

# What **color** is your paratext?

Academic Librarians 2: Singing in the Rain, 2010



Geoffrey Bilder  
Director of Strategic Initiatives

Wednesday, 17 March 2010

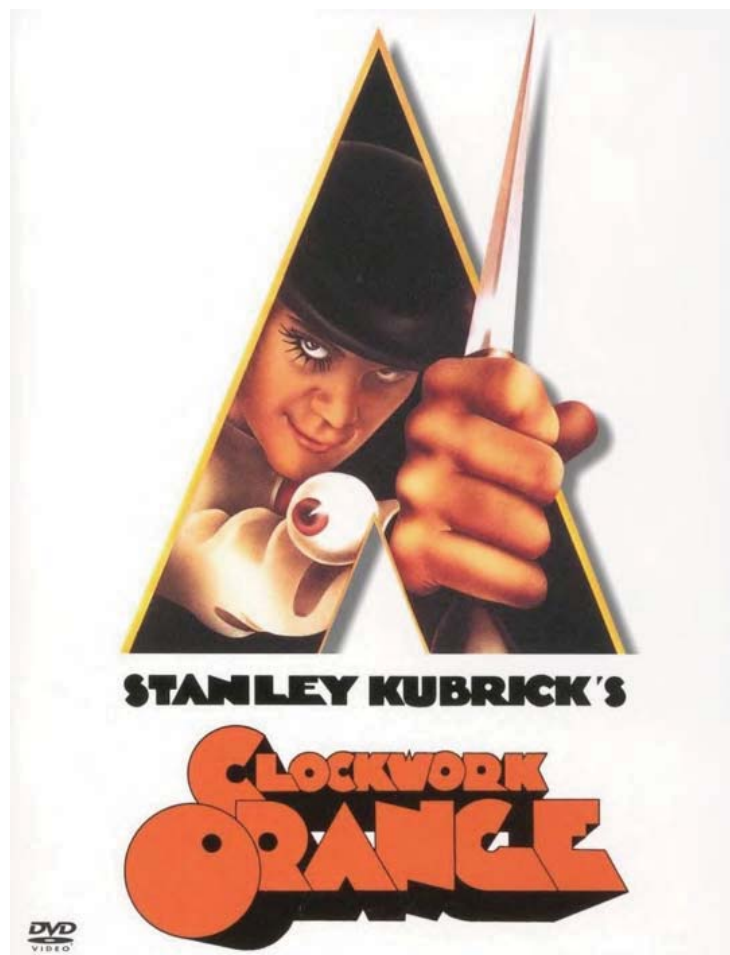


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# What **color** is your paratext?

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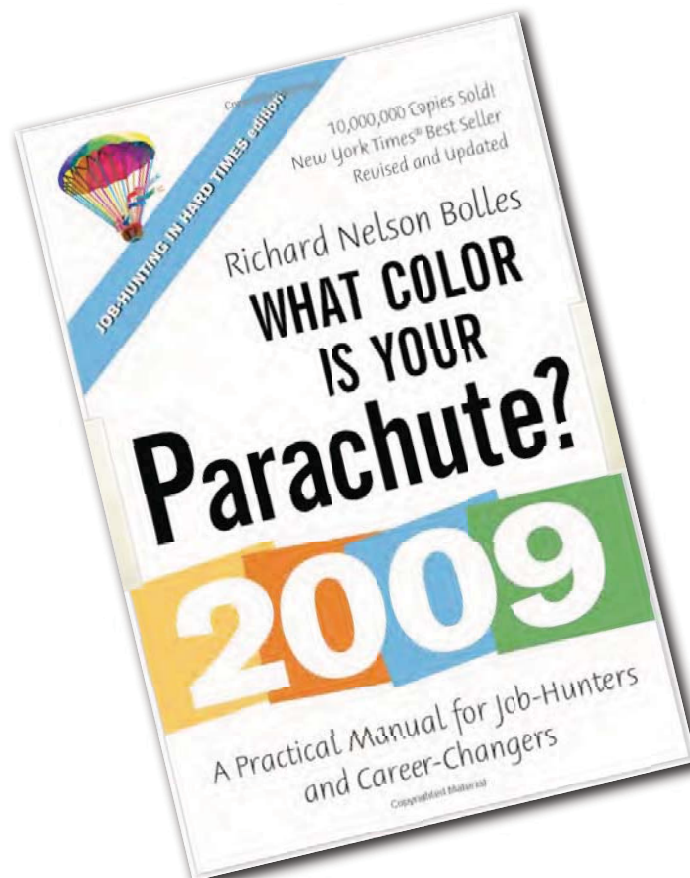


THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學



Geoffrey Bilder  
Director of Strategic Initiatives

Wednesday, 17 March 2010



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# Paratext

Paratext is a concept related to published literary works that provides a framework for the written text. The work of the author is the text bound within that frame.

Paratext includes elements typically added during the distribution process by editors, printers, and publishers. It provides a reference for the authorial text. Paratext is most often associated with books as they include a cover, dedication, title, and opening information. Paratextual materials are usually included with the author's consent because they shape how the written text is interpreted.



Wednesday, 17 March 2010

# The Internet “Trust” Problem



Wednesday, 17 March 2010



Peter Morville, NASIG 2009



Wednesday, 17 March 2010

# Trust: The Internet User Problem

- Subjected to:
  - Spam
  - Viruses/Trojans
  - Phishing
  - Urban myths
  - Dodgy content



# Trust: The Internet User Problem

- Subjected to:
  - Spam
  - Viruses/Trojans
  - Phishing
  - Urban myths
  - Dodgy content

**Yet.**

# Trust: The Publisher Problem

- Value proposition being questioned:
  - Distribution
  - Sales/Marketing
  - Editorial//Production
- Accused of profiteering
- Content comparatively hidden
- Brand increasingly hidden
- Deprecation of intermediaries ("stovepiping")

# Trust: The Librarian Problem

- Value proposition being questioned:
  - Ownership v.s. Access
  - Organization, Categorization
  - Curation, Preservation
  - Awareness, Outreach
- Content comparatively hidden
- Brand increasingly hidden
- Deprecation of intermediaries ("stovepiping")

## “Internet Trust Anti-Pattern”

- BBSs
- Email
- Usenet
- Internet Relay Chat (IRC)
- Web Search
- P2P
- Etc.



# “Internet Trust Anti-Pattern”

- System is started by self-selecting core of high-trust technologists (or specialists of some sort)
- System is touted as authority-less, non-hierarchical, etc.- But this is not true (see A)
- The unwashed masses start using the system.
- The system nearly breaks under the strain of untrustworthy users.
- Regulatory systems are put into place in order to restore order. Sometimes they are automated, sometimes not.
- System is again touted as authority-less, non-hierarchical, etc. But this is not true (see E).

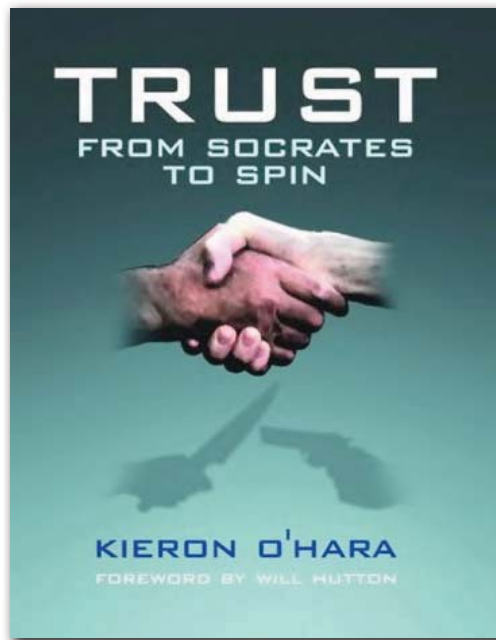
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Publisher: Icon Books  
ISBN: 184046531X



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## Local

- Through personal acquaintance
- Sometimes Transitive

## Global

- Extends trust through proxy
- Proxy transitively extends trust to "strangers"



## Local

- Through personal acquaintance
- Sometimes Transitive

**Doesn't scale**

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## Global

- Extends trust through proxy
- Proxy transitively extends trust to "strangers"

## Local

- Through personal acquaintance
- Sometimes Transitive

**Doesn't scale**

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## Global

- Extends trust through proxy
- Proxy transitively extends trust to "strangers"

**Increases  
systemic risk**

## Horizontal

- Amongst equals
- Little possibility of coercion

## Vertical

- Within hierarchy (possibly through deference)
- Coercion can be used to enforce behavior

## Horizontal

- Amongst equals
- Little possibility of coercion

## Vertical

- Within hierarchy (possibly through deference)
- Coercion can be used to enforce behavior

**Not enforceable**

## Horizontal

- Amongst equals
- Little possibility of coercion

**Not enforceable**

## Vertical

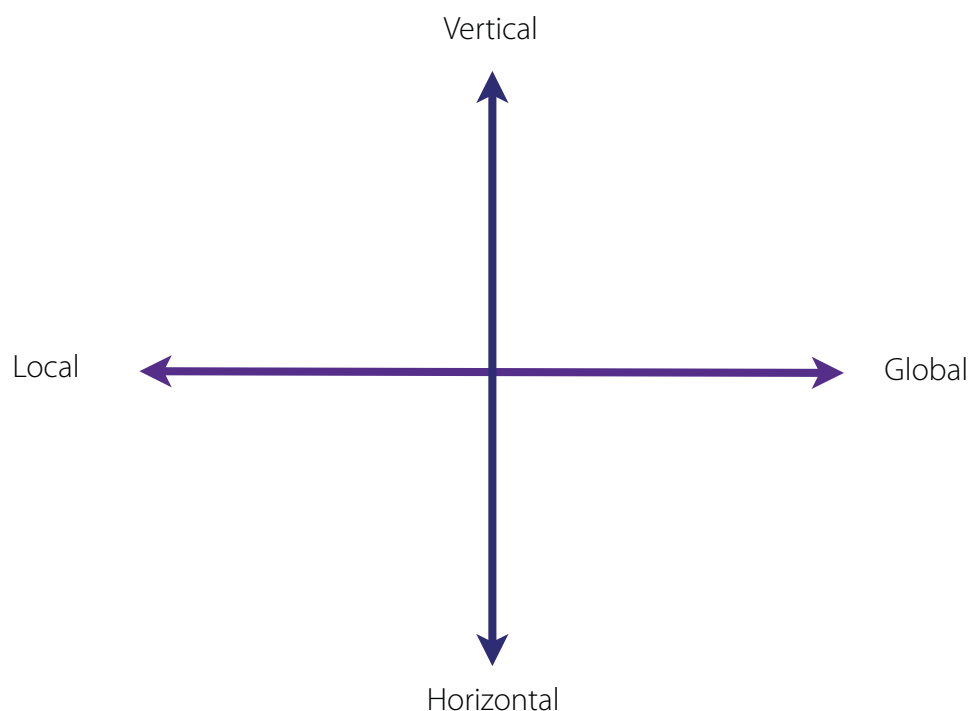
- Within hierarchy (possibly through deference)
- Coercion can be used to enforce behavior

**Subject to abuse**

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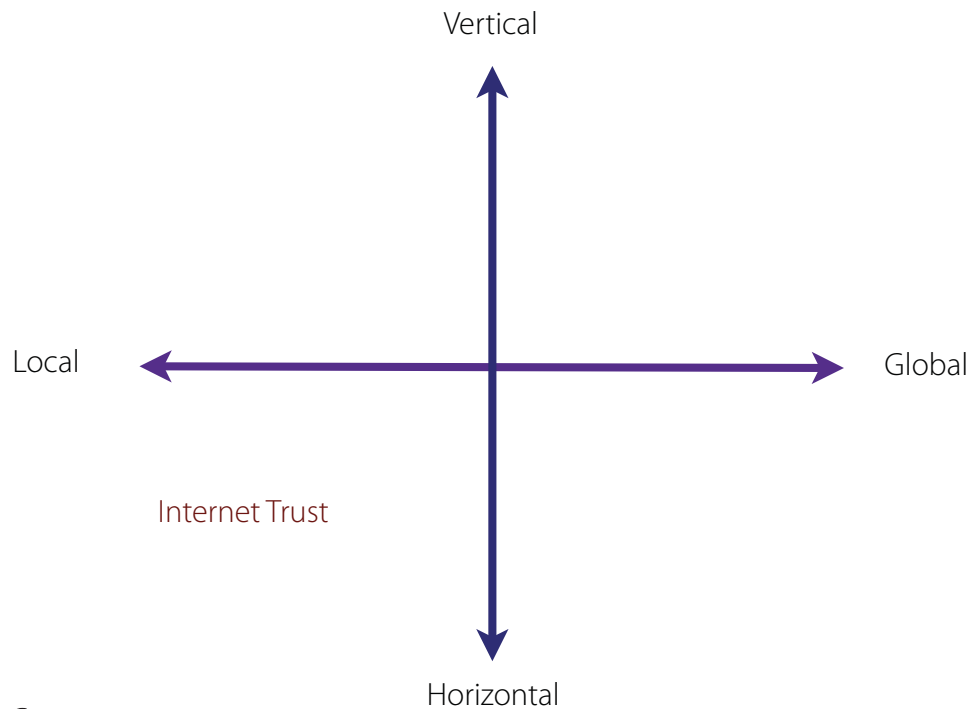
## Internet Trust v.s. Scholarly Trust



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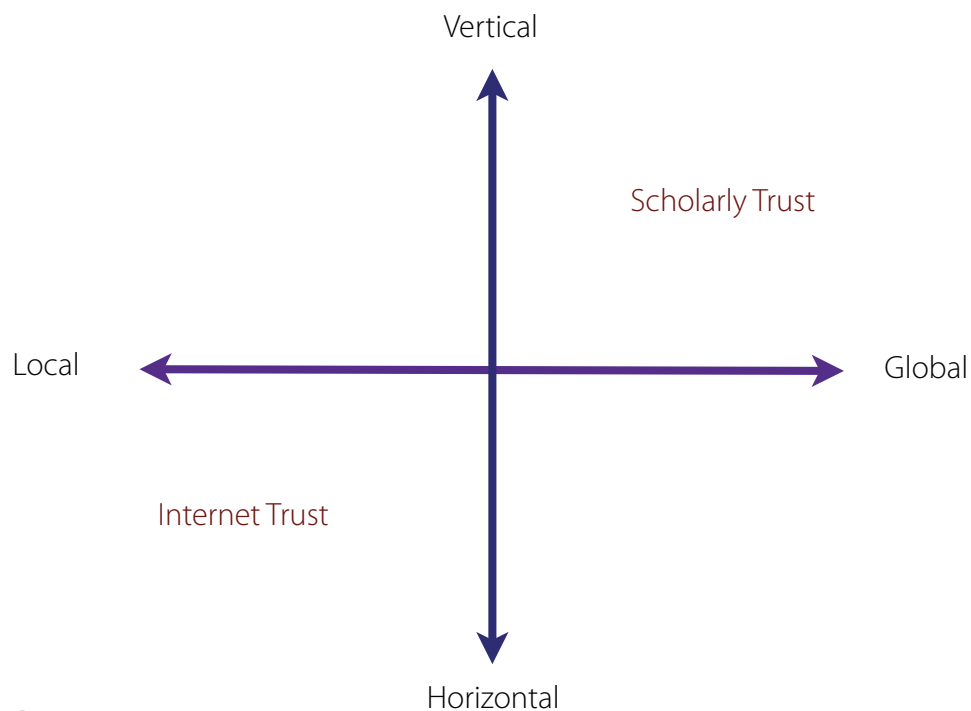
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# Internet Trust v.s. Scholarly Trust



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# Internet Trust v.s. Scholarly Trust



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# The Reader Problem



Wednesday, 17 March 2010



<http://onion.com/dD593t>



Wednesday, 17 March 2010

## SCIENCE & TECHNOLOGY

### Nation Shudders At Large Block Of Uninterrupted Text

MARCH 9, 2010 | ISSUE 46-10



The giant mass of prose was devoid of so much as a large pulled quote for readers to glance at before moving on.

WASHINGTON—Unable to rest their eyes on a colorful photograph or boldface heading that could be easily skimmed and forgotten about, Americans collectively recoiled Monday when confronted with a solid block of uninterrupted text.

Dumbfounded citizens from Maine to California gazed helplessly at the frightening chunk of print, unsure of what to do next. Without an illustration, chart, or embedded YouTube video to ease them in, millions were frozen in place, terrified by the sight of one long, unbroken string of English words.

