person(s) involved in reading. Personal names, pronouns, determiner, name, etc. Each Reader can be characterized by age, gender, occupation, social status, language, nationality, religion, political position.
<b>Act of Reading</b>	Properties and characteristics of the reading itself.
<b>Reading Agent</b>	Person(s) engaged in reading.
<b>Reading Circumstances</b>	External elements situating the reading in time and space.
<b>Reading Process</b>	A lasting activity encompassing one or multiple Reading Sessions and the Reading Response resulting from the Reader's engagement with a Reading Resource.
<b>Reading Resource</b>	A reading Resource is a Content which is made available to the Reader through a Medium.
<b>Resource properties</b>	Provenance, modification, alteration and other unique features of the Medium considered in the reading session.
<b>Reading Response</b>	Reader's overall feelings and thoughts in relation to reading.

# Reading Process



## Contributors

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## Changelog

16/04/2019	Alessio Antonini, Quentin Morcrette	Creation of the document, description of the main concepts of the data model and examples, diagrams
17/04/2019	Alessio Antonini, Quentin Morcrette, Brigitte Ouvry-Vial	Proofreading, summary, new diagrams, new definitions, new examples
18/04/2019	Brigitte Ouvry-Vial	Revise definitions
04/12/2019	BOV, QM	Refining
09/12/2019	QM	Refining
11/12/2019	QM	Refining
12/12/2019	BOV, QM	Refining and revise definitions
26/12/2019	QM	Revising
14/01/2020	QM	Revising
04/02/2020	QM	Revising