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Introduction

You have probably been asked by a teacher somewhere down the line to adhere to certain standards in your work. This includes having your papers double-spaced with a hanging indention on your paragraphs, where your name, date and assignment title goes as well as conventions for citing sources. You've probably noticed that there are similarities from one class to another but more often than not, each teacher has his or her own criteria for your assignments. This criteria is called **style** and it affects the overall appearance and writing style of your writing.

A **style guide** is a set of rules established by an organization which specifies the details of writing style. The style rules usually apply to the punctuation, capitalization, formatting, and construction of a document. Style guides are used to ensure consistency. Style guides are especially crucial to large companies that employ a large number of writers because it helps to ensure that the documents have a unified appearance and voice.

Even in areas other than technical writing, such as creative writing, fiction, non-fiction and even some journalism, you may be required to adhere to a style guide. Publishing houses all have style guides as do most companies that produce documentation for products. When you work for a company writer, your work is often your company's work and should reflect little of your individual personality; rather, your work represents the company's individuality and personality. Most companies require that you follow their own standards of style and many have their own internal style guide. Larger companies like Sun Microsystems and Microsoft have publicly published their style guides. Smaller companies often have proprietary style guides that you shouldn't share outside your company should you be working in this kind of environment.

The technical and business writing classes provided by the TWRT Department at DeAnza tries to educate you in a manner that exposes you to real-world situations to better prepare you for your career. The classes are modeled to assist you in many different career paths, not just in technical writing, but in project management, engineering, desktop publishing, administration, and many others. Use this style Guide to help with all the assignments from TWRT 61 through TWRT 64. Sometimes there are other style guides that can provide further information that may assist you in your work. These other guides are listed in Appendix: References. You can find them at the DeAnza Library and often at the DeAnza bookstore.

Some of the information here has been pulled together from the TWRT class readers. The information is meant to supplement your lectures and assist you in the writing process. Included in this guide are instructions on how to format your document and text as well as working with styles in Microsoft® Word. *Student Style* contains writing advice with software instructions and put them into one format for quick and easy reference. Whether you're a novice Word user or an expert, you'll find this guide to be a useful resource not only for your TWRT classes, but throughout your career.

Getting Started in TWRT

The courses are mainly referred to as Technical Writing (TWRT), but are also listed under English Writing (EWRT) and Business (BUS). You may be taking just one TWRT course or perhaps you're taking the entire suite of TWRT courses. Whichever path you choose, each individual assignment is geared toward helping you in your career endeavors. Nearly every career requires a certain level of writing. Whether you're a technical writer or Office Manager, or perhaps a general contractor to a restaurateur, you'll need to know how to communicate your ideas clearly in writing. The program is especially helpful for technical writers, software engineers, project managers, desktop publishers and publications managers.

You are encouraged to use your own judgment and creativity in all aspects of the coursework. Though you are bound to your employers' requirements in your work, technical writing demands a great deal of creativity. The information in this book is intended as a guide, not as a rule book. Your teacher might emphasize specific criteria that you should follow from assignment to assignment. If your company has a style guide, you should use it as a rule book rather than a guide. Companies are strict with their style requirements. You need to find a balance between your own creativity and the confines enforced by the style guides you are expected to follow.

Unlike other style guides, *Student Style* also provides you with advice on how to use the software involved in the writing process. The instructions provided are for Microsoft® Word since it is the most widely used among students, though in the corporate world, you may be asked to learn various applications in your writing process.

If you're unfamiliar with a word processing program such as Microsoft® Word, you should enroll in a course. DeAnza offers many courses in a distance learning environment that you can take along with your TWRT classes. If you are familiar with Word but aren't a power user, that's okay. You don't need to be a software expert to complete your assignments. You'll find much of the software guidance you need throughout the program to enhance your software skills.

TWRT Certificate of Achievement

DeAnza College offers this credential in Technical Writing, which is highly rated by employers in the area. Those that have earned this certificate have a leg up in getting any job that requires writing (which is nearly any job in the Bay Area).

To obtain the certificate, you need to successfully complete the 16 units of Technical Writing classes offered throughout the school year (see TWRT Courses). Not all classes are offered every quarter so pay mind to which classes are offered when to ensure timely completion of the course. Work with your counselor for academic planning and to apply for the certificate. For more information on the Technical Writing classes and programs, see the DeAnza Catalog of Certificates and Degrees located at:

<http://www.deanza.edu/publications/catalog/2005-2006/CertsDegrees.pdf>.

TWRT Associate of Arts Degree

The AA in Technical Writing gives you a greater advantage if you wish to pursue a career as a Technical Writer. The associate's degree proves to employers that you know your material and have the skills they need. As with the certificate, the same four Technical Writing classes are essential to obtaining the degree. Plan your schedule wisely so that you are able to take the courses as they are offered. In addition to the TWRT classes, you'll be required to fulfill all DeAnza general education requirements as well as 29 units of electives from the list located in the DeAnza Catalog of Certificates and Degrees located at <http://www.deanza.edu/publications/catalog/2005-2006/CertsDegrees.pdf>.

TWRT Courses

Each course in the Technical Writing program is designed to help you increase your skills in business writing and technical writing, as well as teach you how to get a job and keep that job. You'll learn from highly experienced instructors who have worked as Technical Writers and Publications Managers. You'll start with the basic techniques for getting your job and work your way up to producing a large manual through a collaborative effort, just as you might in the corporate environment.

The TWRT classes are structured to model the corporate environment where your teacher is your supervisor or manager. While each class may consist of a combination of lecture and workshop, the assignments are to be delivered to your teacher as if you were meeting deliverables for your employer.

The four core classes offered by the DeAnza Technical Writing Department are:

Class	Description	Units
TWRT 61	Introduction to Technical Writing	4
TWRT 62	Survey of Technical Writing	4
TWRT 63	Technical Publications	4
TWRT 64	Technical Writing Seminar	4

Overview of TWRT 61

TWRT 61 (also listed as EWRT 61 and BUS 61) introduces both the methodology and career aspects of technical writing. The focus is on techniques of technical writing for industry including business communications, process writing, document format, vocabulary, and document editing. Class assignments include drafting memos, cover letters, resumes, functional descriptions, and instructions and involve multiple drafts with peer editing. The final project involves creating a personal portfolio containing refined versions of the above assignments that can be presented to a prospective employer.

Students engage in the following activities:

- Exploring the World Wide Web to discover technical writing resources
- Marketing their strengths with a resume and cover letter
- Identifying topics, audiences, and purposes for writing

- Outlining, designing, and writing short documents
- Using Styles in MS Word to create documents and templates
- Compiling a portfolio of professional quality writing samples suitable for presenting at job interviews

Overview of TWRT 62

TWRT 62 (also listed as EWRT 62 and BUS 62) focuses on many types of writing assignments in the technical and business world. Program planning and project management skills are emphasized as students work individually and in groups on a variety of increasingly complex assignments in short formats. Projects are drawn from case studies simulating real world assignments in a variety of industries.

Students work on the following assignments:

- Technical correspondence
- Analytical reports
- Proposals
- Project plans and schedules
- Progress reports
- PowerPoint presentations
- Empirical research reports

Overview of TWRT 63

TWRT 63 (also listed as EWRT 63 and BUS 63) focuses on building the writing and editing skills necessary to write a technical document. Individual and group assignments are utilized to develop organizational skills and document solutions. The final product is professional quality 30-35 page user's manual that provides concise, comprehensive descriptions and step-by-step instructions for making an item, operating a device, or carrying out a process.

The assignments in TWRT 63 include:

- Project proposal
- Functional specification
- Document blueprint
- Review drafts
- Final, camera-ready artwork and prototype

Overview of TWRT 64

TWRT 64 focuses on preparing a team-produced professional document. A project is assigned to a team for submitting to a predetermined client. Students are responsible for researching and planning their topic, meeting with the client(s), planning and

drafting their project, and submitting a final deliverable. Class activities and assignments include an oral presentation of the team project and writing an individual article for publication.

Students create the following:

- Project Plan
- Progress reports
- Team produced manual
- Article for publication

TWRT Assignments

As discussed in the last section, you create different types of documents during the TWRT program. Each course under the TWRT program is focused for different skills and work environments. While you develop many of the documents individually, some of these documents are generated as a group effort.

Résumés

A résumé tells about your skills and achievements to a prospective employer. Your résumé must tell everything about your education, experience, special achievements, interests, and any other detail about you that may be relevant to the job.

There are different ways to design your résumé, you can group your achievements and experiences on jobs you have held or skills you have acquired. Place your contact information at the beginning of the résumé, also try to highlight this information using different fonts, graphic elements such as lines, shading.

Try to keep your résumé to be under two pages long. Use 20-30 lbs paper for printing your résumé. Use of fonts is discussed in later chapters, but use san serif fonts for headings and serif for body text and bullets.

Cover Letters

The cover letter accompanies your résumé and job application. The cover letter explains how your qualifications and experience are suitable for the job listed. Cover letter is also a tool to highlight any specific aspect of the resume; for example, you may want to describe your 5 years experience as Health educator in details. In brief you can use the cover letter to explain and describe your achievements, and project yourself appropriate for the job.

In the body of the letter, give the reasons why you are the right candidate for the job. Try to follow the requirements listed on the job description but don't restate your résumé. Your cover letter is a chance to present new information.

Try to keep the cover letter to a page length. Provide the correct address and other contact information. Make sure you spell all the proper nouns in the cover letter correctly.

Memorandums

A memorandum or memo is written to communicate short ideas within an organization. A memo is generally used to communicate official and formal information. Apart from the content information a memo must have:

- Name of the organization, when the memo is not printed on the company's letterhead.
- The word 'Memo' centered or left justified, below the organization information.
- Headings such as: To, From, Subject and Date. These headings should be left justified.
- Add the job titles after the name and the department name after the title if you work for a large organization.