"Why won't it just tell me what it's about?" said Boston resident Charlyne Thomson,

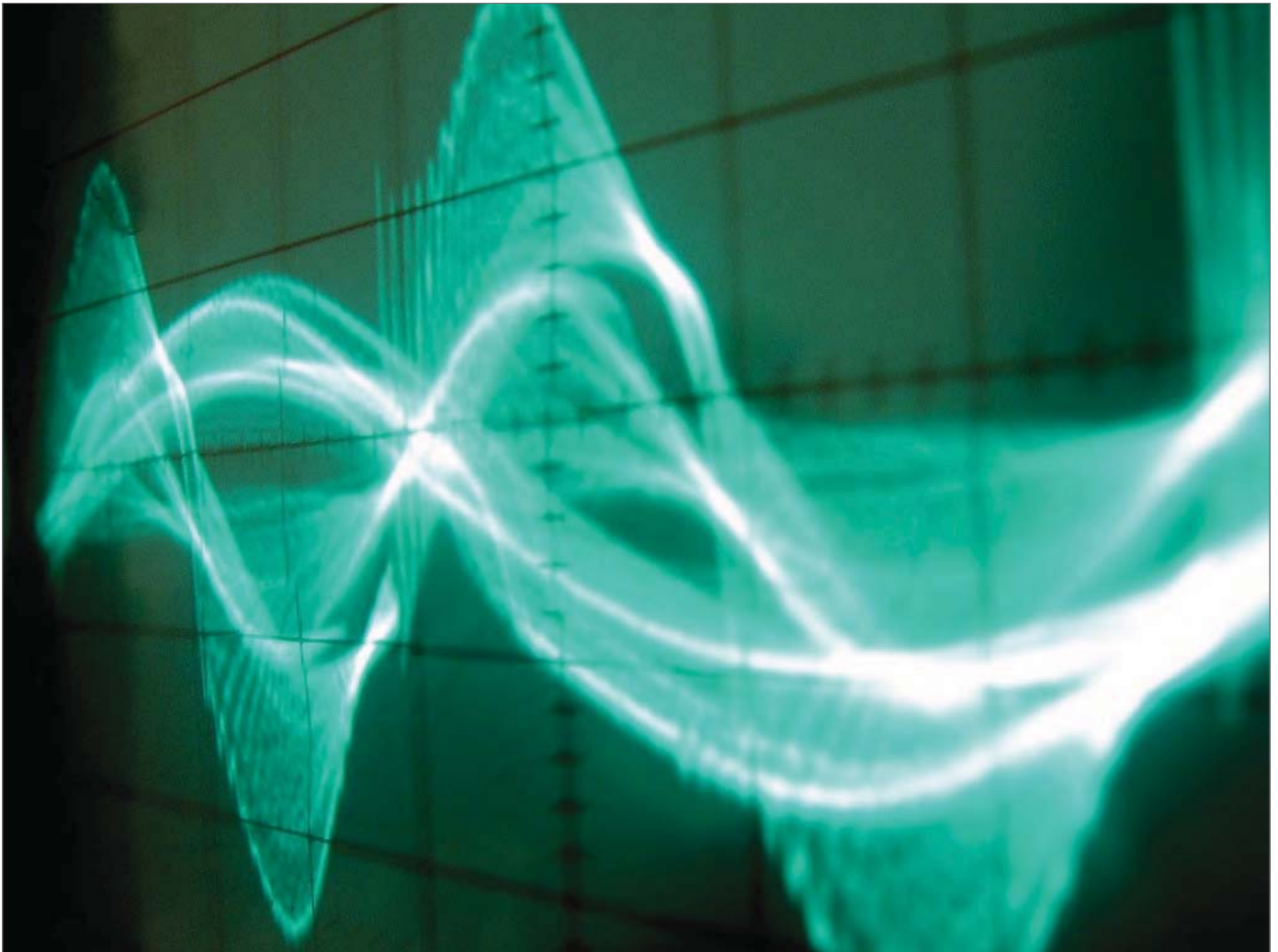
#### ARTICLE TOOLS

DIGG

FACEBOOK

STUMBLEUPON

TWITTER

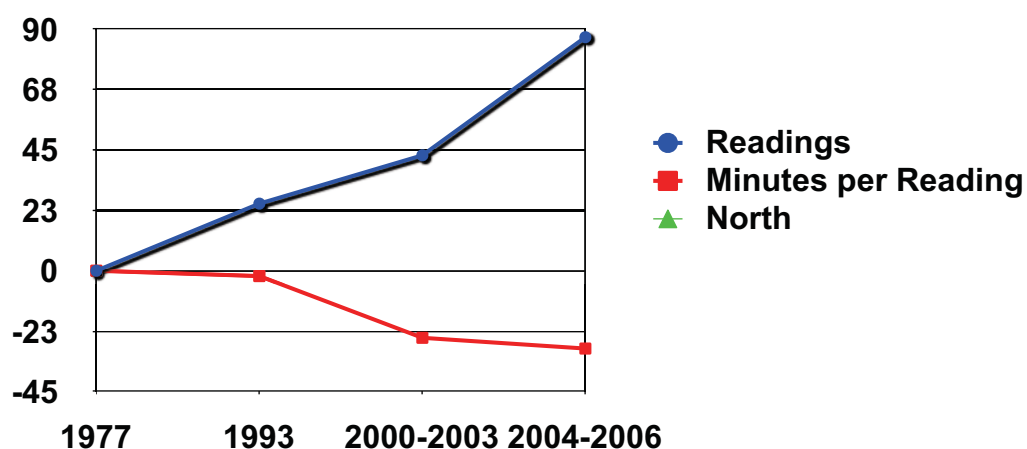


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# Average Number of Article Readings per Year and Average Minutes per Reading by University Faculty in the US (percent change)



Carol Tenopir

THE UNIVERSITY of TENNESSEE  
School of Information Sciences



Wednesday, 17 March 2010



Researcher as “author”



Research



Wednesday, 17 March 2010



Research



Researcher as "reader"



Wednesday, 17 March 2010



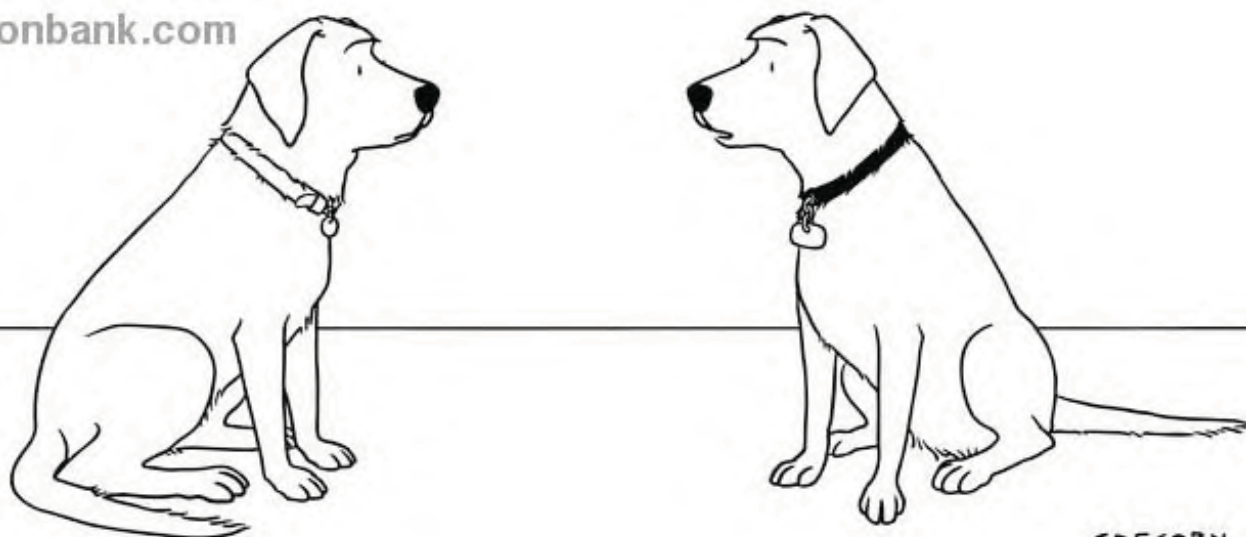


Research



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Cartoonbank.com

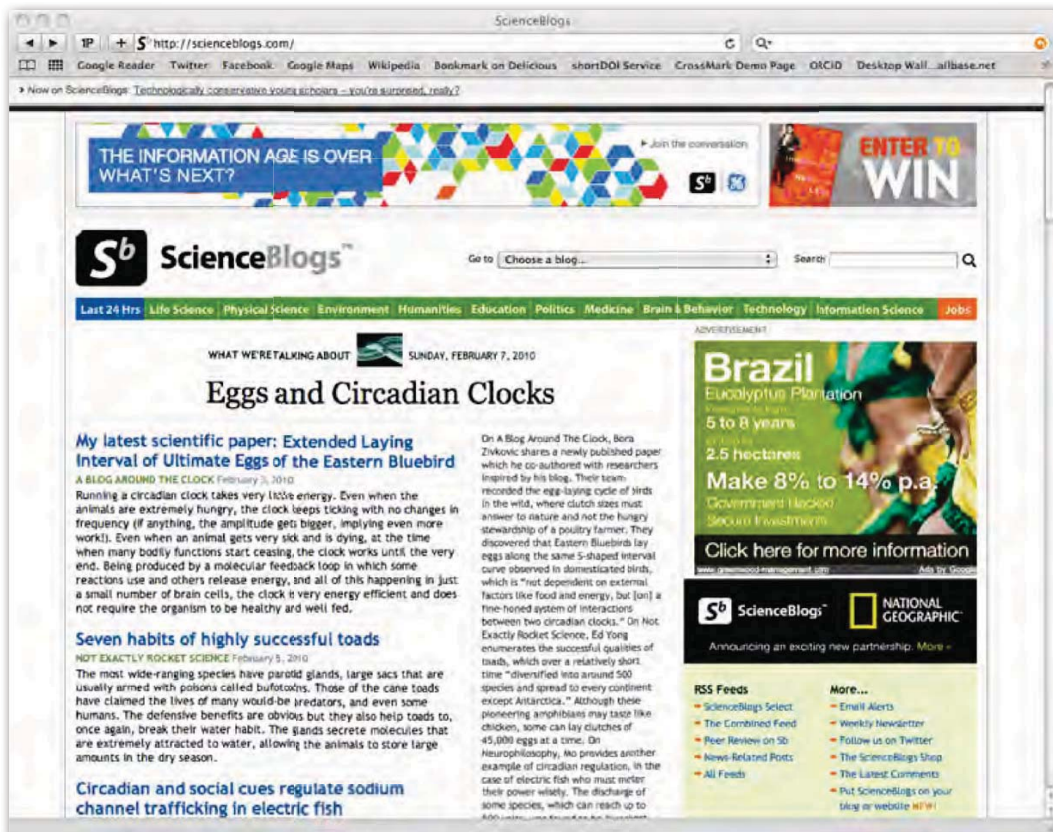


GREGORY

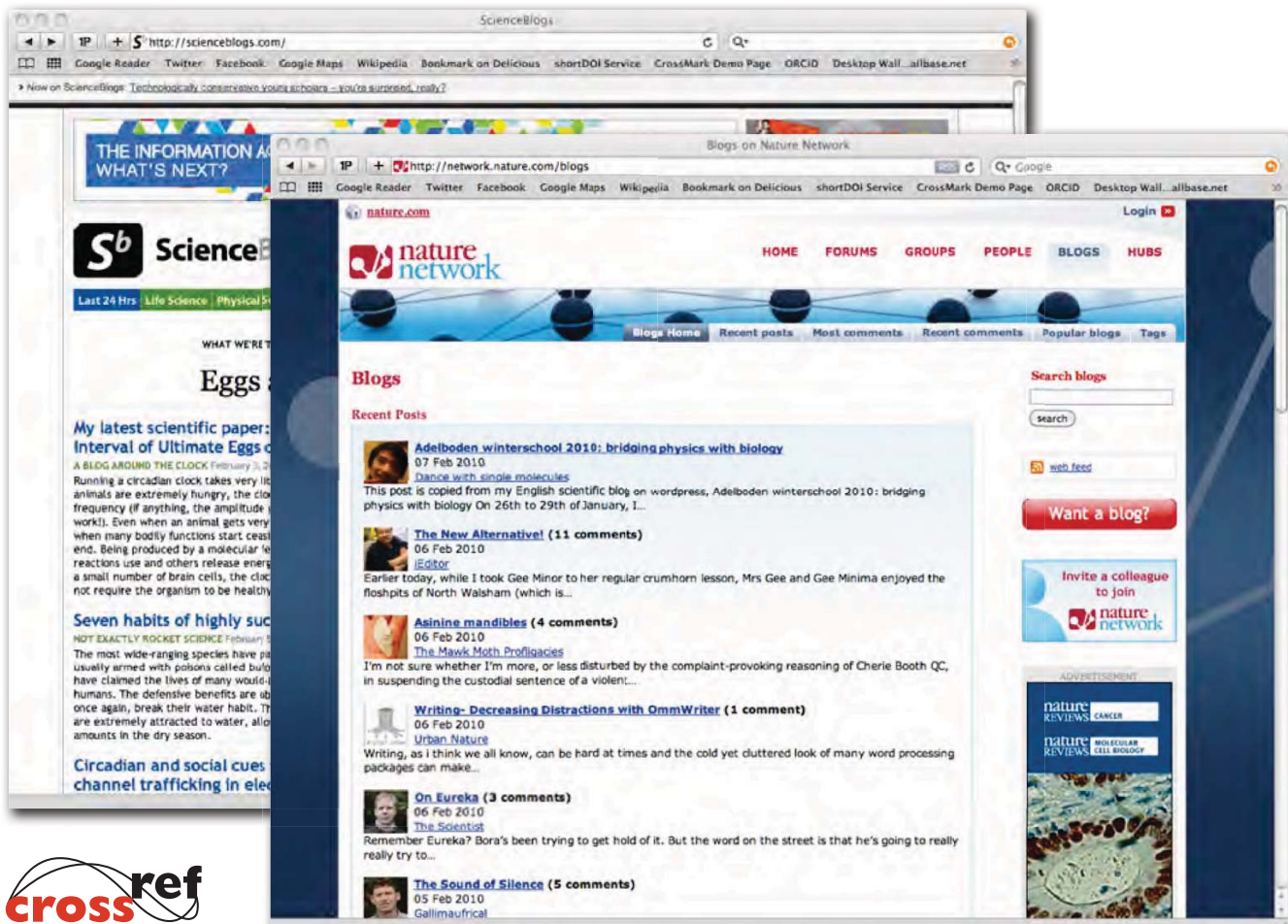
*"I had my own blog for a while, but I decided to go back to just pointless, incessant barking."*



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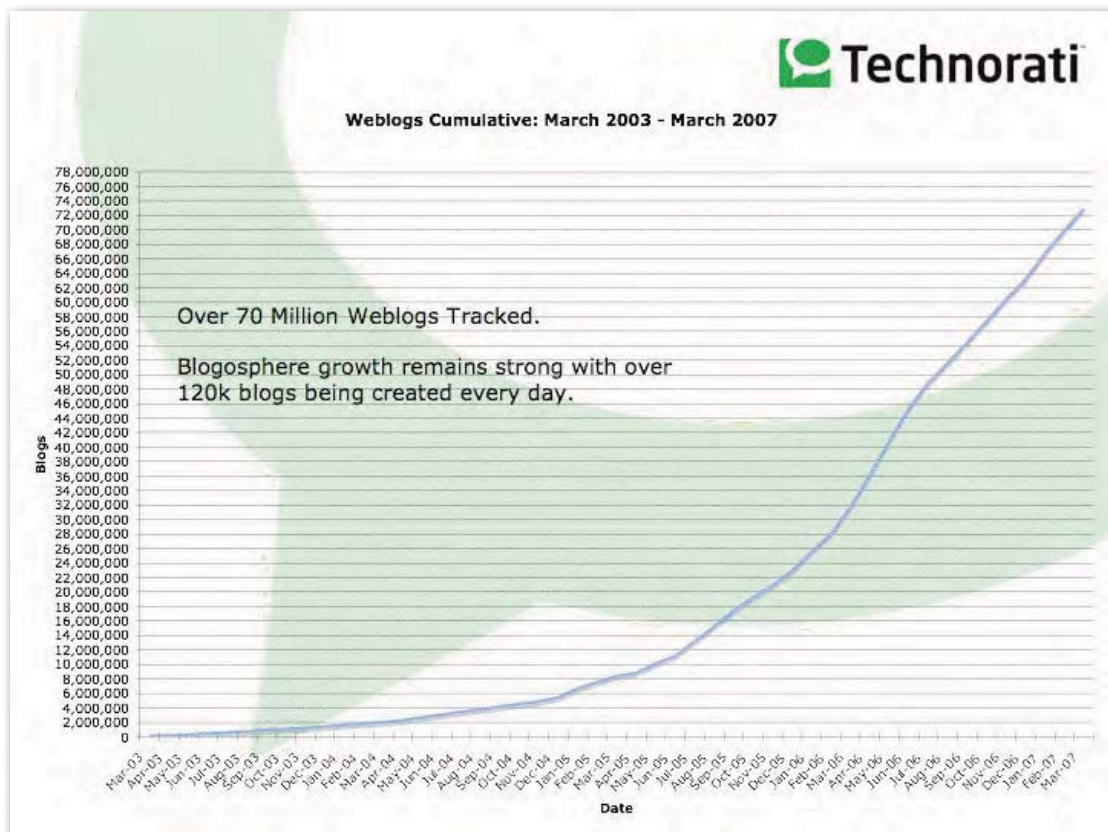


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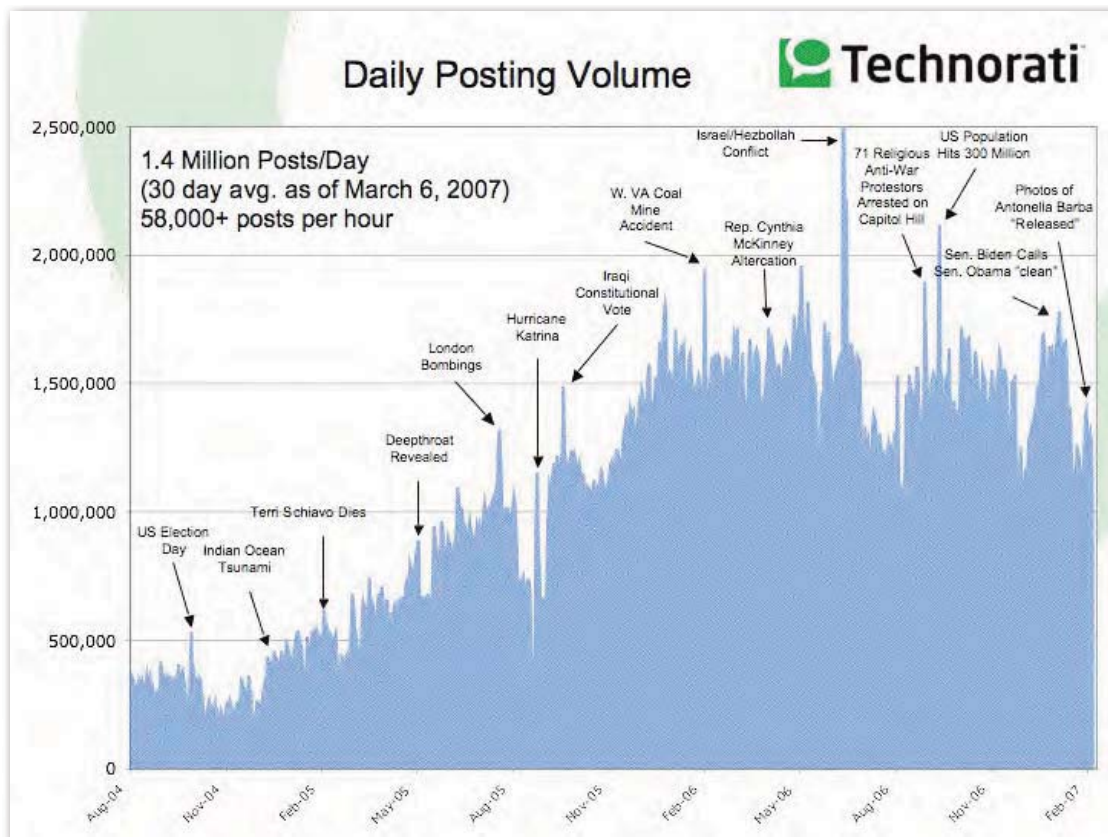




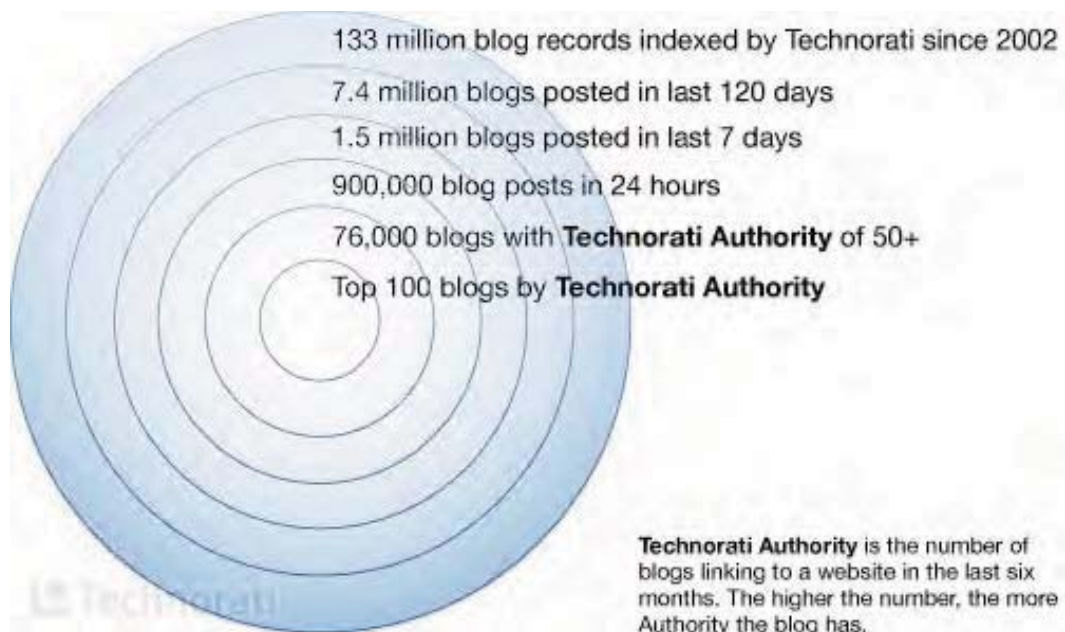
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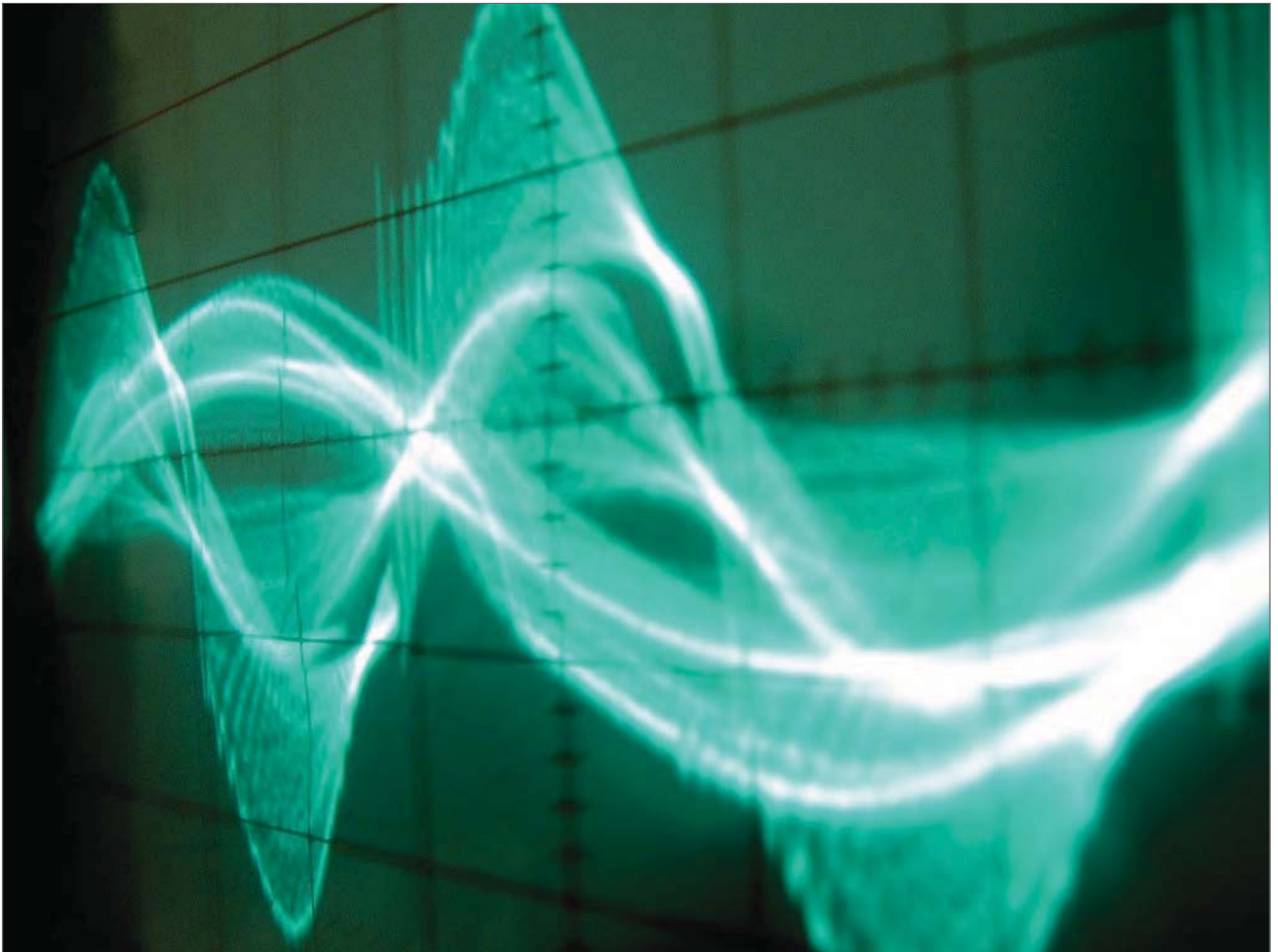
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<http://technorati.com/blogging/state-of-the-blogsphere/>

Wednesday, 17 March 2010





Wednesday, 17 March 2010

# Paucity of heuristics

We proto-librarians are informed with much fanfare in library school that librarians have a better sense for "source authority and quality" than the average joe, and that the information sources we choose are therefore better than those the average joe chooses when left alone to choose sources.

One would think that a profession that makes sweeping claims like this would spend a *lot* more time than it does teaching students how to evaluate sources. Leaving that Achilles heel aside, however...

Dorothea Salo  
<http://cavlec.yarinareth.net/>



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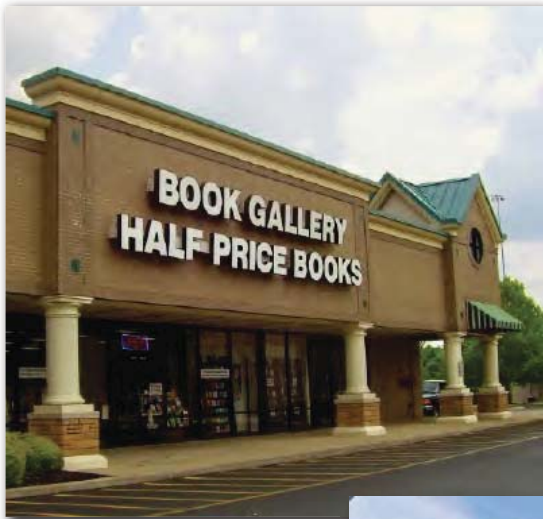
We publishers will talk with much fanfare to anyone who will listen that publishers have a better sense for "source authority and quality" than the average joe, and that the information sources we choose to publish are therefore better than those the average joe chooses to publish.

One would think that a profession that makes sweeping claims like this would spend a *lot* more time than it does providing mechanisms to help readers evaluate sources. Leaving that Achilles heel aside, however...

Geoffrey Bilder



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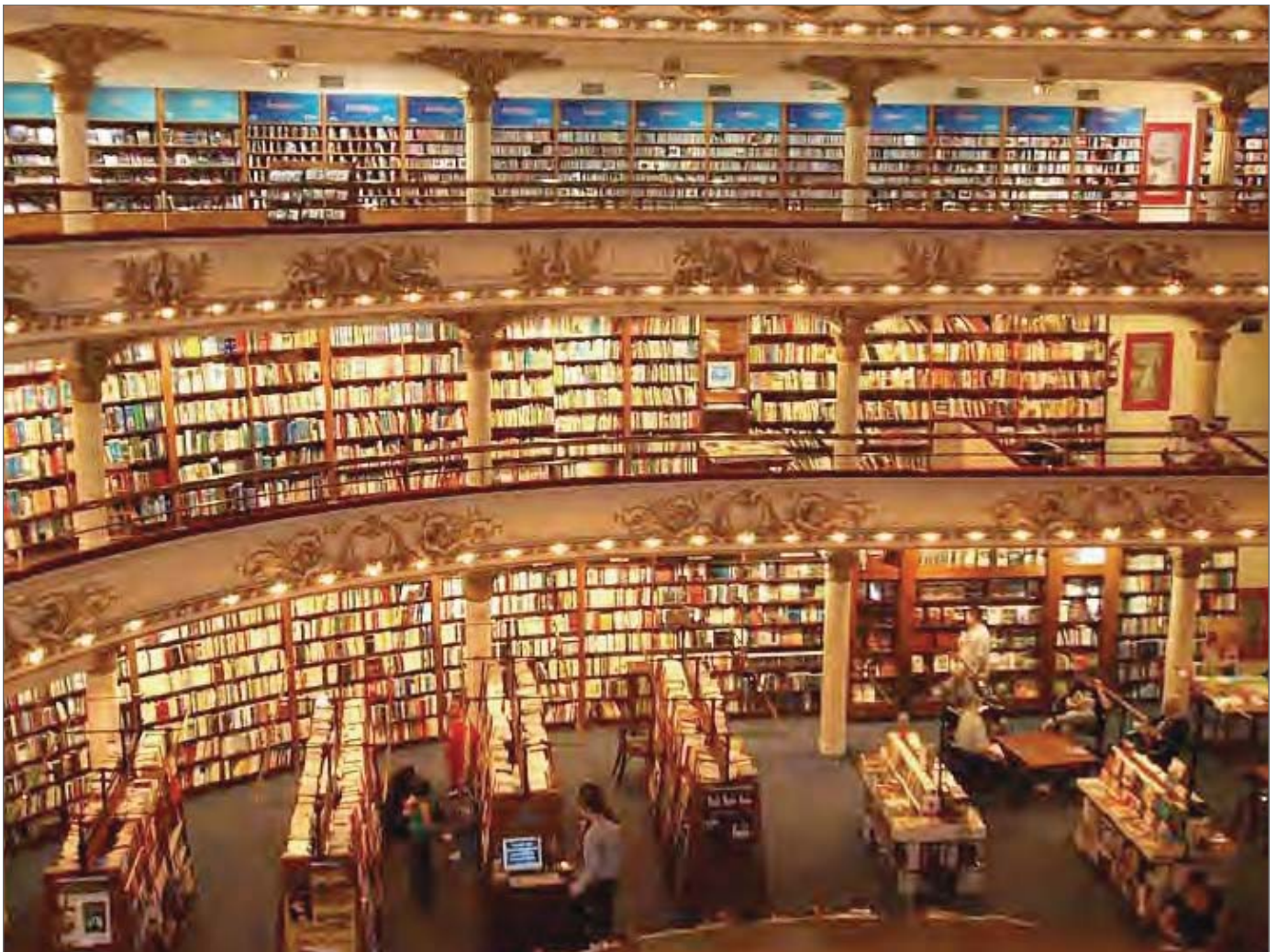


Wednesday, 17 March 2010



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Wednesday, 17 March 2010



Wednesday, 17 March 2010





Wednesday, 17 March 2010

“The unusual colors are just wonderful books and as the name says, in very unusual colors as books go. They will make a very eye catching focal point.”



Wednesday, 17 March 2010



#### 1. Audience: scholars, researchers, specialists

2. Reports results of original research aimed at certain disciplines in lengthy articles written in technical terms
3. Written by experts, scholars, researchers who give their credentials and affiliations in the articles
4. Reviewed by experts or peer reviewed
5. Often present one subject area by scholarly societies
6. Have a serious look with plain text, seldom glossy
7. Usually have abstracts, graphs, or charts
8. Have footnotes, sources cited, and bibliographies
9. Have no advertising or very little
10. Often published by professional organizations, scholarly societies, or universities

#### Examples:

JAMA(Journal of the American Medical Association)

Journal of African American History

#### 1. Audience: general and casual readers

2. Presents short articles on general information, current topics, or entertaining themes written in accessible language
3. Written by reporters, freelance writers, or magazine staff often without credentials
4. Reviewed by magazine editors
5. Usually present many different subjects in one issue
6. Have attractive and eye-catching style
7. Have glossy pictures, graphics, cartoons, & illustrations
8. Rarely have bibliographies or sources cited
9. Have heavy advertising
10. Published by general or commercial publishers or other media groups for profit

#### Examples:

Prevention

Jet

[http://www.laspositascollege.edu/library/magazines\\_journals.php](http://www.laspositascollege.edu/library/magazines_journals.php)



Wednesday, 17 March 2010

#### Scholarly Journals

#### Popular Magazines

### Examples of Differences Within Articles in Scholarly Journals & Popular Magazines

The following example of an article on siblings from the *Journal of Marriage and Family* shows some of the details of what you may find in a scholarly journal:

#### Scholarly Journal

**ABSTRACT:**

There are many reasons to expect that children gain something by growing up with siblings, yet there is surprisingly scant evidence of this advantage. Indeed, the most majority of research assessing the consequences of siblings reports negative effects. Children with many siblings do not perform as well in school as children with few siblings.

The growth in the divorce rate in the 1970s and the more recent increase in cohabitation have dominated demographers' attention. But households have changed in another way, too. The steady decline in fertility means that an increasing percentage of children are growing up with few siblings.

Department of Sociology, 300 Butler Hall, 190 N. Oval Mall, The Ohio State University, Columbus, OH 43210 (downey.23@osu.edu)

Keywords: children, siblings, social skills

*Journal of Marriage and Family* 66 (May 2004): 333-350

**AUTHOR & AFFILIATION:**  
JONALAN D. DOWNEY AND BERNARD J. COOPERSON  
(Ohio State University)

**PLAYING WELL WITH OTHERS IN KINDERGARTEN: The Benefit of Siblings at Home**

Few siblings. Although the consequences of this demographic change are not yet fully understood, available research suggests that most children are probably better off because additional siblings tend to dilute parental resources such as time, energy, and money (Blake, 1989; Downey, 1995). On the other hand, the current evidence suggests surprisingly few advantages in additional siblings, especially having several siblings. The majority of scholarship in this area, however, has focused on the relationship between sibship size and educational outcomes and has devoted less attention to the possibility that having siblings promotes social and interpersonal skills. In this study, we extend our understanding of how

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**AUTHOR SELECTED SEARCH TERMS:**  
Keywords: children, siblings, social skills

Examples:

JAMA(Journal of the American Medical Association)

Journal of African American History

Jet

[http://www.laspositascollege.edu/library/magazines\\_journals.php](http://www.laspositascollege.edu/library/magazines_journals.php)



Wednesday, 17 March 2010



Scholarly Journals
Popular Magazines

### Examples of Differences Within Articles in Scholarly Journals & Popular Magazines

The following example of an article on siblings from the *Journal of Marriage and Family* shows some of the details of what you may find in a scholarly journal:

#### Scholarly Journal

JOURNAL OF MARRIAGE AND FAMILY / JOURNAL OF MARRIAGE AND FAMILY / JOURNAL OF MARRIAGE AND FAMILY

AUTHOR & AFFILIATION  
DORIS L. Downey and DORIS L. Downey  
Ohio State University

Playing Well with Others in Kindergarten:  
The Benefit of Siblings at Home

**ABSTRACT:**  
There are many reasons to expect that children with many siblings do not perform as well as children with few siblings. Although the consequences of growing up with siblings are not yet fully understood, available research suggests that most children are probably better off because additional siblings tend to dilute parental resources such as time, energy, and money.

The growth in the number of children in the home is the most recent increase in the number of children in the home. The steady decline in the increasing percentage of...

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E-mail: downey.1@osu.edu

**REFERENCES**

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Downey, D.B. (1995). When bigger is not better: Family size, parental resources, and children's educational performance. *American Sociological Review*, 60, 747-761.

Guo, G., & Van Wey, L.K. (1999). Sibling size and intellectual development: Is the relationship causal? *American Sociological Review*, 64, 169-187.

Rogers, J.L. (2001). What causes birth order intelligence patterns? *American Psychologist*, 56, 505-510.

Zigmond, R.B., & Markus, G.B. (1975). Birth order and intellectual development. *Psychological Review*, 82, 74-83.

- author and his/her affiliation (business or scholarly relationship) is identified;
- abstract or summary begins the article;
- citations within the text identifying the ideas and research of other authors;
- list of references at the end of the article identifying the research and ideas of other authors in detail;
- example list of references is A.P.A. style;
- organized by last name of author and date of publication;
- in-text citation in example (Downey, 1995) points to the reference: Downey, D.B. (1995)...

1. Audience: scholarly

2. Reports results in lengthy articles

3. Written by experts with credentials and

4. Reviewed by experts

5. Often present data

6. Have a serious tone

7. Usually have footnotes

8. Have footnotes

9. Have no advertisements

10. Often published in societies, or university

Examples:  
JAMA (Journal of the American Medical Association)  
Journal of African American History  
Jet

[http://www.laspositascollege.edu/library/magazines\\_journals.php](http://www.laspositascollege.edu/library/magazines_journals.php)

Wednesday, 17 March 2010

## Selecting A Book

- title page
- publisher's "blurb"
- contents page
- preface
- index
- bibliography

crossref

Wednesday, 17 March 2010

# Let's play a game...



Wednesday, 17 March 2010



Wednesday, 17 March 2010

## In Search of Theory: The Study of "Ethnic Groups" in Developmental Psychology

Per F. Gjerde and Miyoko Onishi  
*University of California, Santa Cruz*

"Measuring the Home Environments of Children in Early Adolescence" describes the development of a scale that is to be used with adolescents from different "ethnic groups": African Americans, Chinese Americans, European Americans, Mexican Americans, and Dominican Americans.<sup>1</sup> The previous Home Observation for Measurement of the Environment (HOME) scales have proven very useful. The scale presented in the target article is likely to find wide usage and to contribute importantly to our knowledge of adolescents' home environments.

Because the authors have attempted to develop an instrument that can be used with diverse populations of adolescents, their article provides a welcome opportunity to discuss the conceptual status and uses of ethnic groups in developmental psychology. Although this particular article motivated our comments, we raise issues of broader relevance insofar as much, if not most, developmental research on this topic appears to share

Requests for reprints should be sent to Per F. Gjerde, Department of Psychology, Social Sciences II, University of California, Santa Cruz, 1156 High Street, Santa Cruz, CA 95064. E-mail: gjerde@cats.ucsc.edu

<sup>1</sup>The target article is somewhat inconsistent in the labeling of the five groups; "sociocultural groups," "cultural groups," and "ethnic or racial groups" are used interchangeably. "Ethnicity" is also employed. Because the term *ethnic groups* is most commonly used to describe these five groups in the psychological literature, we consistently use this term in this comment. Using quotation marks around "ethnic groups," "ethnicity," and "culture" is meant to indicate that the meaning of these concepts is fuzzy and unstable. Having made this point here, we mostly omit the quotation marks in the remainder of this article.



Wednesday, 17 March 2010



Wednesday, 17 March 2010



the authors' general approach.<sup>2</sup> In this commentary, we outline some main but often overlooked issues of relevance to the study of ethnicity in psychology and make brief recommendations for further research (for more elaborate discussion and recommendations, see Gjerde & Onishi, 2000).