The body text in a memo is always left-justified. The paragraphs are not indented. Adjust the spacing between the paragraphs to provide readability.

Functional Descriptions

A Functional Description describes the overall function and appearance of a mechanism or product. A functional Description must describe each part of the mechanism or the product. This document explains how the product operates or is used, and how each part contributes to the functioning of the entire mechanism.

When writing the description, be as accurate as you can be about the measurements such as weight, size, volume etc. Use correct words to identify the various parts. Explain any technical terms before using them.

Procedures

Many documents require you to write **procedures**, basically instructions in a logical format. These instructions can be for building a product, performing some activity, installing or using some product.

When writing instructions use the active voice and tell the users the necessary actions they need to perform. Use simple language to explain the steps.

Analytical Reports

Analytical Reports analyze data and recommend action to be taken based on the conclusions reached in the report. When the report makes a recommendation, it is called a **recommendation report**. And when the report examines the possibility of a plan and its feasibility, it is known as the **feasibility report**.

The analytical report may contain the following parts:

- Title page
- Table of Contents

- Summary
- Introduction
- Discussion
- Conclusion
- Recommendations

Project Proposals

Proposals are a method of offering services for price. A proposal should indicate how you are capable of providing the services needed and should also state the fees for the services quoted.

Proposals may be short or long. Small proposals can be written as letter of correspondence; where as the longer proposal could be written as reports.

Proposals written in the report format may contain the following parts:

- Project Summary
- Description
- Introduction
- Plan
- Personnel
- Budget

Progress Reports

A progress report states the current work status in a project. A progress report may be required at fixed intervals in the lifetime of a project to indicate the status of work.

The progress report can be written in from of a letter when the report is small, but when the report is lengthy the format is usually same as other longer reports.

A typical progress report may contain the following parts:

- Introduction
- Project Description
- Work Completed
- Work planned
- Appraisal of Progress

Empirical Research Reports

This report may be developed in class as a group project. The **empirical report** is a scientific research report, formatted to show the stages of the scientific methods used in a study.

This report may include the following:

- Abstract
- Introduction
- Literature Review
- Materials and Methods
- Results
- Discussion
- Conclusions

Blueprints

A blueprint is the outline for a project. Blueprints basically give the client and writers an idea how the final product looks. The blueprint states the complete description of the project, such as the team members, responsibilities, and timelines.

Presentations

You may, in any of the classes, be required to create a presentation using PowerPoint. The assignment may be a group or individual project. When working as a group, try to divide the work in a method that utilizes each team member's strengths while giving everyone an opportunity to be included in the presentation. Presentations are required often in the workplace so this is an excellent opportunity to hone your skills and reduce stage fright.

User's Guides and Manuals

In TWRT 63, you'll be writing a manual of approximately 30 pages. In TWRT 64, you'll be required to collaborate with a team on a project for a real client. The project includes a manual of about 75 to 100 pages. While this may sound intimidating in the beginning, you'll receive the training and support you need to get the project completed on time. For more information on publishing your own manual, see Supplement: Publishing Your Manual, included at the end of this document.

Writing Style

Your writing style is unique to you. In the corporate environment you should try to modify the style the best that you can so that you match the corporate image in all of your company's documentation. Most manuals are a collaborative effort of work, written by many writers, sometimes working in different departments and sometimes, different countries. Writing style includes the way you use grammar, punctuation, abbreviations, verbiage, and term usage. Word choice is important to give your collaborative work a unified voice. Though the following information is intended to guide you with writing style and word choice, you should find your own voice and style in your individual assignments.

Choosing Your Words

Your writing style must be tailored to your target audience. Choose the appropriate words to explain exactly what you want your audience to understand. Select words that most accurately and effectively convey your meaning. Your audience could be easily misled or your meaning misunderstood if you use the wrong word or one with ambiguous meaning. Make sure that you know the correct definition of the word used. When in doubt, consult a dictionary.

Word choice advice for the new TWRT student:

- Use vocabulary that is specific and concrete. Avoid abstractions. For example, use *Kodak DX6340*, as opposed to the general term *camera*.
- Avoid words that are gender specific. For example, when describing occupations, do not use titles that suggest whether a person is male or female. Use *mail carrier* instead of *mailman*, *flight attendant* instead of *stewardess*.
- Avoid industry jargon or words that are not commonly used outside of certain groups. If you must use jargon, make sure that it is appropriate for the reader and define it. Don't use *BDU* unless you are certain your audience knows this means *military uniform (Battle Dress Uniform)*.
- Avoid using clichés and slang such as, *each and every*, *needless to say*, and *he's not with it*. Clichés don't translate well across cultures and can be disastrous especially when your work is translated into other languages.
- Use simple words instead of complex ones. For instance, *use* instead of *utilize*.
- Use numbers and their word equivalents in a consistent fashion. For numbers ten and under, write out the numbers by word (one thru ten), and for numbers above ten, write out the numbers in numeric form (11, 12, 13...). If expressing a range of numbers, follow either form as long as it is consistent, as in *two thru eighteen*, or *2-18*. Use present tense as a standard. For instance, write *the dialog box appears* as opposed to *the dialog box will appear*.
- Use the proper case of pronouns. For instance, *Blake and I stayed home*, as opposed to *Me and Blake stayed home*. In this instance, the wrong case of the pronoun is used. Make sure pronouns agree with their noun antecedents. For

example *The student left their book behind* should be written, *The student left his or her book behind*. *The student* is singular, while *their* is plural.

Common Verbiage Mistakes

Many words sound the same and have similar meanings but mistaking them in your documentation can prove to be very embarrassing and can also give your readers the wrong impression. Be careful with commonly confused words and know the difference between words that sound the same.

Learn the differences of these commonly misused words:

To / Too: *To* is a preposition indicating *towards*, as in *She walked **to** the store*. *Too* means *also*, as in *Her boyfriend went, **too***.

There / Their: *There* indicates place, as in *The school is closed, so he can't go **there***. *Their* is a possessive pronoun that indicates belonging, as in ***Their** school is closed* (the school that they go to is closed).

Effect / Affect: *Effect* is a noun indicating result or consequence, as in *His protest had no **effect***. *Affect* is a verb which has several meanings—to produce an effect or change, as in *Cold weather **affected** the crops*. or to give the appearance of or to pretend, as in *To **affect** a southern accent*. Thirdly, as a scientific term, *affect* means to tend towards habitually or naturally, as in *a substance that **affects** colloidal form*.

Compliment / Complement: *Compliment* is a pleasantry, as in *You look great*. *Complement* indicates completing or making perfect, as in *The scarf **complements** the suit*.

Then / Than: *Then* indicates time, as in *Prices were lower **then***. *Than* is used after comparative adjectives and adverbs, as in *She is taller **than** I am*.

Its / It's: *Its* expresses ownership, as in *The dog bit **its** tail*. *It's* is a contraction of the two words, *it* and *is*--when a letter is removed, it is replaced by an apostrophe, as in ***It's** raining, again*.

Principal / Principle: *Principal* express first or highest in rank or value, as in *The **Principal** of the school*. *Principle* is a rule of action or conduct, as in *He refused, on **principle**, to accept a bribe*.

Being Concise

To write concisely, you write direct, to the point, and express a great deal in just a few words. In concise writing, you cut down on confusing bulk by explaining briefly, clearly, and simply while still getting your point across. You eliminate unnecessary detail and verbiage from a more wordy statement. A concise work helps your readers to comprehend the point quickly and accurately.

- Avoid metadiscourse that attempts to impress or stretch an idea through unnecessary extra words and phrases. For example, *It can be said, for all intensive purposes, that across the great span of time, nowhere was there a*

more ferocious beast than the T-Rex is an attempt to make a simple thought sound very intelligent. A concise way to write the same thought would be, Some suggest that the T-Rex was the most ferocious beast of all time.

- Avoid bureaucratized and wordiness that buries significant ideas and information. Nobody wants to read something like, *Over the most recent monthly period, there has been a large increase in the number of complaints that customers have made about service that has been slow.* When it can be expressed as, *Last month, a lot more customers complained about slow service.*
- Omit unnecessary words. Find where you can substitute one word for many. For example, *The physical size of the workroom is too small to accommodate the equipment* could be expressed, *The workroom is too small*

Writing Paragraphs

Paragraphs are made up of a series of sentences that convey a single idea. Paragraphs are constructed from a series of sentences to explain the complexities of a concept or idea.

- Avoid a succession of loose sentences. Smooth the flow from sentence to sentence. Form logical paragraphs with good paragraph structure. A well-written paragraph introduces your readers to the idea first and leads them through the details.
- Begin each paragraph with a topic sentence. Keep the same general topic in each sentence of the paragraph. Ensure sentences move from old to new information. In any paragraph, the first sentence should state the topic and subsequent sentences expand on it. For example, *To tighten screw, use a #4 hex wrench. The #4 hex wrench...*

Frequently, the end of the paragraph has a transition containing a new idea that acts as lead-in for the next paragraph.

Styles and formatting recommendations for paragraphs:

- Avoid monotony—vary your sentence length and structure.
- Use simple language and analogies to help readers visualize the content. For example, *The crank assembly operates much like the pedals on a bicycle.*
- Provide your readers with context. Never give them steps with no explanation as to when and why they complete those steps.

Constructing Sentences

The way you construct your sentences and use grammar is also known as syntax. Make sure your sentence construction efficiently reflects what you mean to say. You probably learned the fundamentals of sentence construction in grammar school. Each sentence must contain a subject and a verb. Make sure that the subject agrees with the verb.