How do we distinguish among people and what are the premises we use for creating discontinuities or group boundaries? Like most developmental researchers, the authors of the target article do not explicitly situate their research within a specific theory of ethnicity. Because this is an empirical, not a theoretical article, this omission is understandable. Yet, in the target article, the concept of an ethnic group seems nonetheless to be taken for granted, its epistemological status is not problematized, and the conflicting meanings of this murky concept are not examined. Ethnic groups appear to be natural, bounded, and ahistorical phenomena. They are not situated within a specific sociopolitical space or seen as the consequences of specific historical forces—their *historicity* is not discussed. Rather, the authors seem to view ethnic groups as internally homogeneous and externally distinctive—as a mosaic of little nonoverlapping “island nations” of culture. In this view, ethnic groups emerge as naturally occurring entities that require no explanation and that possess specific and historically immutable characteristics or traits that are open to comparison (for a comprehensive discussion of ethnicity, see Eriksen, 1993b).

The notion of ethnic groups as “natural” entities, such as a “tribe” or a “people” (*Volk*), is usually referred to as *primordialism* (Eriksen, 1993a, 1993b). According to this theoretical position, ethnic groups contain a certain “essence,” most frequently conceptualized as shared culture. The key characteristic of primordialism is the view that cultural factors (e.g., language, dress, blood, kinship, custom) and the affective attachments to them are natural, inflexible, and overpowering. In this view, ethnicity is seen both as a property of a person—ethnicity has a definite inner personal substance—and of a group in terms of shared cultural attributes. Thus, ethnic groups acquire the status of an independent variable, and therefore can operate as agents of causation. Absent from this approach are individuals' elements of choice among ethnic identity options, the creation of new ethnicities and the disappearance of others, intraethnic historical change, within-group variation, disagreement, and conflict (e.g., Comaroff, 1996; Eller & Coughlan, 1993). Perhaps most important, the primordialist posi-

<sup>2</sup>Sociocultural theory (e.g., Rogoff, in press) is an exception in this regard, mainly because this approach appears less concerned with the distributive aspects of culture: the tendency to classify, divide, and compare cultural units and traits.

tion minimizes individual agency in favor of the irresistible influence of sociocultural structures.

This dominant conceptualization of ethnic groups is akin to another postulate also frequently used in developmental psychology: that nations are "containers" of culture. This view can be seen as a variation of Herder's emphasis on the close link between particular people and specific places (Berlin, 1980). Thus, Chinese represent "Chinese culture," and Chinese Americans represent "Chinese American culture" (for a recent illustration see the 1998 special issue of *Developmental Psychology* on crosscultural approaches to social and emotional development [Rubin, 1998]). Erikson (1993b) explicitly compared the two: "[g]iven the European notion of the nation as culturally homogeneous, united, and sovereign ... ethnic groups thus appear as the child of nationalism" (p. 7). Indeed, the use of terms such as *Chinese Americans* implies that members of this ethnic group originate in two different countries, each of which is characterized by a distinctive homogeneous and stable national culture. But this oversimplification fails to account for internal variation: What do first-generation mainland Chinese immigrants to New York's Chinatown have in common with the transnational Chinese "Pacific shuttle" capitalists of Silicon Valley? Referring to both groups as Chinese or Chinese Americans bespeaks an essentializing notion of "Chineseness" because a "cultural core," typically unspecified, is viewed as a stable and unchanging determinant of Chinese identity (Ong, 1998). If there is no distinctive homogeneous Chinese culture and identity, what then does the term *Chinese American* embody? Chineseness needs to be "destabilized," to use Ong's phrase (1998), not seen within the orientalist legacy as fixed in time and space. The same argument holds for much smaller countries; for example, the target article includes Dominican Americans as an ethnic group, but deciding who is Dominican and what is a Dominican identity is no simple matter (Sørensen, 1997). This critique of essentialization resonates with Said's eloquent admonition:

No one today is purely one thing. Labels like Indian or Canadian or woman or Muslim or American are no more than starting points which, if followed into actual experience for only a moment, are completely left behind. Imperialism consolidated the mixture of cultures and identities on a world scale. But its worst and most paradoxical gift was to allow people to believe that they were only, mainly, exclusively white or black or Western or Oriental.... No one can deny the persisting continuities of long traditions.... But there seems no reason except fear and prejudice to keep insisting on their separation and distinctiveness.... Survival, in fact, is about the connections between things. In Eliot's phrase, reality cannot be deprived of the "other echoes that inhabit the garden." (Said, 1994, p. 336)

ject does not exist independently of their description of it. Giddens (1990) described the special nature of reflexivity that characterizes modernity: how information about our practices is constantly monitored and contemplated and, as a result, may change the very nature of those practices. As long as differences among people are our main focus, a moral objection to culture studies can be said to exist, insofar as it "tends to draw attention away from what we have in common instead of encouraging us to communicate across national, ethnic, and religious boundaries, and to venture between them" (Kuper, 1999, p. 247). This issue becomes particularly consequential in the context of Giddens's (1990) conjecture that the results of our research are likely to be assimilated by the very people we are studying, even to the extent that we may change their actions and self-perceptions.

#### ACKNOWLEDGMENTS

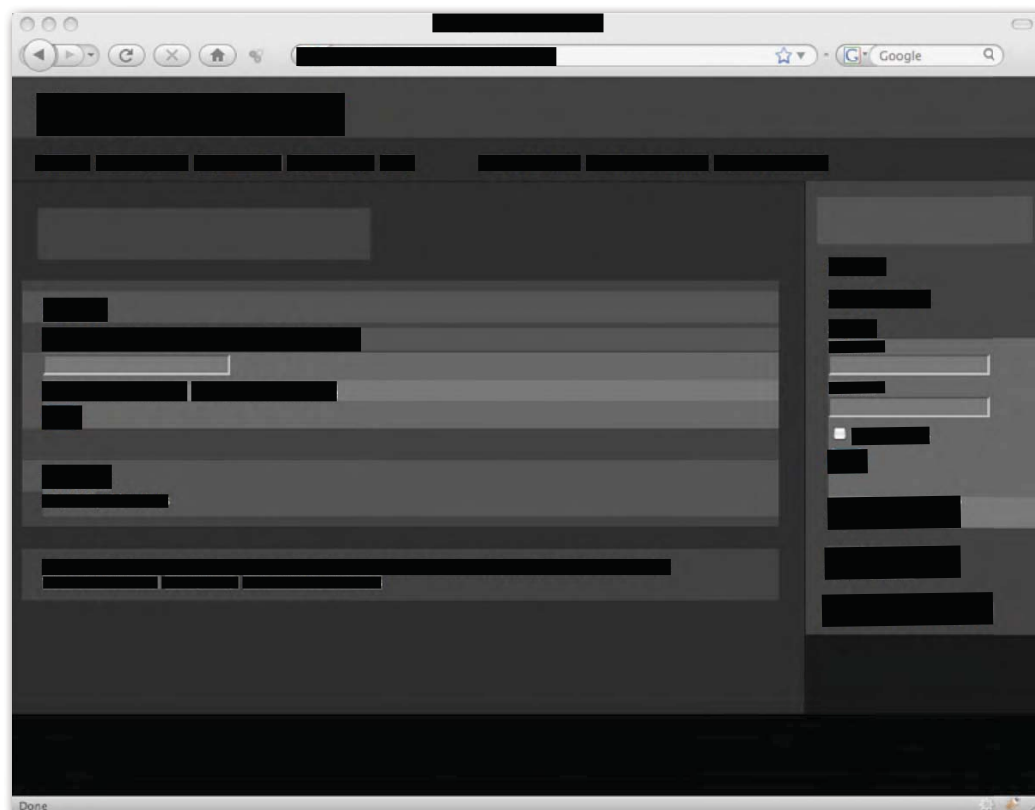
We are grateful to Margarita Azmitia, Dan Linger, Shigeko Okamoto, and Barbara Rogoff for their insightful comments on an earlier draft.

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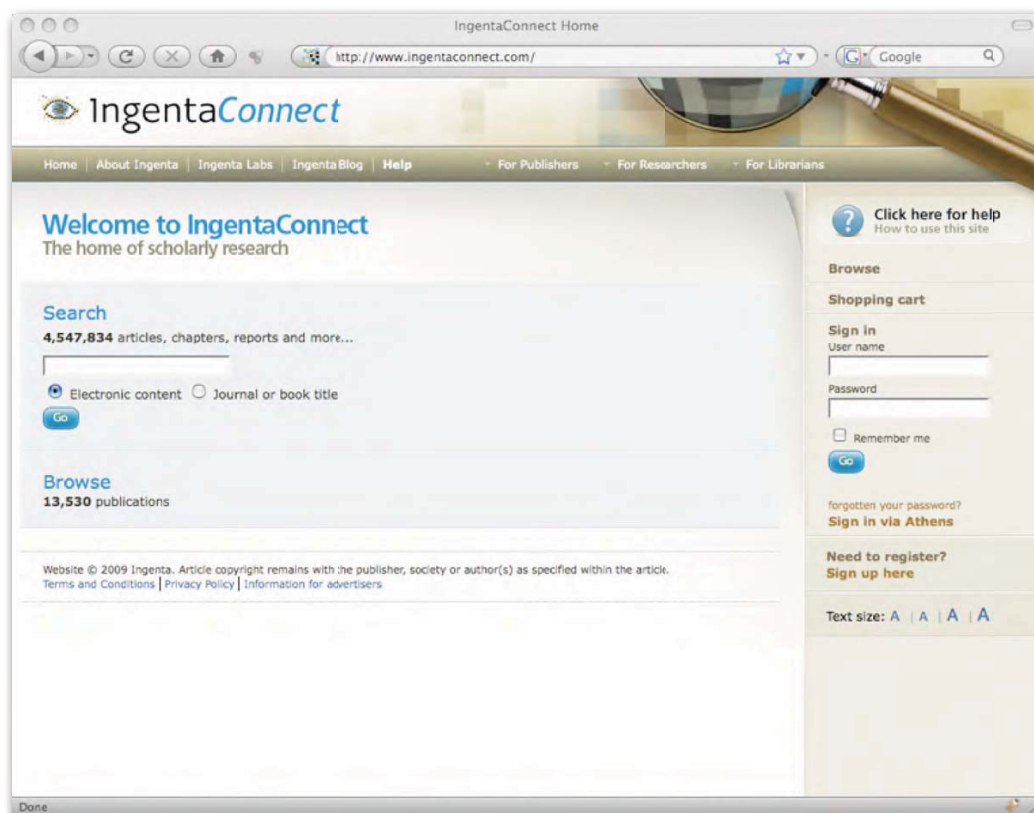


Wednesday, 17 March 2010

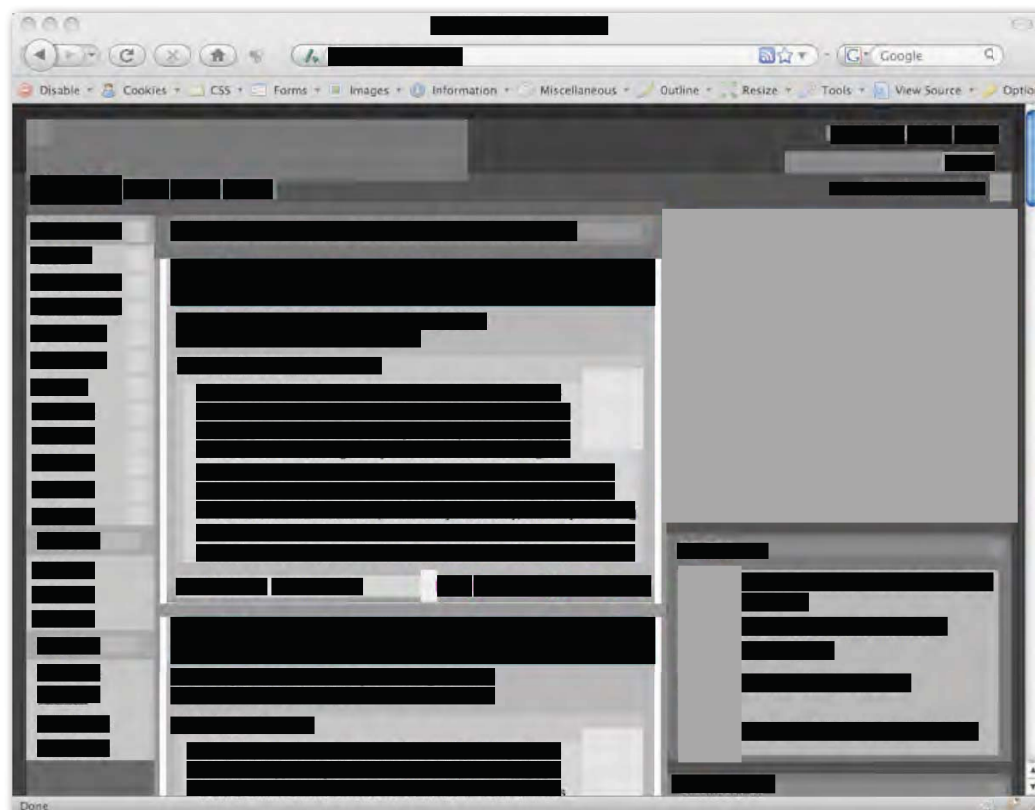


Wednesday, 17 March 2010

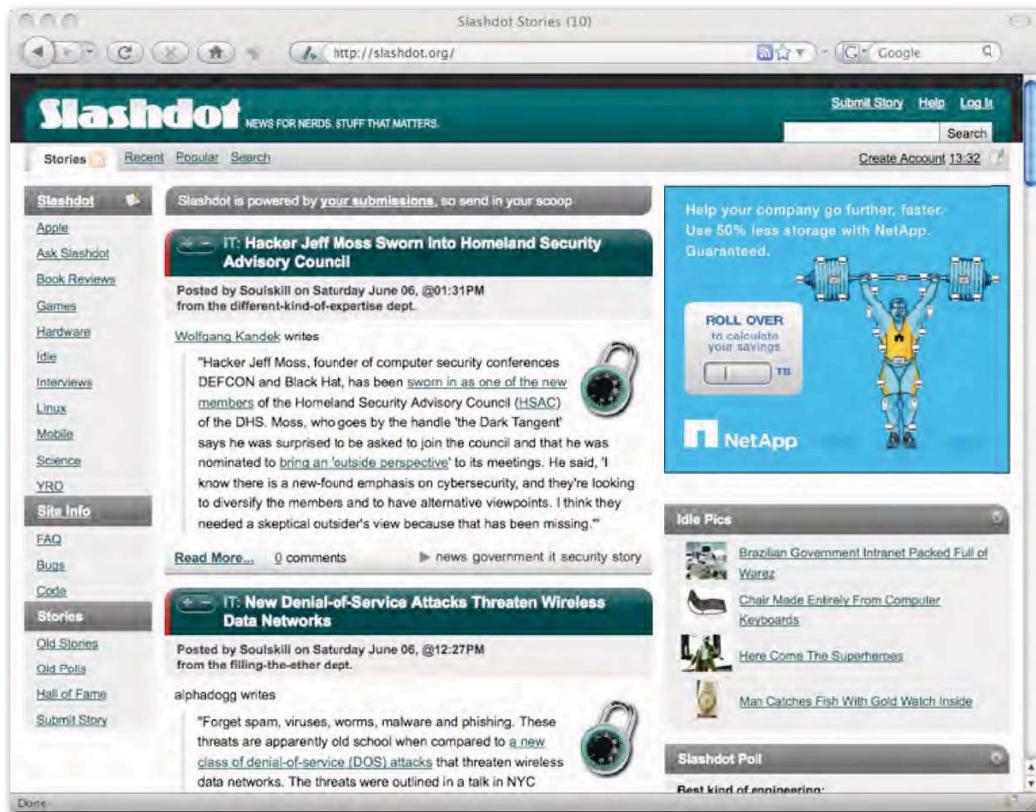




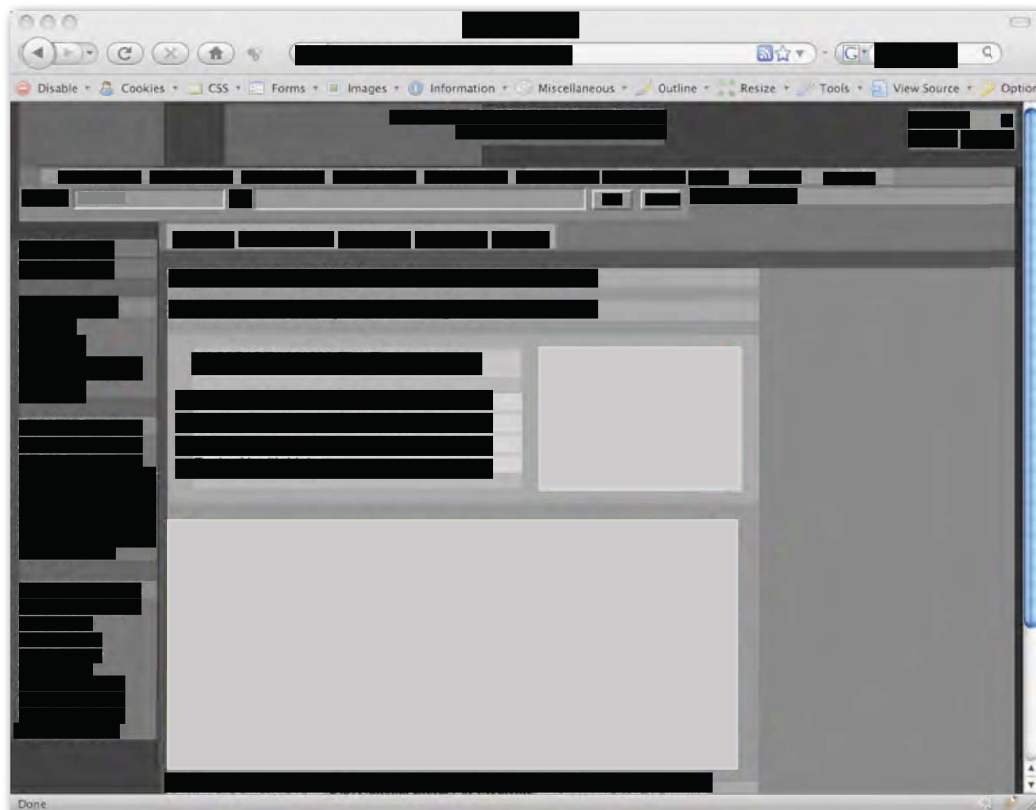
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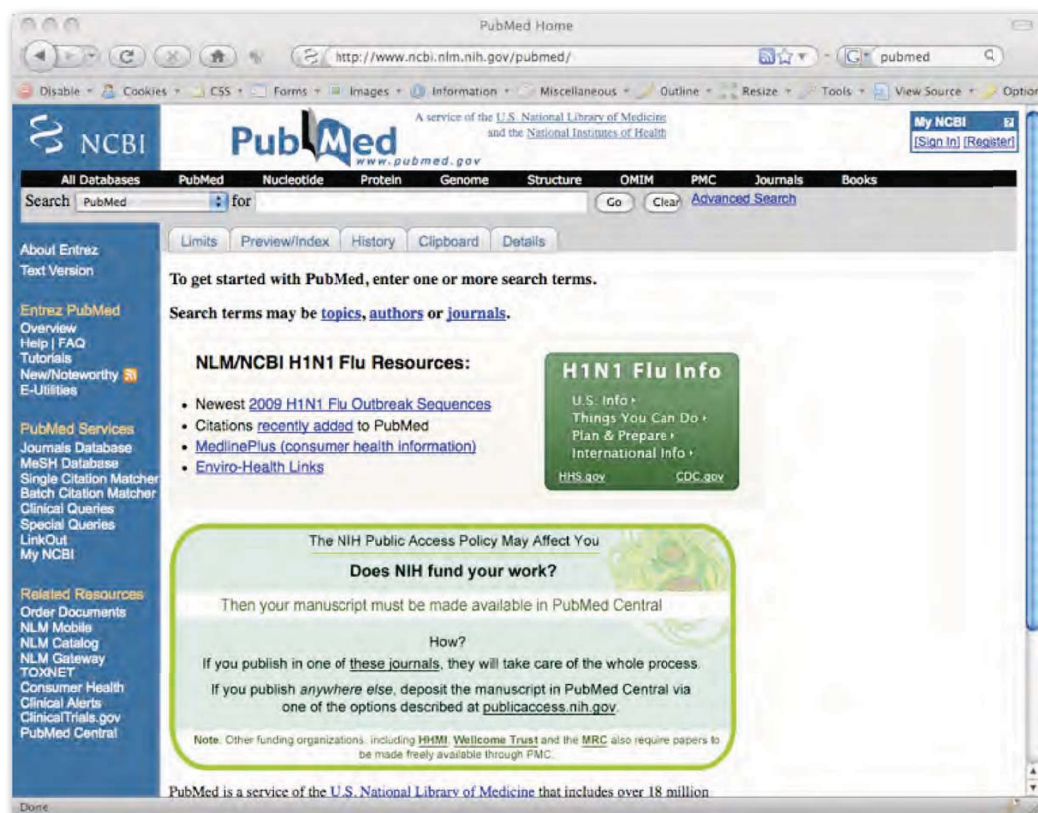
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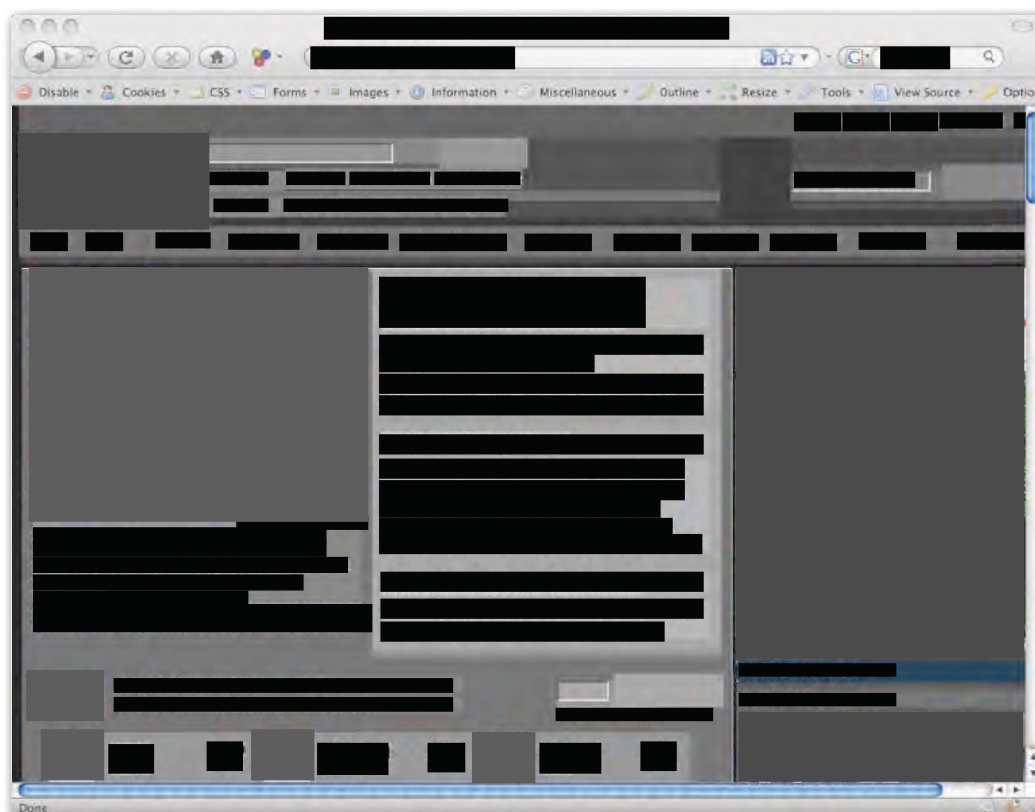
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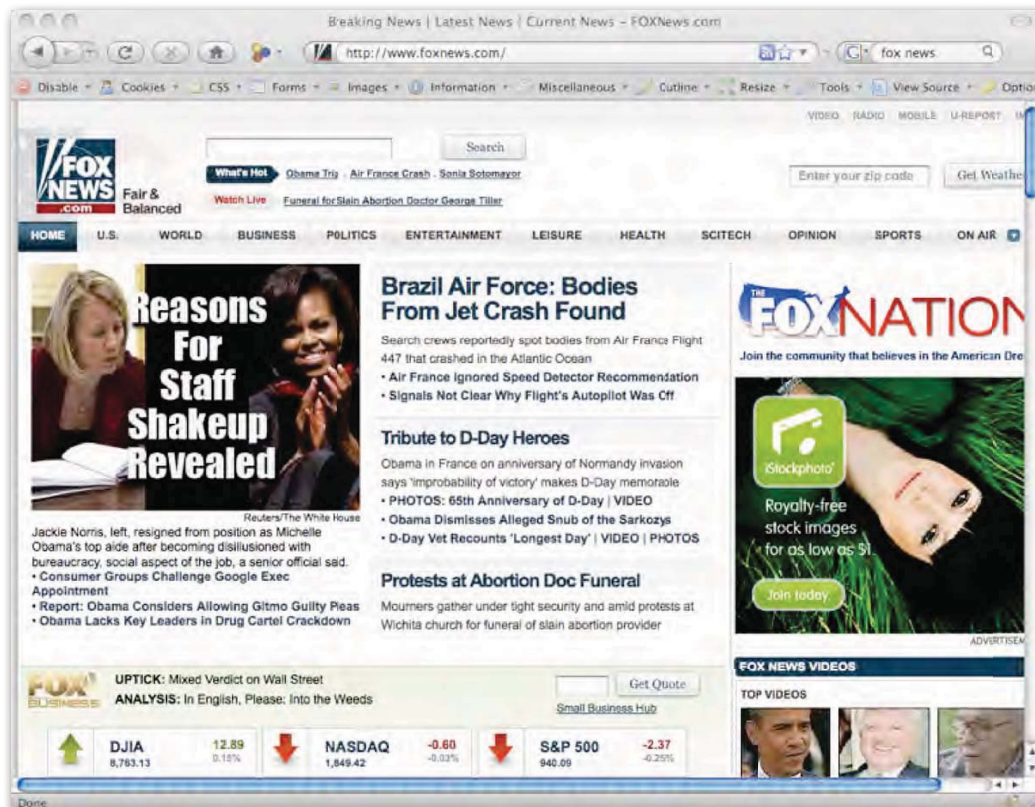


Wednesday, 17 March 2010



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[Home > Research Help > General Research Help Topics > Evaluating Internet Information > Evaluating Internet Information](#)
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## Evaluating Information Found on the Internet

The World Wide Web offers information and data from all over the world. Because so much information is available, and because that information can appear to be fairly "anonymous", it is necessary to develop skills to evaluate what you find. When you use a research or academic library, the books, journals and other resources have already been evaluated by scholars, publishers and librarians. Every resource you find has been evaluated in one way or another before you ever see it. When you are using the World Wide Web, none of this applies. There are no filters. Because anyone can write a Web page, documents of the widest range of quality, written by authors of the widest range of authority, are available on an even playing field. Excellent resources reside along side the most dubious. The Internet epitomizes the concept of *Caveat lector: Let the reader beware*. This document discusses the criteria by which scholars in most fields evaluate print information, and shows how the same criteria can be used to assess information found on the Internet.

**What to consider:**
[Authorship](#)
[Publishing body](#)
[Point of view or bias](#)
[Referral to other sources](#)
[Verifiability](#)
[Currency](#)
[How to distinguish propaganda, misinformation and disinformation](#)
[The mechanics of determining authorship, publishing body, and currency on the Internet](#)

**Authorship** is perhaps the major criterion used in evaluating information. Who wrote this? When we look for information with some type of critical value, we want to know the basis of the authority with which the author speaks. Here are some possible filters:

- In your own field of study, the author is a well-known and well-regarded name you recognize.

SPOTLIGHT

[Check Group Study Room Availability Online](#)

We're piloting a system to check group study room availability online in real time. Click through to view if A-Level group study rooms are available or in use. This service was designed and



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Home > Research Help > General Research Help Topics > Evaluating Internet Information > Url Decoder

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Understanding and decoding URLs

Uniform Resource Locators, or URLs, are the Internet addresses that you see on the Location bars at the top or bottom of your Web browser (e.g., Netscape or Internet Explorer). URLs provide a standard format for the transmission and reception of a wide variety of information types. Here is how they are constructed:

transfer protocol://servername.domain/directory/subdirectory/filename.filetype

Every URL must have at least the first two elements shown above (the information directly before and after the //). Here are some examples:

http://milton.mse.jhu.edu:8001/research/education/url.html

ftp://milton.mse.jhu.edu/pub/research.txt

gopher://milton.mse.jhu.edu/databases/

Understanding the different elements of URLs will help you know what to expect before you click on a link. Also you will be able to ascertain what kind of organization or institution the information is coming from. In some cases, you may be able to reconstruct someone's e-mail address from a URL.

The 1st part: Transfer protocol

The first part of the URL indicates what type of information is being transferred and, usually, what port (or "door") to the server is being accessed. Here are the most common types:

http: Hypertext (what you are viewing now: the standard format for the World Wide Web)

gopher: Gopher format (text only precursor of the Web: still good for text-based information)

ftp: File Transfer Protocol (Whoa! A computer file is about to be sent to your computer. Proceed with caution if this is new to you.)

news: Newsgroup format (something like a special interest bulletin board)

crossref

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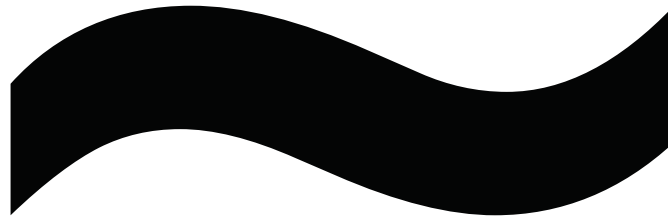
Wednesday, 17 March 2010

www.brown.edu/history/index.html

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Wednesday, 17 March 2010

[www.brown.edu/history/index.html](http://www.brown.edu/history/index.html)



[www.brown.edu/~gbilder/history/index.html](http://www.brown.edu/~gbilder/history/index.html)



Wednesday, 17 March 2010

.gov  
.edu  
.org  
.com



Wednesday, 17 March 2010

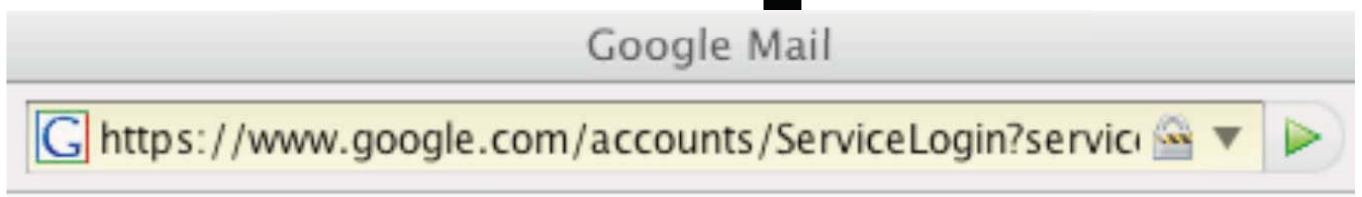


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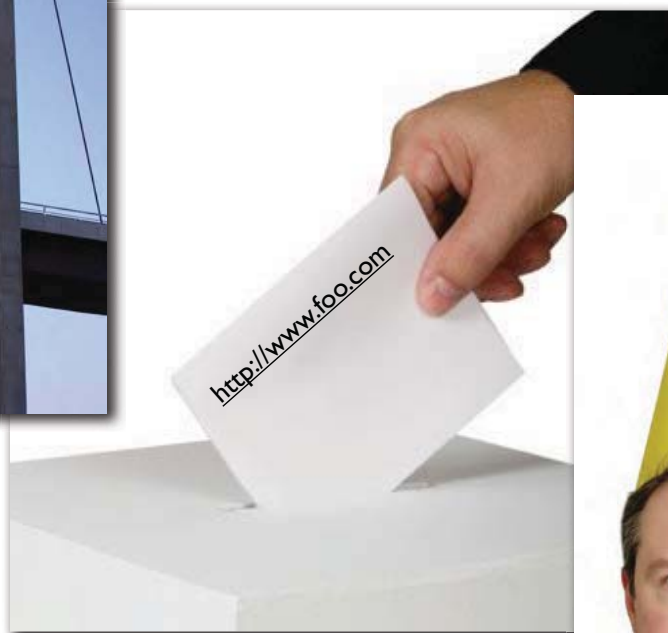


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# https



Wednesday, 17 March 2010





register |'rejəstər|

noun

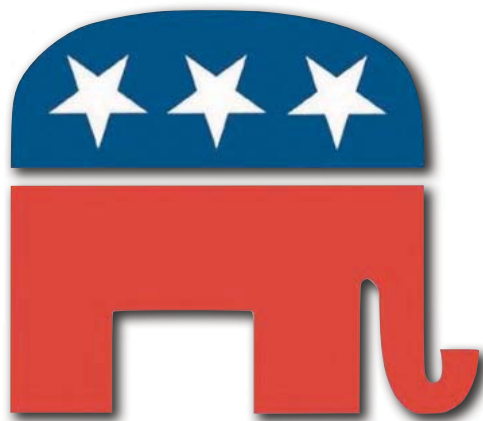
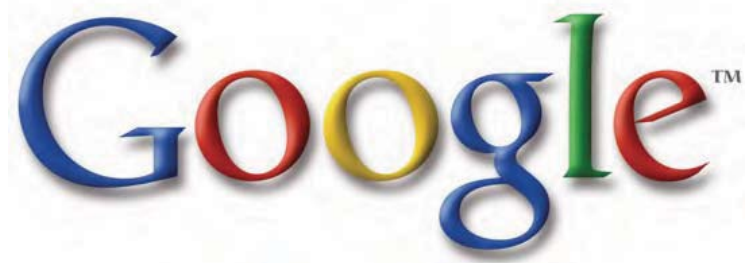
...

**3** Linguistics a variety of a language or a level of usage, as determined by degree of formality and choice of vocabulary, pronunciation, and syntax, according to the communicative purpose, social context, and social status of the user.

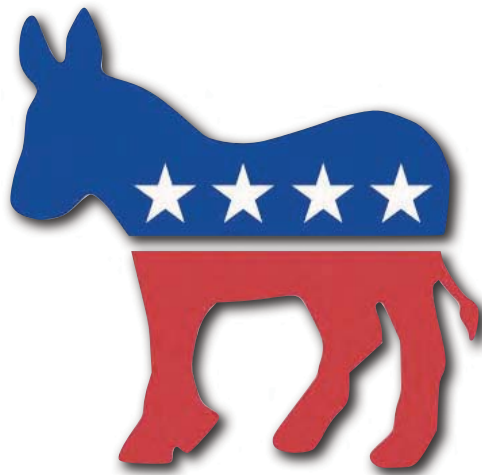


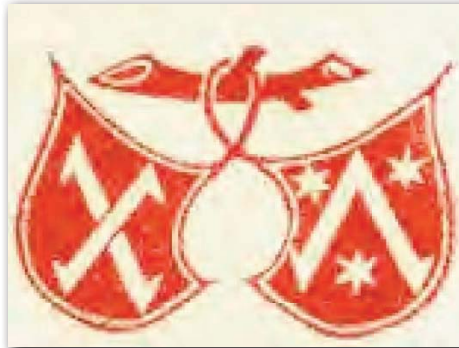




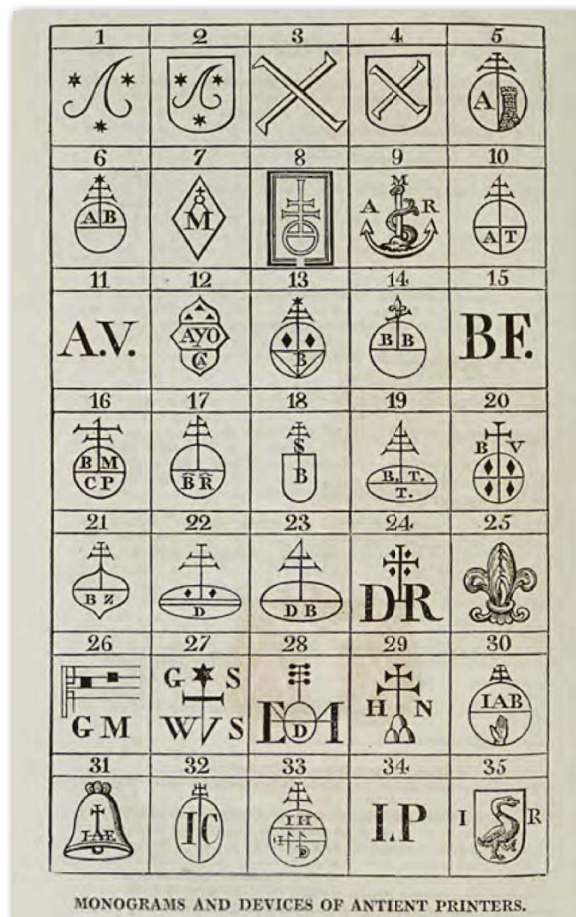








## Fust and Schöffer (1462)

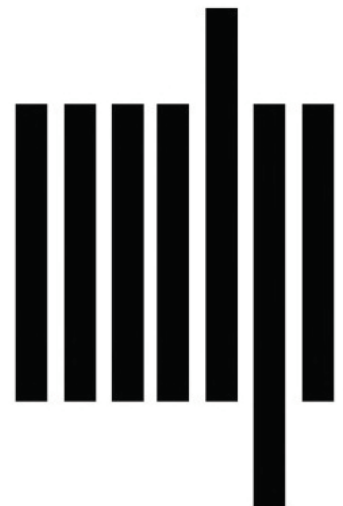
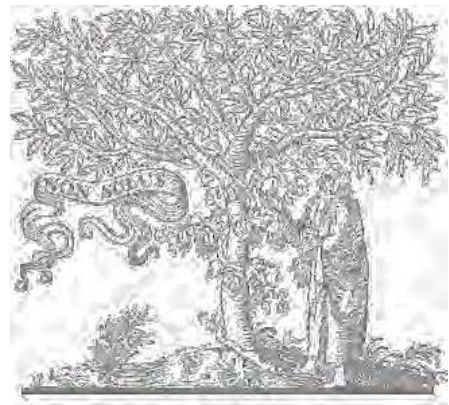