Make sure that when you construct a sentence that it conveys the meaning you intend. Take, for example, *The woman in the seat hit the man*, or *The woman hit the man in the seat*. In the first sentence, the phrase *in the seat* describes the woman. In the second sentence, the phrase *in the seat* describes the man.

Problems arise when a phrase is incorrectly placed in a sentence. Avoid separating phrases from the words they describe. For example, *Running at top speed, his wig flew off* suggests the wig is running at top speed. The subject that *running at top speed* modifies does not appear in the sentence. Here are some correct examples using *he* as the subject:

- *He was running at top speed when his wig flew off.*
- *As he was running at top speed, his wig flew off.*
- *Running at top speed, he felt his wig fly off.*

More advice for writing sentences:

- Do not use unclear demonstratives like *this*, *that*, *these*, or *those* without a qualifying noun following. For example, *This step is repeated*, not *This is repeated*.
- Arrange sentences to put the most important information at the end. An example of this is, *Because of its hardness, this steel is used principally for making razors*, not *This steel is principally used for making razors, because of its hardness*. Your readers will remember the beginning and end of a long sentence more easily than the middle, and will remember the end most clearly because it is the last thing they read.
- Place the emphatic words of a sentence at the end. Emphasize by position, *He topped his sales quota even though he was sick for an entire week*.
- Place key information in the main clause. The main clause is the independent clause, which means that it can stand alone as a sentence. A dependent clause is introduced by a relative pronoun or linking conjunction such as *as*, *that*, *which*, *because*, or *although*. An example is, *Although our profits were up, our productivity was down*. The important point is that productivity is down. Another example is, *The lamp, which was a priceless heirloom, lay smashed on the floor*. The main point is that the lamp is broken.
- Put statements in positive form. Identify negatives and change to affirmatives where possible. *He usually came late* instead of *He was often not on time*.
- Identify nominalizations and change them to their verb forms as much as possible. Nominalizations are the noun versions of a verb, and often end in *-ion*, bulking the sentence out and requiring extra words to say the same thing. For example, in *This procedure protects against reinfection*, **protects** is nominalized by writing *This procedure is a protection against reinfection*, .

Using Appropriate Punctuation

Punctuation is the method used to indicate the way a sentence is supposed to be read. Punctuation marks are used to show pauses, changes in inflection or tone, and to emphasize or clarify meaning. Punctuation makes the act of reading sentences easier

and to make the movement of the eye across the page smooth. Punctuation helps your audience understand the relationship of ideas. One of the older style guides published, Strunk & White's *The Elements of Style* gives the rules of punctuation in an easy to read format and is recommended as a quick reference guide for punctuation and grammar.

Some advice according to Strunk & White's "The Elements of Style":*

- Form the possessive singular of nouns by adding 's. *Charles's friend, Burns's poems, or the witch's malice.*
- Enclose parenthetical expressions between commas. *The best way to see a country, unless you are pressed for time, is to travel on foot.*
- Place a comma before a conjunction introducing an independent clause. *The early records of the city have disappeared, and the story of its first years can no longer be reconstructed.*
- Do not join independent clauses with a comma. *It is nearly half past five; we cannot reach town before dark.*
- Do not break sentences in two. *I met them on a bus many years ago, coming home from Phoenix to Sedona* as opposed to *I met them on a bus many years ago. Coming home from Phoenix to Sedona.*
- Use a colon when making a list. *The complete assembly requires three parts: the tail fin, the body, and the nose-cone* as opposed to *The complete assembly requires: the tail fin, the body, and the nose-cone.*
- Use a dash to set off an abrupt break or interruption and to announce a long appositive or summary. *The first step in assembling your organizer—assuming you prefer the vertical orientation—is to remove the lower retaining clips.*
- Avoid using words in all capital letters. Capitalize all significant nouns in headings, such as Training Manual, Exercises, and Procedures. Also, capitalize acronyms.

*Adopted from "The Elements of Style" by Strunk Jr. and E.B. White, 3rd Edition

Writing Style Conventions

In technical writing, you document processes and instruct, or describe the topic. You write and design not from the point of view of what you know, but from the point of view of what inexperienced or beginning users need to know. You create communications to meet an audience's needs and interests. The main subject or topic of communication determines the kind of information you write and the form it takes.

You communicate directly and concisely so that your audience can easily and safely make use of your information. You use terminology, language, and organization that your readers can understand and readily identify with. You communicate directly, personally, and in a complete, but no-nonsense manner.*

- Do not use the first person. Delete any occurrences of "I".
- Use active voice instead of passive:

Active: *The consultant recommended these changes.*

Passive: *The changes were recommended by the consultant.*

- Be sure tenses are accurate and consistent. For example, “*You will have removed the shaft after you will be loosening the retaining nut*” mixes tenses.
- Use present tense as a standard. For instance, write *the dialog box appears*, as opposed to, *the dialog box will appear*, or *the dialog box should have appeared*. Be sure tenses are accurate and consistent. For example, *You will have removed the shaft after you will be loosening the retaining nut*, mixes tenses.
- Do not talk about *this document*, *this manual* or *these instructions*. Instead talk directly to the reader about the process, *you* and *changing your car's oil*.
- Do not use terms like *the user* or *the reader* when writing user documentation. Instead, use *You*.

*From Technical Communications 95


Starting Your Document

Customizing your software and setting up your page layout are the first steps to writing any of your assignments. Some simple ways of setting up the way you view your document and work saves you time and trouble later.




Understanding Your Software

Most students use Microsoft® Word, though you may use any software application that suits you best. The instructions given here are for Microsoft® Word users and are here to help save you time as you get working on your writing projects. There are many ways you can set up your software so that you can easily see and understand your formatting and quickly make any necessary adjustments.

Viewing Hidden Text


Hidden text includes tools for spacing like hard returns, soft returns, tabs, spaces, and the end of table cells. **Hard returns** are used to create new paragraphs. A soft return provides a line break within your paragraph and maintains paragraph formatting. You should set up your software to view hidden text before you begin working on your document. To view hidden text, simply toggle the Show/Hide Text icon: 

Symbols you'll see when viewing hidden text:

- Hard return: 
- Soft Return: 
- Space: ·
- Tab: →
- Table cell end: 

Viewing Field Codes

In Microsoft® Word and many other word processors, **fields** are used as placeholders for data that might change in a document. They are also used for mail merge functions. Word inserts fields when you use certain features, such as cross-references. You are really creating fields when you create a table of contents or an index.

Fields appear in your document highlighted in gray and are deleted by a single press of the delete key, as opposed to deleting each character separately. Some field codes are surrounded by the { and } characters. Field codes remain hidden or reveal the content they represent, such as a date, unless you choose to show the codes. To show field codes, click the View Field Codes icon: 

Examples of field codes:

- Table of contents field: { TOC \h \z \t "Heading 1,2,Heading 2,3,TitleChapter,1" }
- Index entry field: { XE "Software:Understanding" }
- Linked picture: { INCLUDEPICTURE "MyWork/FCicon.gif" * MERGEFORMAT }

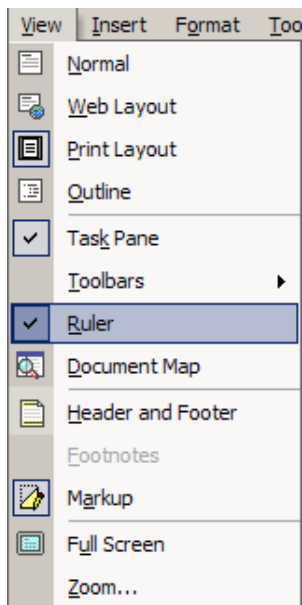
NOTE!

Hidden text is your friend. Don't be intimidated by the marks that reveal formatting and fields. You'll soon become familiar with them and wonder how you ever worked without them.

NOTE!

Showing Your Rulers

Rulers show your document measurements in inches on the top and left of your screen. Showing your rulers can help you to set up your page layout and format your paragraphs and tabs as you work. To show your rulers, simply click **View** → **Ruler**.



Showing rulers helps you with page formatting.



The gray areas on a ruler indicate your margins. The triangles show your paragraph indentations.

Setting up Page Layout


The appearance of your page is the key to communicating to your reader. Margins, spacing between words, and the hierarchy of your headings and body text all

determine whether your reader would want to keep reading your content. Proper page layout allows the beginning user to recognize your organization quickly and to assimilate the ideas quickly. If formatted well, the same page layout allows the returning, or “power” user to access and reference main points without stumbling through endless blocks of body text.


You should set up your page layout before you begin writing. This includes setting margins and determining where your text goes. The previous section discussed showing rulers. Rulers help you set your margins, tabs, and indentations. To access the page setup dialog box, simply double-click in the gray area in your ruler, or click **File** → **Page Setup**. The sections that follow are intended to help you to set up your page layout for most documents but remember that all documents are different and may require different settings.

White Space & Readability

White space is the area on a page that is not used by text or images. Essentially, if you print your document on a white sheet of paper, the white space is literally the white space. This includes the blank space created by your margins, how you indent your headings and body text, and images. Effective white space contrasts the text, creating balance on each page of your document. This balance makes the page more readable since the reader clearly sees the organization of information and visually rests between sections of information.