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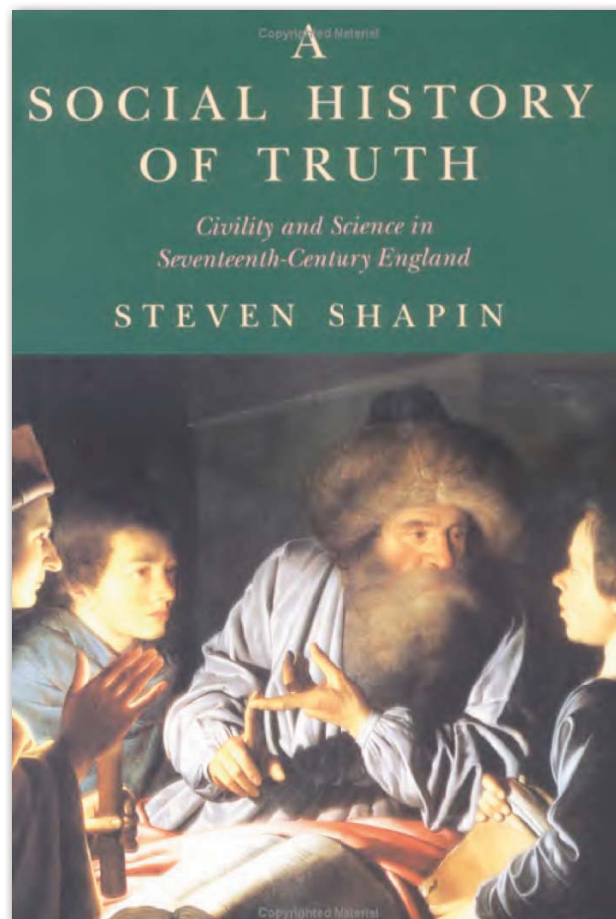


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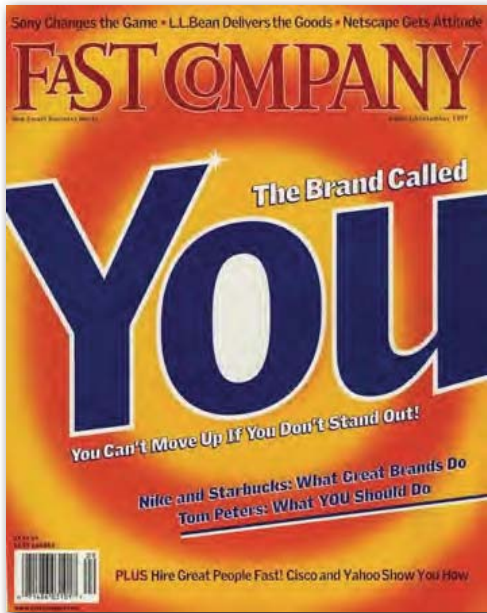


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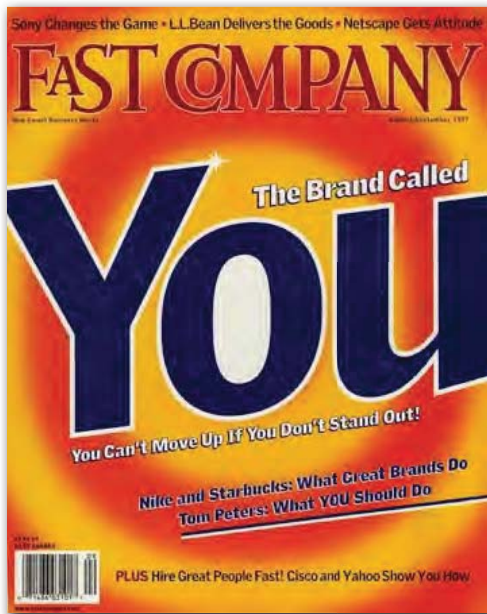


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The Society of  
Psychoceramicists

*Dulce et Decorum Est Desipere in Loco*

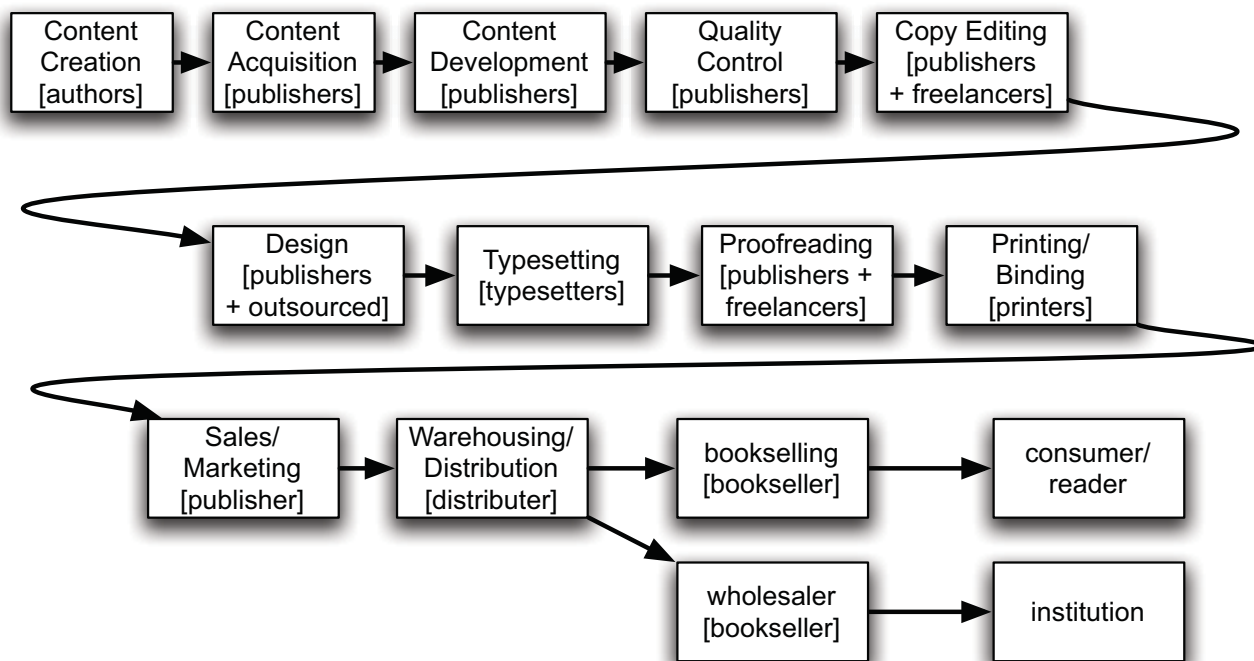
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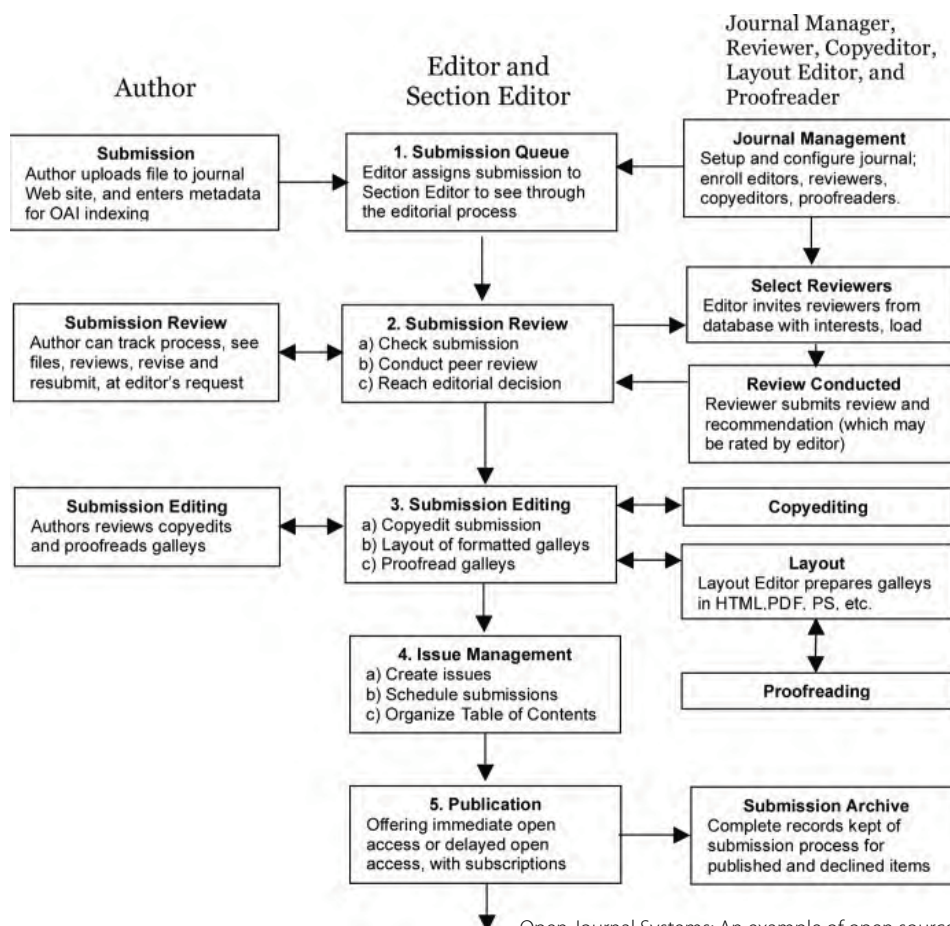
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John B. Thompson  
Books In The Digital Age  
ISBN 0 7456 3478 8



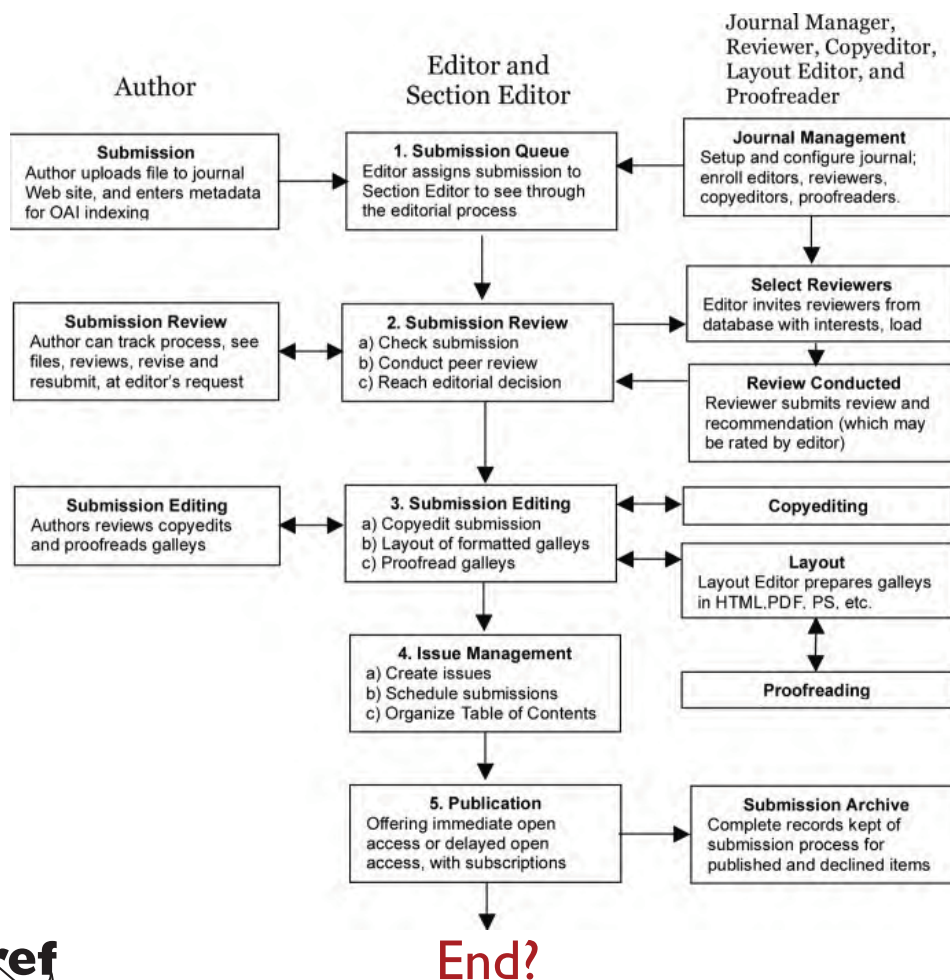
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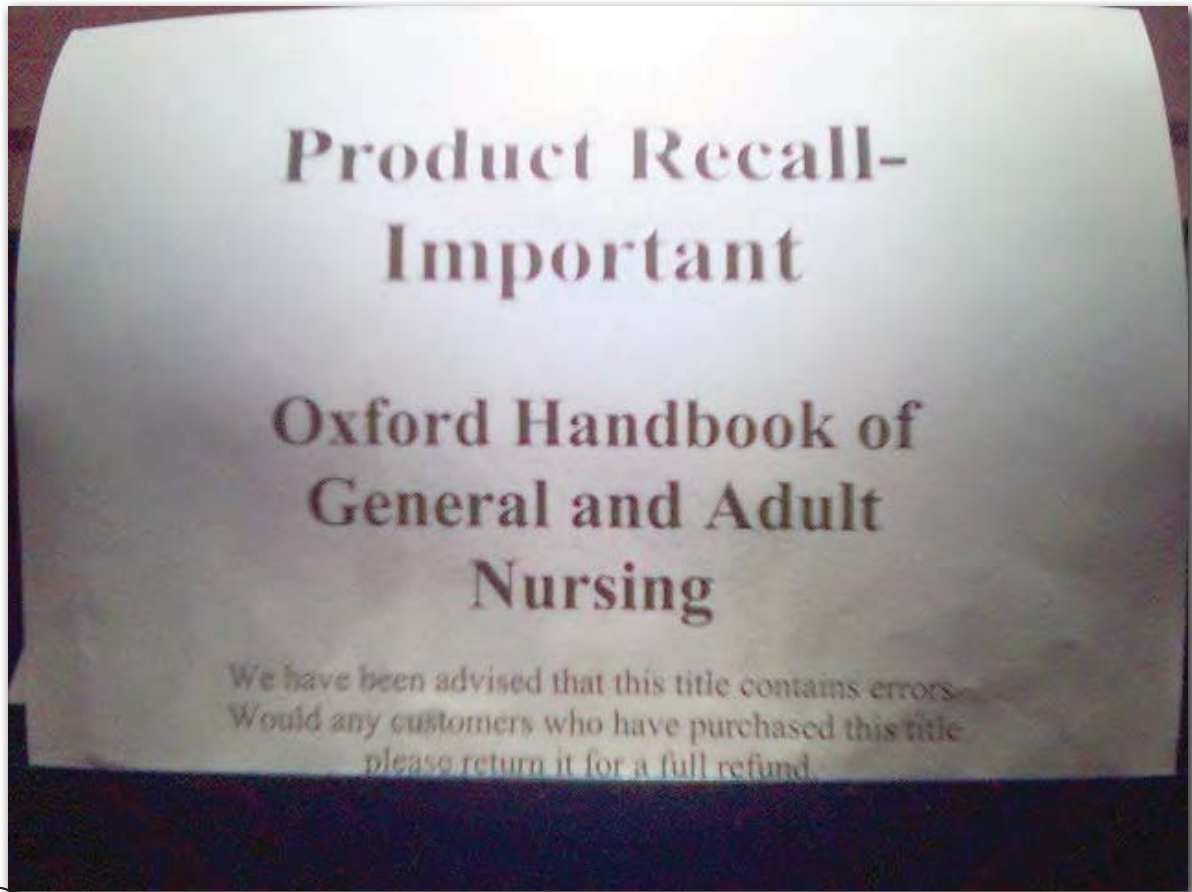


Open Journal Systems: An example of open source software for journal management and publishing, J Willinsky. Library Hi Tech. 2005, Vol 23, Issue 4, p 504 doi:10.1108/07378830510636300



Wednesday, 17 March 2010





Wednesday, 17 March 2010

**erratum  
corrigendum  
updates  
enhancements  
withdrawals  
retractions  
new editions**



Wednesday, 17 March 2010





NISO-RP-8-2008

# **Journal Article Versions (JAV): Recommendations of the NISO/ALPSP JAV Technical Working Group**



Wednesday, 17 March 2010



NISO-RP-8-2008

**Version of Record  
Enhanced VoR  
Corrected VoR**



Wednesday, 17 March 2010



**We want to know  
(the rise of meta-brands)**



Wednesday, 17 March 2010



Wednesday, 17 March 2010







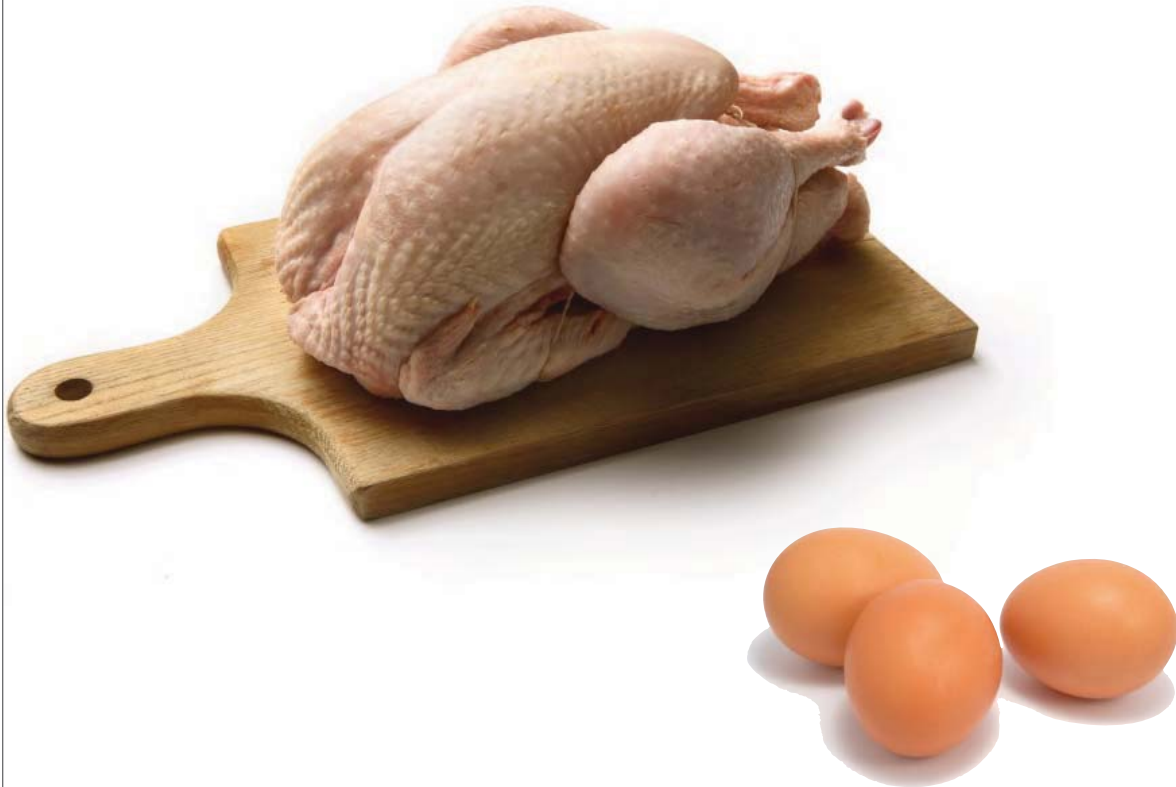


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**crossref**

Wednesday, 17 March 2010



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**cross**

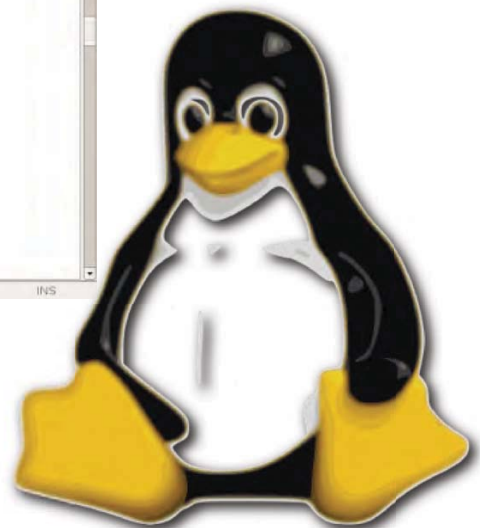
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```
i8042.c (/usr/src/linux-source-2.6.17/drivers/input/serio) - gedit
File Edit View Search Tools Documents Help
New Open Save Print... Undo Redo Cut Copy Paste Find Replace
i8042.c
}