Never use a hard return to create vertical space. Instead, set space before and space after in the paragraph format (see Formatting Paragraphs). Always work with your hidden text (also called text markings) showing on the screen. Simply select the Show/Hide Text icon: 

Page formatting recommendations for creating white space in large documents:

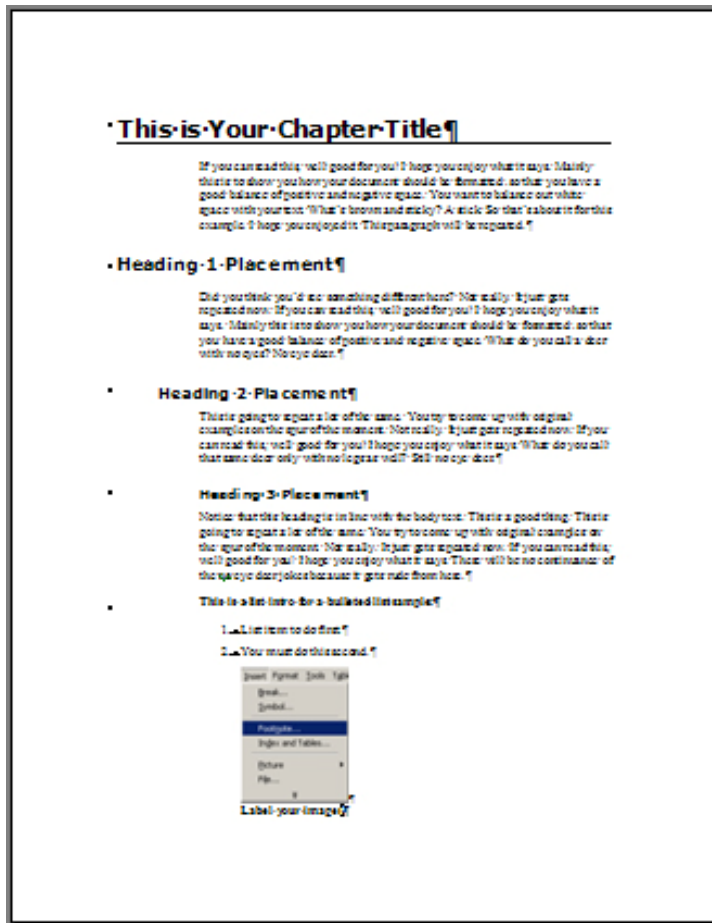
- Create one-inch margins all around your document, and then make adjustments as needed. Don’t use the Word default margins.
- Organize your headings and body text so that you’ll have about a two-inch wide column of white space on the left side in which only H1s and probably H2s appear, (see Section Headings).
- Begin all of your body text at the same indent level. Your body text doesn’t have to be parallel with your headings.
- Visibly group information in the same section together by using proportionate spacing, (see Formatting Paragraphs). When creating space before and after headings, make the space above greater than the space below (except, perhaps, for your Heading 1).
- Use left justify  for your body text. Left justify aligns the text to the left leaving a ragged right edge.

This text is an example of text that is left justified. Notice how the lines of text always begin at the same left edge, but that the right edge, where the text wraps, is jagged, meaning some lines end beyond others. However, the

spacing between the words is consistent, making this paragraph of text easy to read.

- Don't use full justify,  which creates larger spaces between the words to make the left and right edges of your paragraph even.

This is an example of text that is full justified. Notice how the lines of text always begin at the same left edge like left justified text does, but that the right edge, where the text wraps, is also aligned. In order to create these justified lines of text, spacing was automatically added between words. This spacing creates an inconsistent flow of text; therefore, making this paragraph more difficult to read.



The above is an example of how to format your document to have a good balance of white space. Have a good balance of white space and text. Heading levels one and two appear in the white space on the left. Body text is aligned with heading three.

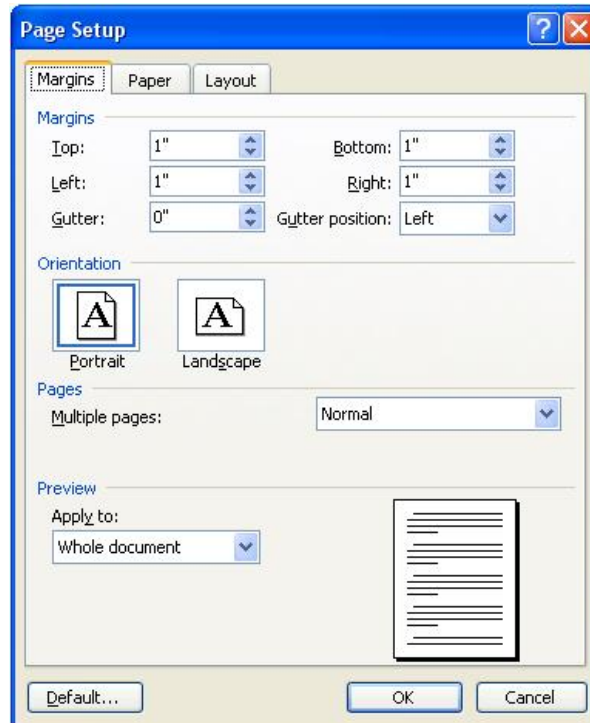
Setting Margins

Margins are bands of blank area along the top, bottom, and sides of your document that center and space your content from the edges of the paper. Most printers cannot print to the very edge of the paper, and establishing margins organizes the text and

graphics visually. You must provide horizontal paper space at the top and bottom of your page and vertical paper space at the sides. Avoid creating a very narrow column of body text. Keep your margins in perspective. Draw a quick diagram of your text layout, to understand the implications of the various margins, gutters, etc.

Creating a 1" margin for 8.5" x 11" page:

1. Click on the **File** menu and choose **Page Setup**. The Page Setup dialog box appears. Notice the tabs for *Margins*, *Paper Size*, *Paper Source*, and *Layout*.
2. Click on the **Margin** tab. The following task pane appears:



3. Set the Top and Bottom margins for 1".
4. Set the Left and Right margins for 1".
5. Click **OK** when finished.

For formatting suggestions for a 7"x9" manual, see Supplement: Publishing a Manual.

Using Templates

Every Microsoft® Word document is based on a template. A template determines the basic structure for a document and the styles used for formatting your text. Document settings such as style, AutoText, and macros are attached to templates. The “.dot” extension is reserved for Microsoft Word document templates. Any template you create may use the .dot or the standard .doc extension. You should use the .doc extension if you’re unfamiliar with templates. For power user instructions on templates, see Supplement: Becoming a Template Expert.

The default template in Word is Normal.dot. When you open a new document in Word, you are using the Normal.dot template. You don’t want to make any changes to the normal.dot template. Instead, you want to make your own templates to use in your TWRT documentation.

NOTE!




NOTE!

Overwriting styles on the Normal.dot template affects nearly all of your documents. Only use .dot templates if you are a template expert, and even then, use caution.

Using a “.doc” Template

You may create styles and attach them to a .doc file that you can use as a template for future documents. Doing it this way ensures that you won’t be overwriting any existing templates, mainly your Normal.dot template. Essentially, you’re creating a regular file that contains the styles you want to use in your documents. You may create a different .doc template for each type of document you produce in the TWRT classes. Many of them are used several times throughout the TWRT program, such as memos and progress reports.

Creating a .doc template:

1. Click the New Blank Document icon: . A fresh new document is created for you.
2. Save your document **File** → **Save As...** and give it a unique name and ensure that it says Save as Type: Word Document (*.doc).



3. Begin creating styles.


Understanding Styles

Styles affect the formatting of your text, images, figures, tables, and essentially most aspects of your document. Using styles is the best way to format your document. Don’t use hard returns, tabs, or spaces to format your text or you may find yourself

with trouble down the road. Using unconventional methods such as these are inconsistent and often don't print as you intend. When you add text to a document, manual formatting has to be checked and reapplied. If you use styles to format your text, you have a better chance of your document looking the right way and it saves you time and effort throughout the whole writing process.

Creating New Styles

Styles control the way your text and figures appear in your document. In Microsoft® Word, styles are attached to templates, the underlying format for your documents. Styles can also be attached to documents without affecting the template. For this reason, you created your *.doc* template. You should have your new template file open. If not, open it to continue building your template.

It's best to have your **Styles and Formatting Task Pane** open when working with styles. The Styles and Formatting Task Pane gives you easy access to all of the styles and formatting available in your document and gives you the tools you need for making new styles or modifying existing ones. Access the Styles and formatting task pane by clicking the Styles and Formatting icon or through the menu **Format** → **Styles and Formatting**. You may also access the task pane by clicking the Styles and Formatting icon: 

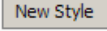


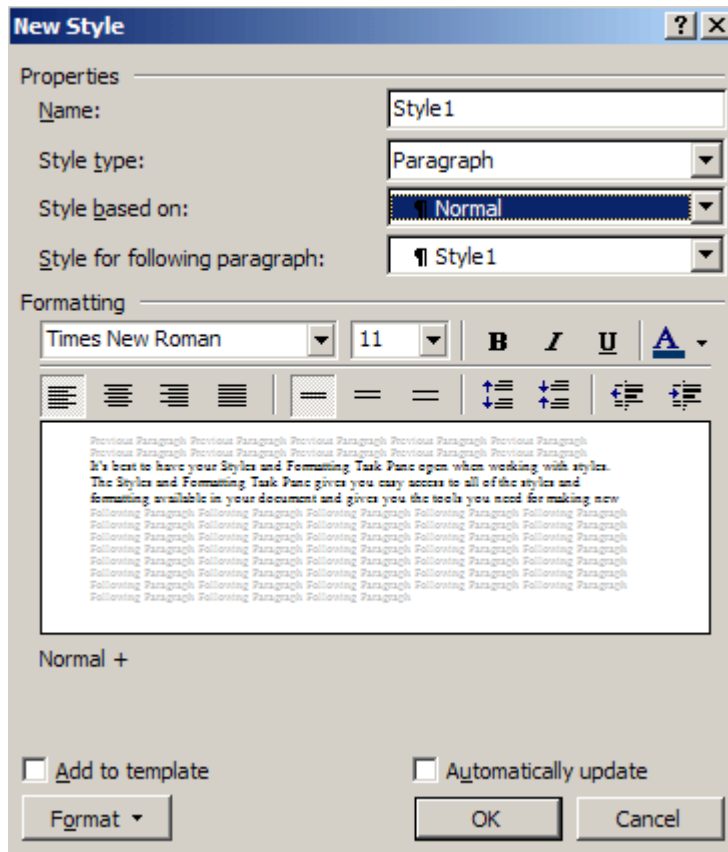
You might want to use your initials before each style name, for instance, *EHbold* would be your own style for applying bold to a text. Naming conventions such as this allow you to not only identify your personal styles but to keep them in the same alphabetical order on your Styles and Formatting task pane.