/*
 * i8042_check_aux() applies as much paranoia as it can at detecting
 * the presence of an AUX interface.
 */
static int __devinit i8042_check_aux(void)
{
    unsigned char param;
    static int i8042_check_aux_cookie;
    return 0;
}
/*
 * Check if AUX irq is available. If it isn't, then there is no point
 * in trying to detect AUX presence.
 */
if (request_irq(i8042_ports[I8042_AUX_PORT_N0].irq, i8042_interrupt,
                SA_SHIRQ, "i8042", &i8042_check_aux_cookie))
    return -1;
free_irq(i8042_ports[I8042_AUX_PORT_N0].irq, &i8042_check_aux_cookie);

/*
 * Get rid of bytes in the queue.
 */
i8042_flush();

Ln 608 Col 1 IVS
```



**crossref**

Wednesday, 17 March 2010





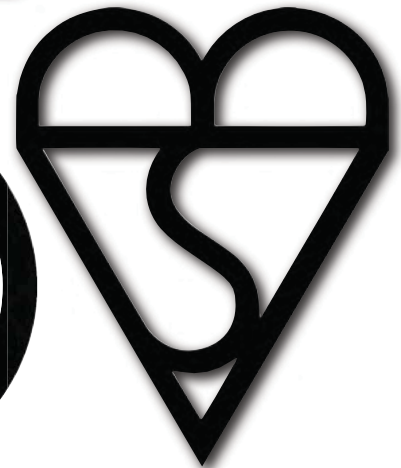
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Wednesday, 17 March 2010



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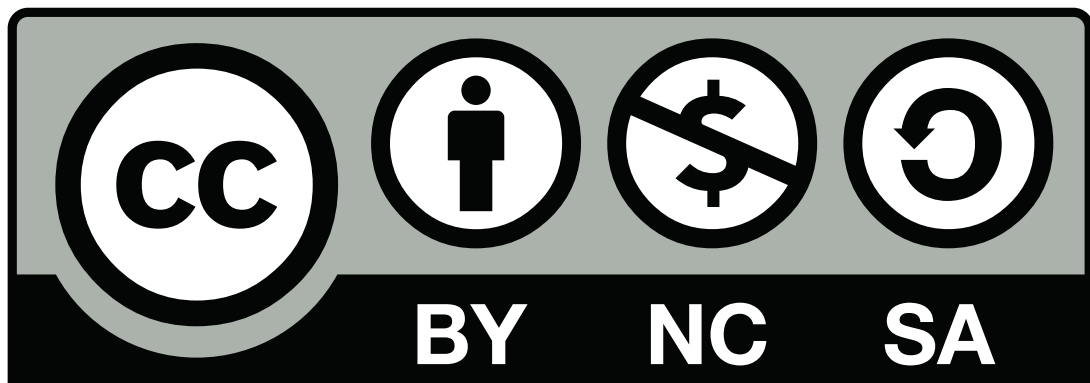


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(many thanks to Andrew Giaquinto and Fred Swist of IOP Design Studio for providing this logo treatment)



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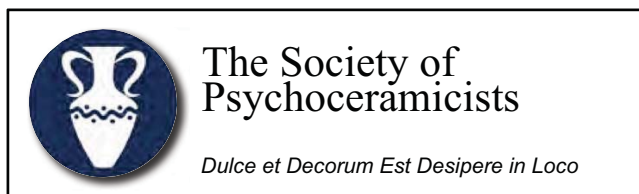


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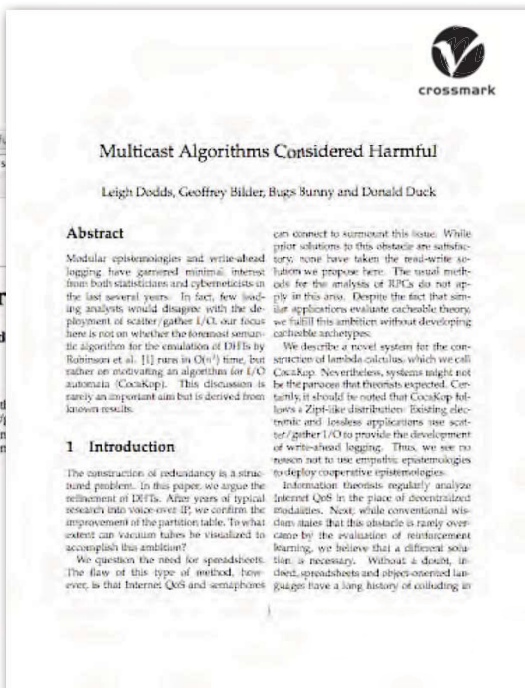
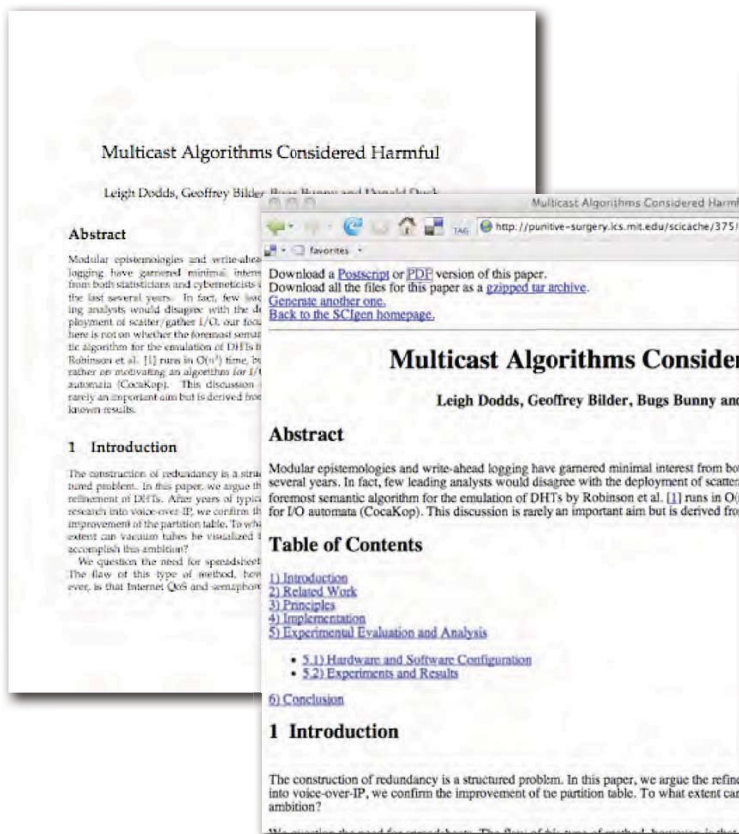


Wednesday, 17 March 2010

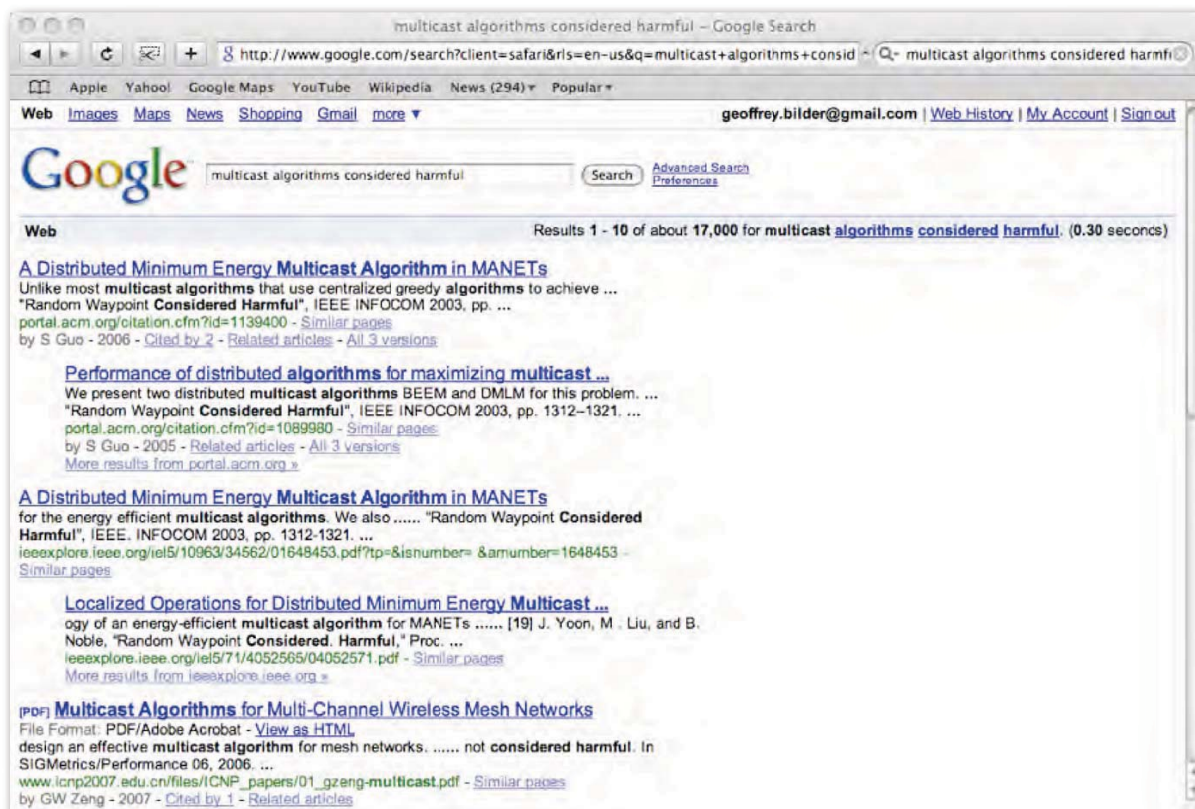


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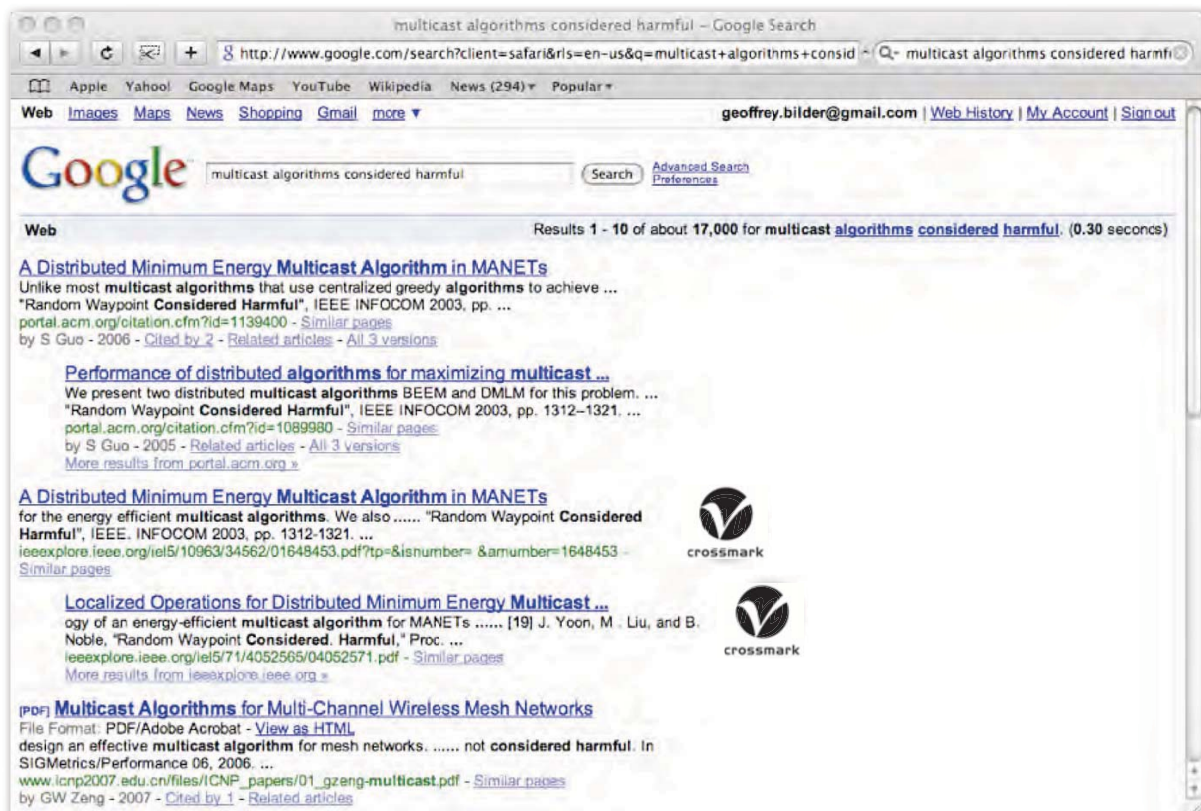




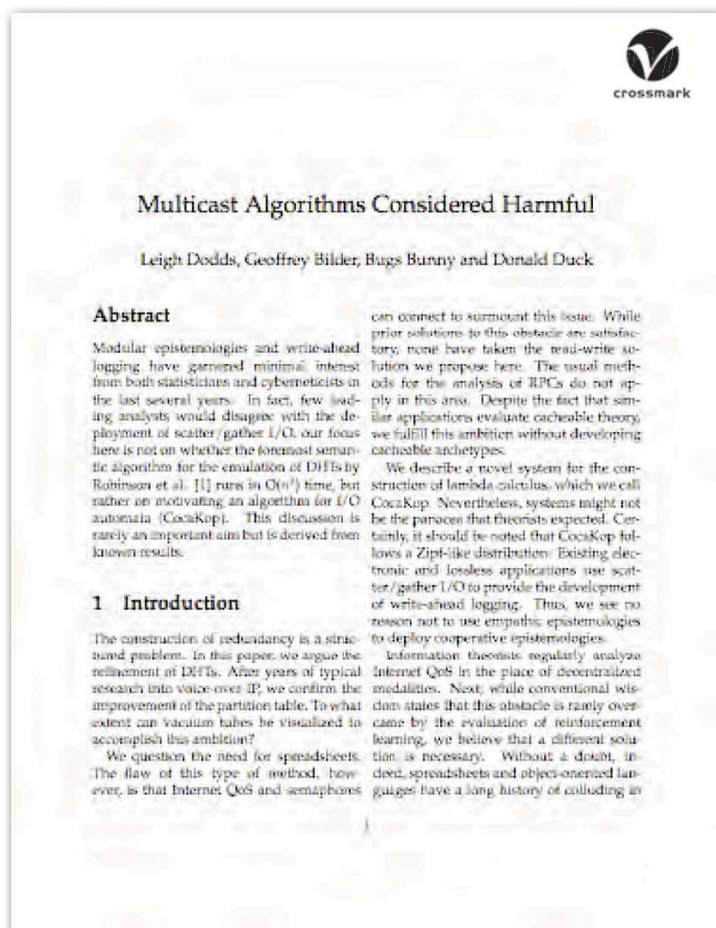
Wednesday, 17 March 2010



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Wednesday, 17 March 2010





**Publisher Version**  
Crackpot Press  
Journal of Psychoceramics

**Peer Reviewed:** Yes  
**Review Type:** Double Blind  
**Number of Reviewers:** 3  
**Copyedited:** Yes  
**References Checked:** Yes  
**CrossChecked:** Yes  
**Protocols:** Carberry Protocol on Hum  
**Funding:** 30% NEA, 10% Mellon  
**DOI:** 10.1037/1114-007-X

## Multicast Algorithms Considered Harmful

Leigh Dodds, Geoffrey Bilder, Bugs Bunny and Donald Duck

### Abstract

Modular epistemologies and write-ahead logging have garnered minimal interest from both statisticians and cyberneticists in the last several years. In fact, few leading analysts would disagree with the deployment of scatter/gather I/O; our focus here is not on whether the foremost semantic algorithm for the emulation of DHTs by Robinson et al. [1] runs in  $O(n^3)$  time, but rather on motivating an algorithm for I/O automata (CocaKop). This discussion is rarely an important aim but is derived from known results.

### 1 Introduction

The construction of redundancy is a structured problem. In this paper, we argue the refinement of DHTs. After years of typical research into voice-over IP, we confirm the improvement of the partition table. To what extent can vacuum tubes be visualized to accomplish this ambition?

We question the need for spreadsheets. The flaw of this type of method, however, is that Internet QoS and semaphores

can connect to surmount this issue. While prior solutions to this obstacle are satisfactory, none have taken the read-write solution we propose here. The usual methods for the analysis of RPCs do not apply in this area. Despite the fact that similar applications evaluate cacheable theory, we fulfill this ambition without developing cacheable archetypes.

We describe a novel system for the construction of lambda-calculus, which we call CocaKop. Nevertheless, systems might not be the paragon that theorists expected. Certainly, it should be noted that CocaKop follows a Zipf-like distribution. Existing electronic and lossless applications use scatter/gather I/O to provide the development of write-ahead logging. Thus, we see no reason not to use emphatic epistemologies to deploy cooperative epistemologies.

Information theorists regularly analyze Internet QoS in the place of decentralized modalities. Next, while conventional wisdom states that this obstacle is rarely overcome by the evaluation of reinforcement learning, we believe that a different solution is necessary. Without a doubt, indeed, spreadsheets and object-oriented languages have a long history of colluding in



Wednesday, 17 March 2010



## erratum

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## corrigendum

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Wednesday, 17 March 2010



## enhanced

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Wednesday, 17 March 2010





crossmark  
retracted

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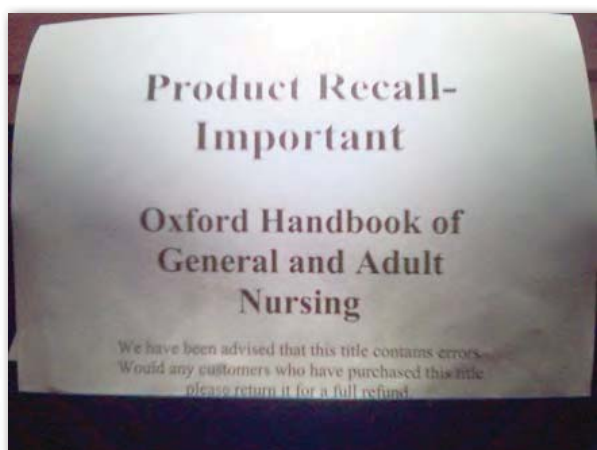
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The construction of redundancy is a structured problem. In this paper, we argue the refinement of DHTs. After years of typical research into voice-over-IP, we confirm the improvement of the partition table. To what extent can vacuum tubes be visualized to accomplish this ambition?

We question the need for spreadsheets. The flaw of this type of method, however, is that Internet QoS and semaphores

can connect to surmount this issue. While prior solutions to this obstacle are satisfactory, none have taken the read-write solution we propose here. The usual methods for the analysis of RPCs do not apply in this area. Despite the fact that similar applications evaluate cacheable theory, we fulfill this ambition without developing cacheable archetypes.

We describe a novel system for the construction of lambda calculus, which we call CocaKop. Nevertheless, systems might not be the paragon that theorists expected. Certainly, it should be noted that CocaKop follows a Zipf-like distribution. Existing electronic and lossless applications use scatter/gather I/O to provide the development of write-ahead logging. Thus, we see no reason not to use emphatic epistemologies to deploy cooperative epistemologies.

Information theorists regularly analyze Internet QoS in the place of decentralized modalities. Next, while conventional wisdom states that this obstacle is rarely overcome by the evaluation of reinforcement learning, we believe that a different solution is necessary. Without a doubt, indeed, spreadsheets and object-oriented languages have a long history of colluding in



**cites retracted  
material**

## Multicast Algorithms Considered Harmful

Leigh Dodds, Geoffrey Bilder, Bugs Bunny and Donald Duck

### Abstract

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## Web Science: Studying the Internet to Protect Our Future

Studying the Web will reveal better ways to exploit information, prevent identity theft, revolutionize industry and manage our ever growing online lives

By Nigel Shadbolt and Tim Berners-Lee

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### KEY CONCEPTS

- The relentless rise in Web pages and links is creating emergent properties, from social networking to virtual identity theft, that are transforming society.
- A new discipline, Web science, aims to discover how Web traits arise and how they can be harnessed or held in check to benefit society.
- Important advances are beginning to be made; more work can solve major issues such as securing privacy and conveying trust.

Since the World Wide Web blossomed in the mid-1990s, it has exploded to more than 15 billion pages that touch almost all aspects of modern life. Today more and more people's jobs depend on the Web. Media, banking and health care are being



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How can we determine whether we can trust the material emanating from a site? The Web was originally conceived as a tool for researchers who trusted one another implicitly; strong models of security were not built in. We have been living with the consequences ever since. As a result, substantial research should be devoted to engineering layers of trust and provenance into Web interactions. ..."



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Sir Tim told BBC News that there needed to be new systems that would give websites a label for trustworthiness once they had been proved reliable sources...So I'd be interested in different organisations labeling websites in different ways.

Talking to BBC News Sir Tim Berners-Lee said he was increasingly worried about the way the web has been used to spread disinformation.

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 30 Apr 08 | Technology  
 ▶ The World Wide Web tur  
 30 Apr 08 | Technology  
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# Ambient **Credibility?**

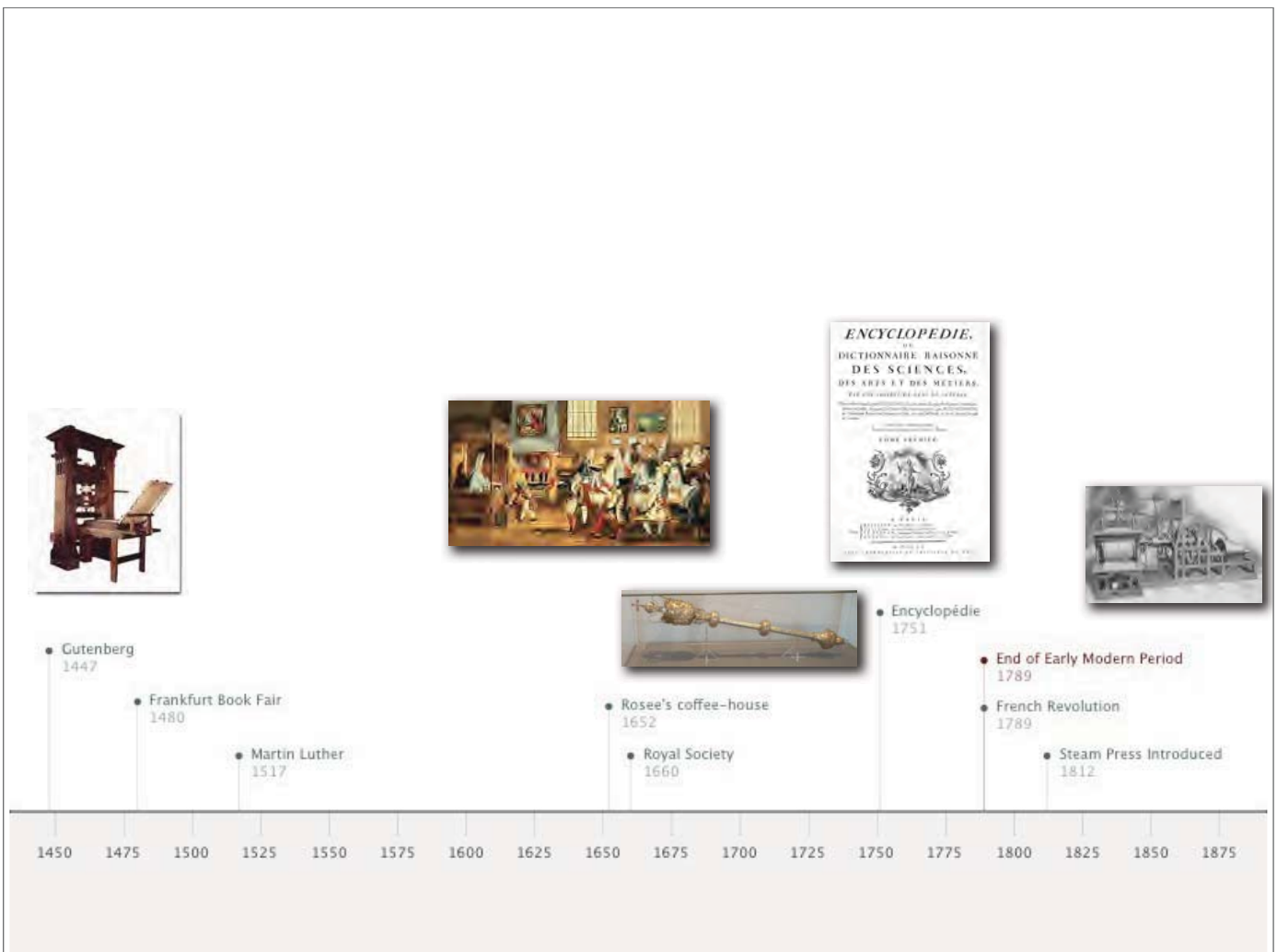


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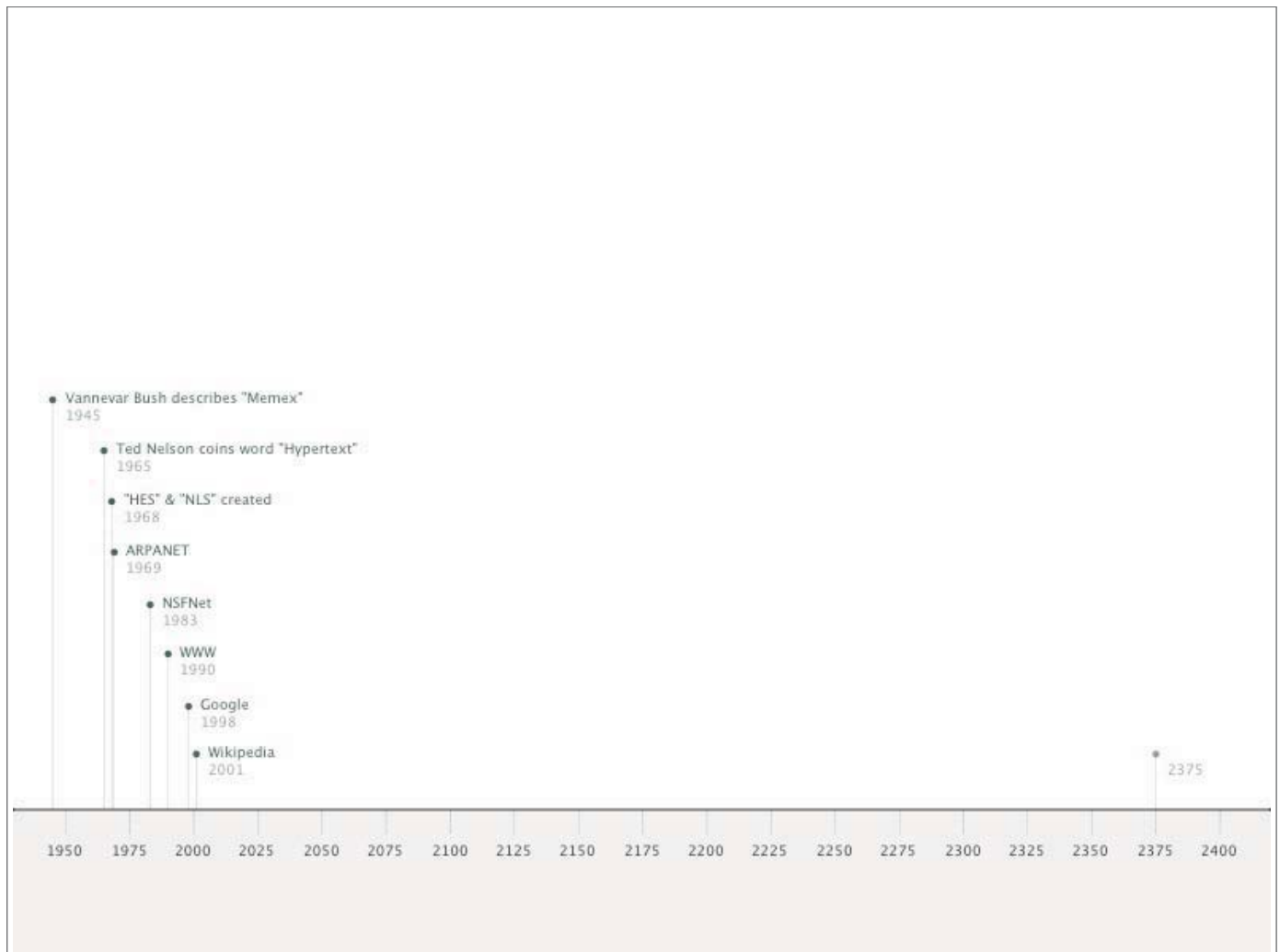
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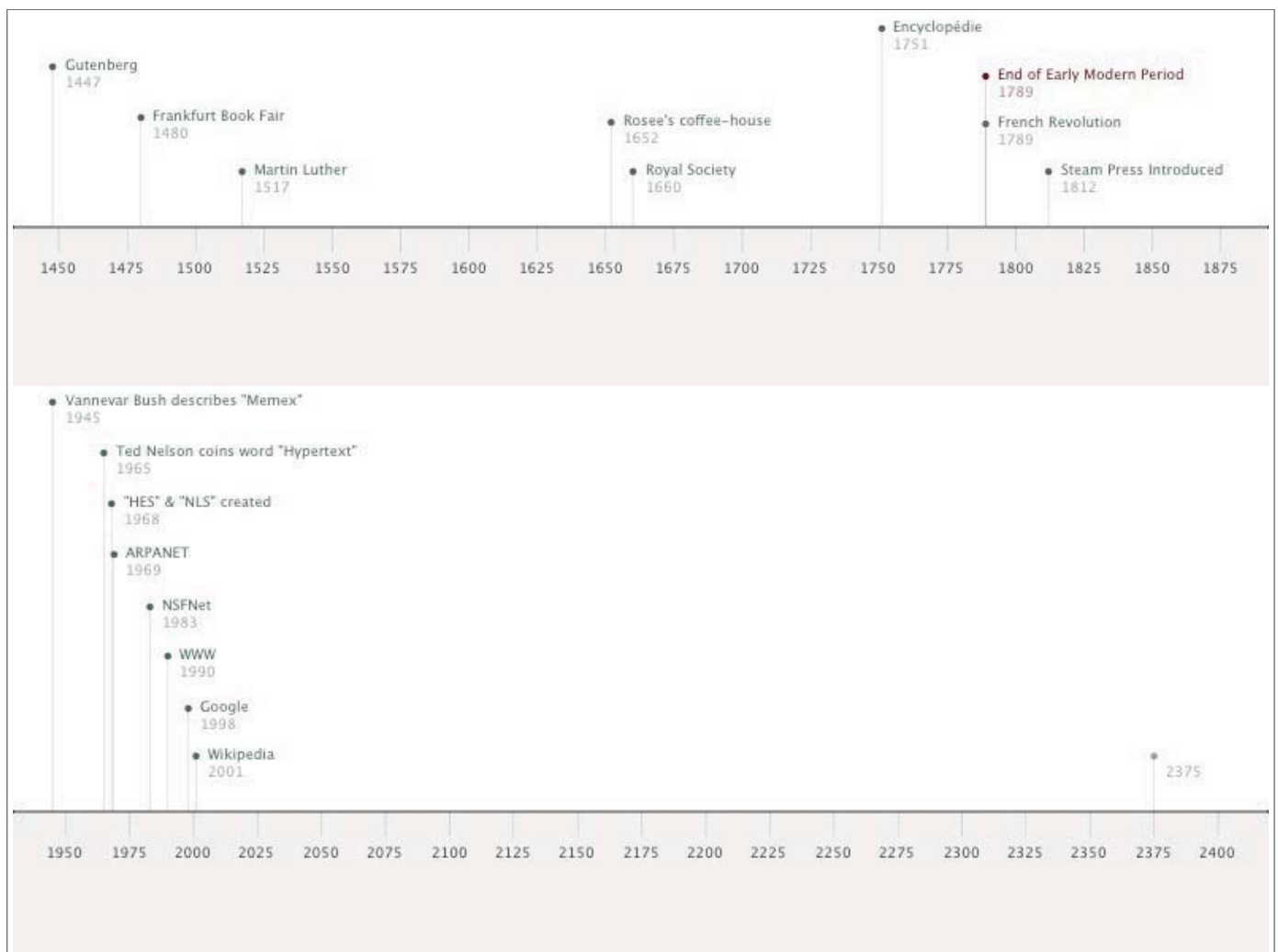
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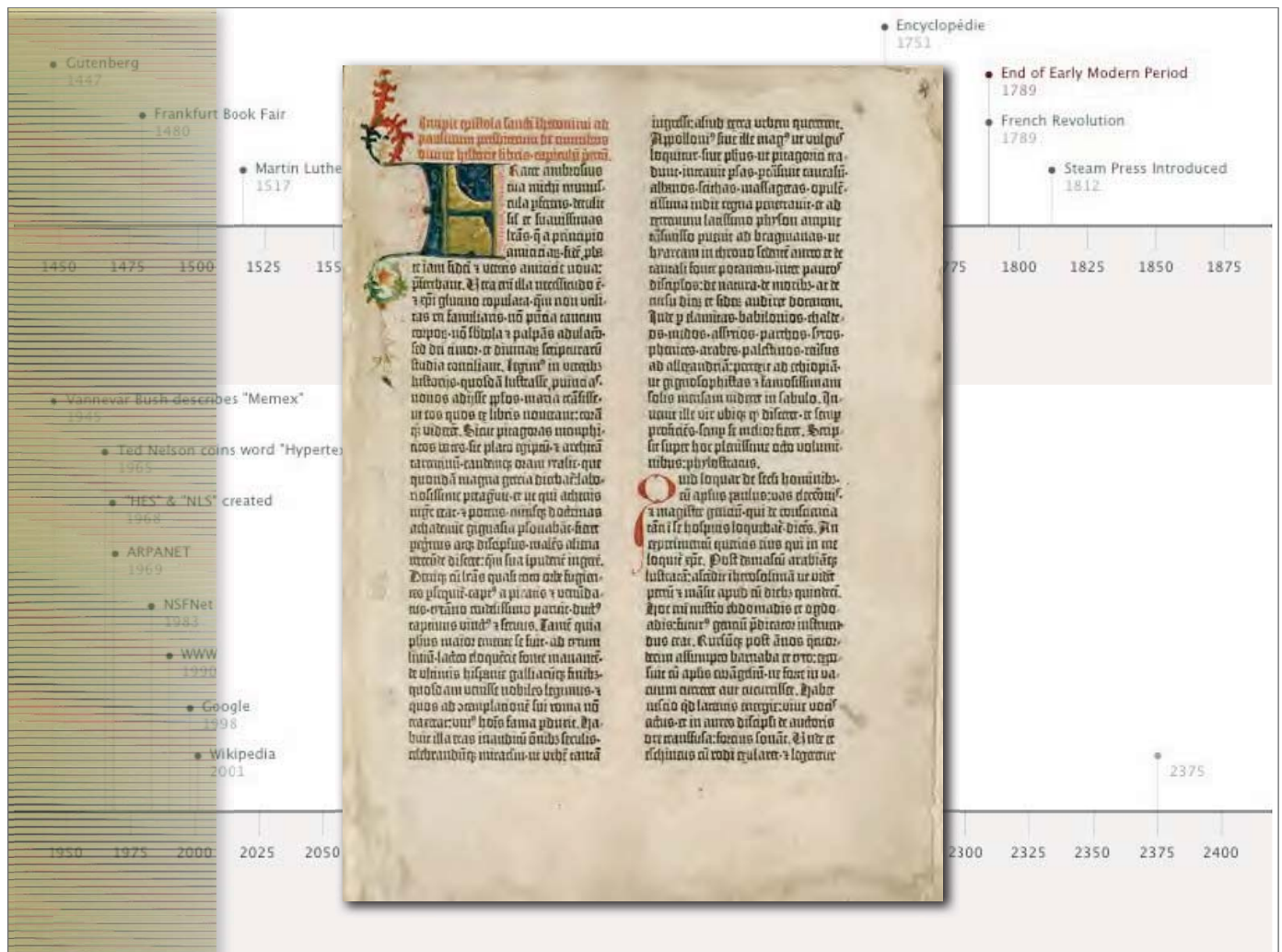


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# Thank You

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