Working in the Styles and Formatting Task Pane to Create and Modify Styles:

1. Click on the arrow to the far right of *Show:*, located at the bottom of the Styles and Formatting task pane, and select **Formatting in Use** to display a clean view of the styles used in your style sheet.



2. Click the **New Style** button:  at the top of the task pane. The New Style dialog box appears.



3. Give your style a name and type it in the **Name:** field. Use a convention so that you may recognize each style you create.
4. Choose the **Style type** from your choices of paragraph, character, table or list. Paragraph is the appropriate choice for most purposes. Character applies the style to just the characters (each individual letter or number), table applies the style to tables and list applies to numbered or bulleted lists.
5. Select an existing style for **Style based on**, which means that your new style begins with the attributes of the style you choose. Choose a style on which you want to base your new style. If you're unfamiliar with styles, you should base your new style on Normal.
6. Enter the name of your new style in **Style for Next Paragraph** if your style will be continued in subsequent paragraphs, such as body text or lists. Most other styles, such as headings, should be followed by your basic body text style.
7. Click the **Format** button on the bottom left of the New Style panel.
8. Customize your new style by choosing the attributes through the Format menu. Most of the time, you should only be modifying the **Font** and **Paragraph** attributes.

Format Choice	Attributes
---------------	------------

Font	Customizes Font, Font Size, Font Color, Underline Style and Font Effects.
Paragraph	Customizes paragraph styles attributes such as Alignment, Outline Level, Indentation, Spacing and

Format Choice	Attributes
	Pagination.
Tabs	Places customized tab stops that are applied to paragraphs using your new style.
Border	Applies Borders and Shading attributes to your new style.
Language	Selects a language for your document other than English (the default). This should only be used if you are writing your document in an alternate language and have the corresponding dictionaries installed.
Frame	Applies frame attributes to your text. This treats whichever is in your new style as a graphic or object. You are unlikely to ever need to apply this attribute to your new style.
Numbering	Applies attributes to Bulleted and Numbered Lists. If you need to apply special attributes to Bulleted and Numbered Lists, you should rather apply the attributes through the Format menu. See <i>Modifying Bulleted and Numbered Lists</i> .
Shortcut Key	Assigns a special shortcut for applying your style. You should only do this if you are an advanced user as you should not overwrite an existing shortcut.

- Click **OK** to commit your changes.



Do not check the Add to Template box. This adds your new styles to whichever .dot template you are using (most likely Normal.dot). You don't want to overwrite your defaults.

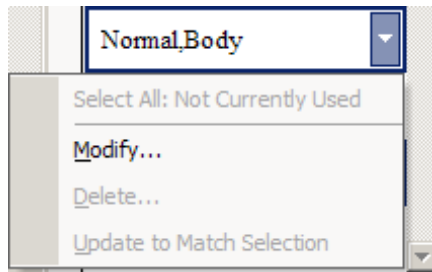
Modifying a Style

You may choose to modify an existing style rather than create new ones. Be careful when modifying default styles, or the styles that are automatically in your Styles and Formatting task pane. You may want to modify your own styles after you've created them. Modifying an existing style is easier than creating a new style.

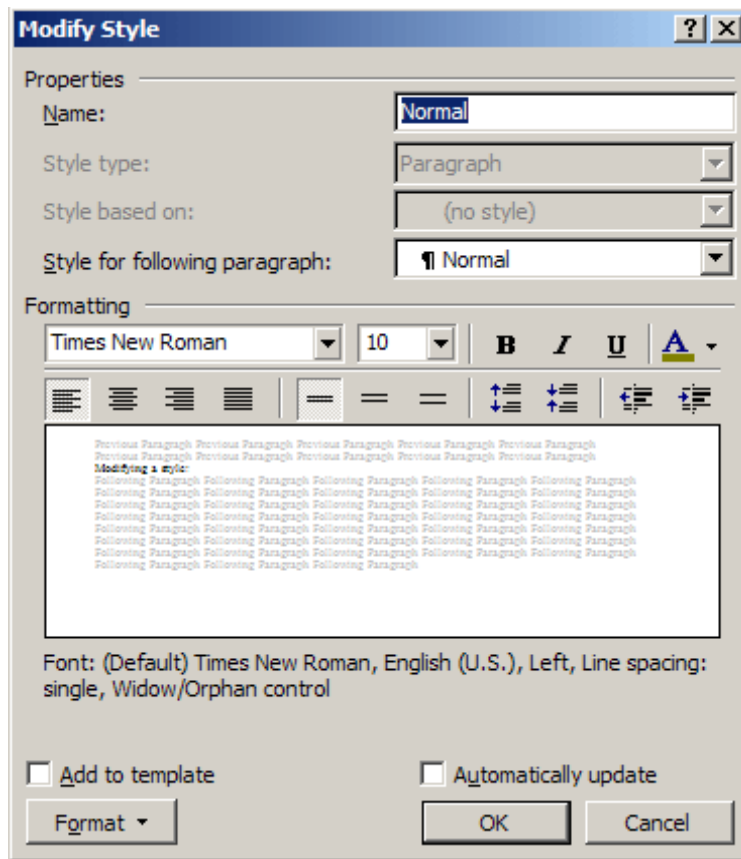
Making changes to your existing styles:

- Open the *Styles and Formatting* task pane.

2. Scrub your mouse pointer over the style you wish to modify on the Styles and Formatting task pane, **click on the arrow to the right of the style name:**



3. Choose **Modify...** - the following task pane appears:



Some minor font and paragraph attributes can be made directly on this task pane.

4. Choose the **Format** button and the appropriate selection; see *Adding a New Style* for more information.
5. Make your modifications
6. Click **OK** to commit your changes.

Formatting Your Documents

Guides and manuals have various elements such as headings, body text, bulleted lists, etc. You create distinct styles for each element of your document. Keep the style for your elements consistent throughout your document. This enables your reader to understand your writing better. The different elements of your document require different protocols of styles and formatting. Styles used in one document won't necessarily apply to another. Many of the elements discussed in this chapter may apply to only one type of document, a few, such as body text (paragraph style) is likely to be applied to all of your documents.

This chapter covers the following elements:

- Front Matter for Manuals
- Document Content
- Back Matter for Manuals

Styles and Formatting Quick Reference:

Style Type	Document Types	Formatting suggestion
Body Text	All types	<ul style="list-style-type: none"> • Serif • font size 10 to 12 • Spacing after • Indented about 1"
Bold	All types	<ul style="list-style-type: none"> • Titles • Headings • List intros • Commands
Chapter Titles	Guides and Manuals	<ul style="list-style-type: none"> • Sans serif • Large font • Bold • Paragraph underline • Spacing below • Page break before
Document Titles	Guides and Manuals	<ul style="list-style-type: none"> • Sans serif • Large font • Bold
Heading 1	Guides and Manuals, Project Proposals, Analytical Reports, Empirical Research Reports	<ul style="list-style-type: none"> • Sans Serif • Font smaller than Chapter • Flush with margin
Heading 2	Guides and Manuals, Project Proposals, Analytical Reports, Empirical Research Reports	<ul style="list-style-type: none"> • Sans serif • Font smaller than H1 • Slight indent
Italics	All types	<ul style="list-style-type: none"> • Use minimally

Style Type	Document Types	Formatting suggestion
List Intros	Any document that uses a bulleted or numbered list, with the exception of a résumé	<ul style="list-style-type: none"> • Examples • Same as body text • Bold • End with colon
Subheadings	Guides and Manuals	<ul style="list-style-type: none"> • Spacing after • Sans serif • Font smaller than H2 • Flush with body text
Tables	All types	<ul style="list-style-type: none"> • Header row bold • Minimal gridlines
Underlining	All types	<ul style="list-style-type: none"> • Use minimally

Front Matter for Manuals

Front matter is only applicable to your guides, manuals and larger documents. The front matter of a document includes all aspects that introduce your reader to your subject. Front matter can set the mood of the documentation by presenting images and creates the initial look and feel. Consider this to be your store front of your document. Try to make it as interesting and appealing in an effort to draw your reader further into your work. As with everything, however, keep it simple.

Front matter consists of the following:

- Title Page.
- Copyright notice.
- Table of contents (TOC).

Title Pages

With most documents created in TWRT, you won't need a title page. A title page is only used for manuals and guides and then, only when your teacher requests one. When you do make a title page, you want to make it look good. Your title page should suit the nature of your document. In technical documentation, be clear and concise. Images are useful for enhancing the appearance of your document. Use simple images that won't detract from the title of your document.

Your title page should contain:

- Title.
- Subtitle (optional).
- The author's name (or company name).
- Other information as requested by your instructor.

Titles

Your Document Title must indicate the purpose and contents of the document. The Document Title names the information and helps your reader understand the purpose of the document.

Title Style and Formatting suggestions:

- Large font size of over 32.
- Bolded.
- May be in bold colors.
- May be left, right or center aligned.

Subtitles

Subtitles are not necessary but can help to specify your document's aim or purpose. Use of a subtitle may be necessary when your title refers to the general area of your document; the subtitle refers to the specific nature of the document.

Subtitle Style consists of the following:

- If the subtitle is standing independently, large font size just smaller than the title (must be distinguishable as a subtitle and not confused with the title). If the subtitle is preceded by a colon following the title, use the same style as the title.
- Bolded.
- May be in bold colors.
- Align with the title or make the location complement the title.

Table of Contents

A table of contents (TOC) serves as your readers guide throughout your document. In technical manuals and large documents, readers want to quickly find the information they seek. A manual with well-formed table of contents makes the difference between your reader being satisfied or frustrated your work. The table of contents is formed by consolidating the chapter titles and headers of your document.

The TOC is a field. This means that it is dynamic text that changes as you make your changes in the document. You need to manually update your TOC for the changes to show. For more information, see Updating a TOC.

Creating a TOC

Inserting a table of contents in Microsoft® Word is easy. Don't forget to check it and make your customization before you click the final okay to have your TOC inserted.

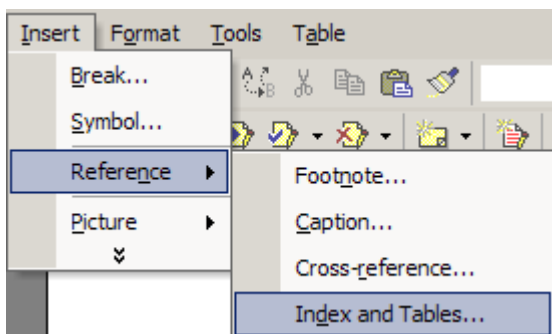


Make sure you manually customize your TOC each time you insert it.

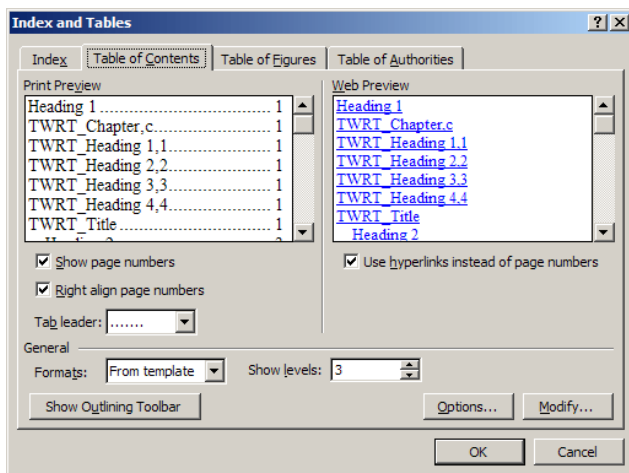
The levels and some styles revert to the default values each time, so you need to check everything before finalizing the insertion of your TOC.

To generate a TOC:

1. Navigate to the page that you wish to contain your TOC (recommended after the Title and Copyright pages, but before the first chapter title).
2. Label your Table of Contents at the top of the page, but use a style that is not a Heading or Chapter Title, otherwise the words *Table of Contents* will also appear within your Table of Contents field.
3. Choose **Insert** → **Reference** → **Index and Tables** from the menu. The **Index and Tables** dialog box appears.

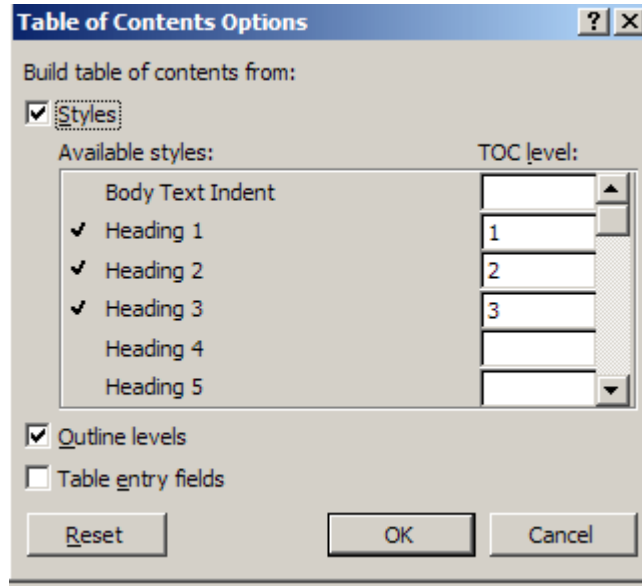


Use the menu to insert a Table of Contents.



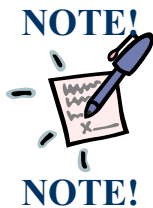
The **Index and Tables** dialog box allows you to customize how your TOC appears.

4. Choose the **Table of Contents** panel.
5. Choose **Options...** to customize the order for your Table of Contents.



The Table of Contents Options pane enables you to customize the appearance of your TOC.

6. Ensure that **Styles** is checked for building the table of contents from your set of styles (mainly chapter titles and headings).
7. Navigate down the list, entering numbers in the TOC level boxes to indicate the order in which the headings appear in your TOC. You should only use the chapter titles and top 3 level headings for your TOC.
8. Choose **OK** once you are satisfied with the TOC level order.
9. Choose **OK** again to insert the TOC.



You may get the message, “Do you want to replace the selected table of contents?” – in this case, choose ok. This will simply reinsert an updated table of contents in the same place as the first.

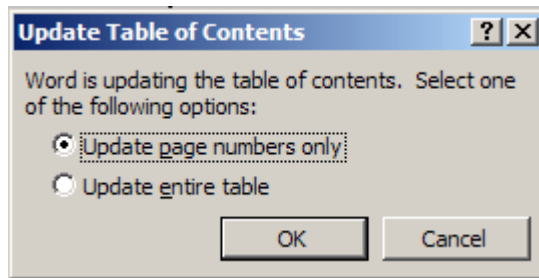
Updating a TOC

Updating your TOC is important, not only throughout the writing process but crucial to remember at the very end when you generate your final document. Fortunately, this is extremely quick and easy to accomplish.

Updating your TOC:

1. Navigate to your TOC.
2. Select your TOC by clicking anywhere on the field.
3. Hit the **F9** key to bring up the Update Table of Contents dialog box.

- Choose either to *Update page numbers* only (if you've made no heading changes) or to *Update entire table* (if you've made significant changes – always do this before printing your final copy).



Update using the option that best applies to your needs.

- Click **OK**.



Make sure you update your TOC before printing your final draft. Page numbers and headings may have changed since the last time you updated.

Copyright Statements

Your documentation you create for the TWRT classes is your intellectual property (except in the case of TWRT-64 where you create documentation for a client). Your work may belong to the company for which you write if you receive remuneration for your work. The copyright statement protects your property and the work you create for your employers. For smaller private works a small copyright statement on the bottom of the title page may suffice. For larger documents, especially those created for your employer should be provided on its own page, the copyright page.

The copyright page includes any copyright and trademark information pertinent to the material. You should also mention any third-party trademark information included within your document. Your employer and any third-party companies are likely to provide you with their standard copyright formula. When writing a copyright page for your TWRT class work, you are the author and may use your creative liberties.

Style recommendations for copyright statements:

- Use the same font style or one point size smaller than your standard body text.
- Begin with the copyright symbol © or the word copyright (the symbol is the preferred method). To create the copyright symbol in Microsoft® Word, type a left parenthesis followed by c then a right parenthesis (c). Word automatically converts this to the copyright symbol.
- Give the publication year directly after the copyright symbol. If subsequent publications occur, you may either include the years separated by a hyphen (as in 2000-2005) or use a comma to separate non-consecutive years (2000, 2003).

- The name of the copyright owner follows the copyright year. The owner is not necessarily the writer.
- The phrase, “All rights reserved” is not followed by a period unless it’s followed on the same line by additional text.
- Keep the statement to one page unless your company has a specified copyright notice that spans to more than one page.

Examples of copyright statements:

© 2005 by Name. All rights reserved

© 2001-2004 by Name. All rights reserved

© 1999, 2001, 2006 by Name. All rights reserved

© 2001 by Name.

All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic, photocopy, mechanical, recording, or otherwise without prior permission of Name.

Introductions

A preface is a fancy word for introduction. It’s not required for your TWRT documentation but may help to present the subject matter. A preface introduces your subject and encourages the reader to continue reading. If you are only writing a short document of about 15 pages, keep the preface short. The preface length should be proportionate with the overall length of your document. Don’t overwhelm your reader with a lengthy preface.

The basics of a preface:

- Introduce the subject matter.
- Provide reasons why the subject matter is important to the reader.
- Give the reader reasons why you are a reliable source for the subject matter.
- Include a history of the subject matter if it is necessary for the reader to have more information in order to understand the information in the document.

Document Content

The main part of the document is the content. This part is the essence of your document. Your content can be divided into chapters, sections, or may be presented in one section with paragraphs. Whichever way you divide your content depends on the size of the material you want to present. This section helps you to understand the various parts of content presentation.

Fonts

In any document you have different parts, such as titles, headings, bulleted lists, captions, procedures and so on. All of these elements of a document have a specific

purpose, and applying proper fonts styles and sizes to these elements enhance their readability. **Fonts** refer to the appearance of your text.

Fonts can be divided into two broad categories: Serif and Sans Serif. **Serif** fonts have little lines at the end of the letter, called the *serif*. The serif creates a more natural flowing look to the text which makes it easier to read. Examples of serif fonts are: Times New Roman, Bookman Old Style, and Courier New. **Sans serif** fonts do not use serifs, the small lines at the ends of characters. A few examples of sans serif fonts are: Helvetica, Arial, Impact, Microsoft san serif, and Tahoma

Generally the titles and heading elements of your document should use a sans serif font in a larger size. The larger fonts help grab the users attention and the help them find the section on a page. The serif fonts are used in the body text, lists, bullets and similar parts which are heavy with text.

Chapter Titles

If your content can be organized into major categories and is large enough, you can divide the content into separate chapters. Each chapter should have a title and must have an introductory paragraph to summaries the topics covered in the Chapter. Each chapter must begin on a new page, while printing on both sides a page start the chapter on the odd numbered page. For an example of chapter title appearance, see *White Space & Readability*.

When writing Chapter Titles:

- Make sure that the chapter title appears at the top of the first page of the chapter.
- Use a larger font size than used in your Section Headings.
- Select fonts and colors that enhance the title.
- Avoid punctuation at the end of the title.
- Add a visual element, such as lines, shading, icons, and numbers, but avoid using too many elements at one time.
- Leave at least 18-point space or more after each chapter title, (see Formatting Paragraphs).
- Keep the format and style for all the chapter titles in one document consistent.
- Try to keep all the chapter titles in one document parallel.

Section Headings

Body text, depending on the flow of information or the content, can be organized into sections and sub-sections. Each section or sub-section must have a heading; the section heading is generally referred to as Heading 1 and the subsequent sub-headings are called Heading 2, Heading 3, and Heading 4. You should not have more than 4 levels of section headings in a document, or 3 headings if you're using Chapter Titles. Try to reorganize the document if there are more than 4 levels of sections. Format

your pages so that your headings are not separated from the section content they introduce. For an example of heading appearance, see *White Space & Readability*.

Writing a Heading 1

A Heading 1 (H1) is your first level of headings and can take the place of Chapter Titles if you choose not to divide your work into chapters. Ensure that the words in your heading directly relate to the content in the section following the heading. Always follow a heading with a paragraph to introduce and explain the content.

Styles and formatting suggestions for H1s:

- Use a sans serif font, (see Fonts).
- Use 16-18 point font size.
- Bold your text.
- Make sure all H1s in the chapter are parallel.
- Avoid punctuation at the end of your H1s.
- Use the same format and style for all H1s throughout the document.
- Leave 16-18 point space before the H1s and about 6 pt. space after, (see Formatting Paragraphs).
- Create a style H1 or use the available style from MS-Word, Heading1.

Writing a Heading 2 (H2) and Subsequent Subheadings

Headings 2 and 3 (H2 and H3) are subheadings. Try to use the rule of twos where you have a minimum of two subheadings, rather than having just one orphan subheading. Consider revising your content to group like items together. As with H1s, ensure that the text in your H2 directly refers to the content presented in the section and that it is directly followed by a paragraph to introduce and explain your content.

Styles and formatting suggestions for a subheading:

- Use a sans serif font, (see Fonts).
- Use 12-16 point font size in bold.
- Make sure all headings of the same level parallel.
- Avoid punctuation at the end of headings.
- Use the same format and style for all same-level headings.
- Leave about 12-point space before the headings and about 6 points space after, (see Formatting Paragraphs).

Formatting Paragraphs

A paragraph deals with a particular point or idea. A paragraph starts with the main point, followed by sentences with supporting details. A paragraph goes from the general to the specific to advance an argument or point of view. Each paragraph builds

on what came before and lays the ground for what comes next. Keep your paragraphs small, about 6-7 lines. Do not indent your paragraphs

Body text is often referred to in the TWRT classes as your paragraph style. Word has a Body Text style predefined but the default style in Word is Normal.

Styles and formatting suggestions for body text:

- Ensure the text is left-justified, (see Setting up Page Layout)

The appearance of your page is the key to communicating to your reader. Margins, spacing between words, and the hierarchy of your headings and body text all determine whether your reader would want to keep reading your content. Proper page layout allows the beginning user to recognize your organization quickly and to assimilate the ideas quickly. If formatted well, the same page layout allows the returning, or “power” user to access and reference main points without stumbling through endless blocks of body text.

You should set up your page layout before you begin writing. This includes setting margins and determining where your text goes. The previous section discussed showing rulers. Rulers help you set your margins, tabs, and indentations. To access the page setup dialog box, simply double-click in the gray area in your ruler, or click **File** → **Page Setup**. The sections that follow are intended to help you to set up your page layout for most documents but remember that all documents are different and may require different settings.

- White Space & Readability.
- Use a serif font, in 10-12 point size, (see Fonts).
- Use minimal text effects such as bold or italics; never use underline.
- Organize the content in paragraphs and ensure continuity in narration.
- Keep paragraphs brief, smaller than 7-8 lines if possible (see Being Concise).

Writing Definitions

Definitions are necessary for ensuring that your reader understands your content. Reader comprehension begins to fail when the reader hits a complex or industry-related word without any definition provided. The reader might not even realize where the breakdown of communication occurred, but will definitely notice frustration at not understanding the intent of the document.

Suggestions for writing definitions:

- Don't assume your reader knows all of the industry-related jargon or vocabulary used in your document. When in doubt, define.
- Bold the word the first time it is used in your document.
- Define the word when you first present it in your document.
- Give examples where necessary to ensure better reading comprehension.

- Provide a glossary of terms in the back of your document including all of your defined terms and their definitions.

Introducing Content with List Intros

A List Intro is a line of text used to introduce a bulleted list, numbered list, table or figure. Ensure that the text used in your List Intro accurately and briefly describes the content to follow. As with everything, maintain consistency throughout your document so if you are using List Intros, ensure that you use them consistently and format them the same in all instances.

Styles and formatting suggestions for writing List Intros:

- Use the same font style and size as the body text.
- Always end the List Intro with a colon.
- Follow the List Intro directly with the content (bulleted list, numbered list, table or figure).
- Align your List Intros appropriately with your body text above and the content it introduces below (you may indent the content, but be consistent).

Alerts: Notes, Cautions, and Warnings

Alerts like notes, cautions, and warnings (even the word “alert” may be used) convey important information that you want the reader to know right away. These parts should be placed in the document in a way that captures the reader’s attention.

Before writing your manual, establish your criteria for using alerts. For instance, notes are used for level-1 information important to know but won’t harm the reader’s progress in a procedure. Cautions could be used as a level-2 alert where if the caution isn’t followed, the reader might experience some level of frustration. Warnings are often used as a level-3 alert where the reader’s ability to complete a task is completely hampered if not followed.

When writing alerts:

- Use a graphic draw attention to the alert, such as a lighting bolt or exclamation point enclosed in a triangle.
- Describe the possible risk and explain actions for the user. Be direct.

- Format your alert using styles, (see Understanding Styles) so that your alert has consistency with alignment and appearance.
- Align the alerts into the white space on the left to ensure visibility.

Examples of alerts:

Make sure you count the nuts and bolts. You need 8 of each to complete your project, otherwise it will fall apart.



Save money by reusing the packaging provided with your purchase. Bags may be reused for up to one year.

Footnotes and Endnotes

Your writing may have references to other sources; you can provide this reference with the help of endnotes or footnotes. Wherever you use information that was written by someone else, you need to provide a reference to that source; otherwise you run the risk of plagiarizing someone else's work. When using endnotes and footnotes, you should include a bibliography with your document providing the full details of all your sources, (see Works Cited and Bibliographies).

The use of either footnotes or endnotes depends on the protocol your teacher wishes you to follow, or sometimes you may choose your method. Most instructors at DeAnza prefer the Modern Language Association protocol for citing sources, (see Appendix: Resources).

Using Footnotes

Footnotes appear within your text as superscript numbers or symbols. The numbers in footnotes refer to information at the bottom of the page which contains more information on the subject or just a reference to the source from which it comes. Some people often confuse the term footnote with endnote and use the term footnote to refer just to the citing of the source within your body text.

Styles and formatting suggestions for footnotes:

- Place superscript consecutive numbers on the text you want to cross-reference when using footnotes.
- Provide a reference at the foot of the page for each footnote used.
- Avoid using sub-notes, such as 2a, 2b.
- Keep your footnotes in your body text; avoid placing them in headings and titles.
- Use a font size smaller than that of the body text; this is usually sufficiently accomplished when superscripting the font of the footnote.

Using Endnotes

Endnotes, like footnotes, are references within text to another source or more information. Endnotes are meant to direct the reader to the end of the document for more information found on a Works Cited page or Bibliography (see Works Cited and Bibliographies). Endnotes are often termed **parenthetical citation** since they appear within parentheses instead of superscripted numbers like footnotes. For more guidelines on using parenthetical citations, see the *Modern Language Association (MLA) Style Guide*.

Bulleted Lists

A bulleted list presents information in a short format, making it easier for the reader to read. Instead of paragraphs of information the reader gets information broken-up into sentence-sized chunks. A bulleted list should only be one level. In other words, try not to have lists within lists (sub-bullets) unless absolutely necessary.

When using a bulleted list, ensure that you have a minimum of two points. A single line is not a list. Do not use a bulleted list to convey steps that should be done in order, (see Writing Procedures in Numbered Lists).

Styles and formatting suggestions for bulleted lists:

- Introduce the list with a List Intro ending with a colon.
- Use consistent punctuation within the list.
- Capitalize the first word of each line in the list.
- Keep the structure of the bullets parallel.
- Use the same font style and size as the body text.
- Use verbs at the beginning of the line wherever possible.

Writing Procedures in Numbered Lists

Steps are instructions that you want your reader to follow in sequence to complete a task. Numbered lists and procedures differ from bullet lists in that they specify a particular order by which an action or process must take place. The order of the instructions is very important, and you must number each step and write clearly what the user must do at each step to complete the task. Avoid cross-references to other parts of the document or any other source.

Before you begin your procedure or numbered list, provide an overview of the process or actions to provide your reader with a summary of what he or she is about to undertake. Each numbered item should stand alone as one action. Do not include two actions in the same command line unless they must be done simultaneously. For example, *While holding the base of the pod firmly with your left hand, twist the top clockwise until you hear an audible click.*

Microsoft® Word automates the numbered list process, which can make it easier for you to write procedures, but this feature has some bugs, so keep a close watch on your numbered lists to ensure that they appear as you intend.

Styles and formatting suggestions when using numbered lists:

- Introduce the steps with a List Intro.
- Start each step with a verb indicating the action.
- Assign one step for each action. Combine two actions into one step only if they need to be done together.
- Use the same font and size as body text, but bold the command to ensure visibility to the important actions.
- Each step must be a complete sentence.
- End each step with a period.
- Follow each step with any additional information or the response to the action performed in the step.
- Show the result of the step in form of text, figures, images, or screen shots.
- Add alerts wherever needed.


A good set of steps utilize all the formatting as indicated above to express clear, concise, and direct instructions to the reader. See the sample below:

Installing the New Outlet


With the wires now extended, it may be tricky to fold the wires back into the outlet box. As you push the wires back into the outlet box, take care to not damage the wire insulation.

To install a new outlet:

1. Hold the new outlet by the metal tabs and push it back into the outlet box. Guide the wires by pushing on them with the rubber eraser end of a pencil. Ease the wires to the very back of the outlet box.

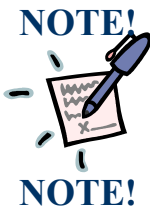


2. Line up the screw holes on the metal outlet tabs with the mounting holes located on the top and the bottom of the outlet box.
3. Thread the outlet mounting screws into the mounting holes of the outlet box.
4. Tighten the outlet mounting screws down.



5. Slip the outlet wall plate onto the new outlet. If the outlet appears crooked, remove the wall plate and loosen the outlet mounting screws slightly to make adjustments, and then re-tighten.
6. Replace and tighten the center screw onto the outlet wall plate. Be careful not to over-tighten the screw. If the outlet wall plate is plastic, excessive tightening will crack it.

Most companies have strict guidelines for writing procedures.



Numbered lists have a tendency to get out of sequence in Microsoft® Word. This is a bug that can be difficult to fix. To restart numbering: right-click the number at the beginning of your list and choose **Restart Numbering**. If the numbering isn't immediately fixed, type **ctrl+Z** (undo) and the problem will likely resolve itself.

Tables

Tables are an ideal format for presenting large a number of similar facts or data. Tables make this easier by allowing you to compare the data using rows and columns. Information that is similar such as parts of a unit and their description can best be described with a table.

An example of using a table for comparisons and descriptions:

Components on the control deck	Use/ description of the component
Power Button	Press this circular switch to turn the Gamecube On/Off
Hatch	This square lid is the cover for the game disk area. You have to open the hatch in order to insert the disk, and the hatch is closed while you are playing the game.
Open Button	Press this circular button to open the hatch.
Slot A & B	Rectangular notches on the front panel. Insert the memory cards into these slots
Reset Button	Press this circular button to restart the game.
Controller inputs	Four circular slots on the front panel of the control deck. You insert the controllers into these slots.

Table 1-1: Parts of a Gamecube Controller

Styles and formatting suggestions for tables:

- Use a List Intro to refer to the table just before table.
- If you have more than one table in a document, label the table as Table-1, Table-2, etc. or Table 1-1, Table 1-2, etc.
- Ensure that each column in a table has a heading and that the heading accurately relates to the content in the column.
- Capitalize the column headings, but avoid any punctuation.
- Use body text font style and size for the table text.
- Avoid bold in the table text except for headings.
- Avoid big paragraphs in table cells. Try to use bulleted lists to increase readability.
- Align the text uniformly, preferable on the left.
- Resize the column width to fit the content; don't use really long columns of empty space.

- If the table runs more than a page, repeat the column headings at the continuation of the table on the next page.

Images and Figures

Images and figures provide relief from reading and convey certain ideas to the reader more easily than words. Images or figures could be pictures, diagrams, charts, or screen shots. Callouts are text references within the image to call the reader's attention to certain parts of the image, (see Callouts).

Styles and formatting suggestions for images and figures:

- Introduce each image with a List Intro when they are provided as examples; this doesn't apply to images within steps or numbered lists.
- Align the image with the above text or center-align the image. If the image is within a list, ensure that it appears aligned with the body text and not the bullets or numbers in the list.
- Add callouts to explain or name different parts of the image if this helps the reader to understand the image, (see Callouts).
- Group the images with any attached callouts or other linked images.
- Give each image a number and caption.

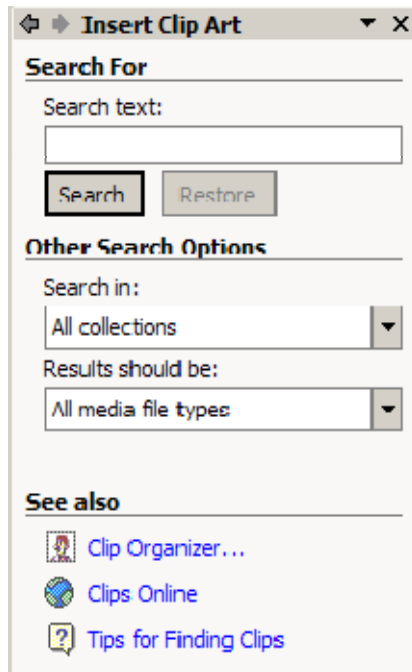
The image or figure that you want to insert can be a picture stored in a separate file, clipart present on your computer, flowchart that you want to create, auto shapes present in Microsoft Word, or a chart stored in a separate file. All these images can be inserted between text in your document using the Insert menu option.

Using Clip Art

Clip art consists of stock images that are usually free to use. The Microsoft® Office Suite contains a library of clip art that you may use with as part of your license agreement. If your publication will be distributed to a large audience or if you are charging for the finished published work, you should check the terms and copyright restrictions on any art you use.

To insert Clip Art:

1. Select **Insert** option from the menu.
2. Select **Picture** option from the dropdown menu.
3. Select **Clipart** option from the menu. The Insert Clip Art task pane appears on the right side of your screen.

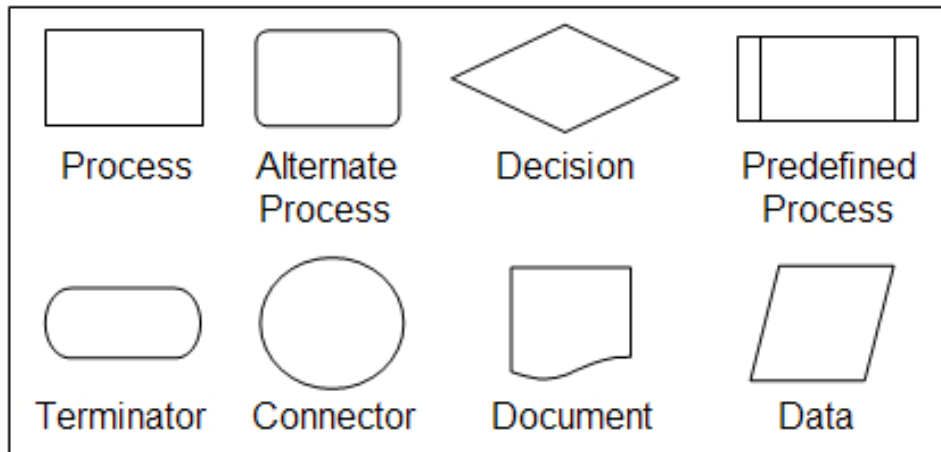


4. Use keywords to **search** for the clip art that suits your requirements.
5. Insert the clip art by **double-clicking the picture** you select from your choices presented by your search.

Flowcharts

Flowcharts are used to show relationships. They can depict the flow of information or steps in process or they can show the structure of a department, object, or process. Mainly, they are a good way of simplifying a process for the user. Flowcharts do not explain a process in great detail, and the description of the chart should be added in the later sections, but flowcharts can be used very effectively to make your user understand a complicated process at a higher level without presenting the inner details. Once the user understands the top-level design or flow, you can introduce the details in subsequent sections.

Commonly used flowchart symbols:



Styles and formatting suggestions for flowcharts:

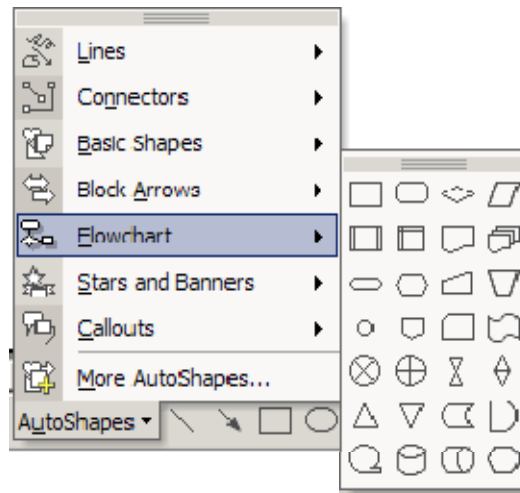
- Use known symbols in your flowcharts.
- Use a sans serif font one size smaller than the body text for the text in the flowchart.
- Use arrows to indicate the flow.
- Orient the flowchart in one direction; let the flow be in vertical or horizontal direction.
- Use connectors to continue the flowchart on the next page.

Creating Flowcharts:

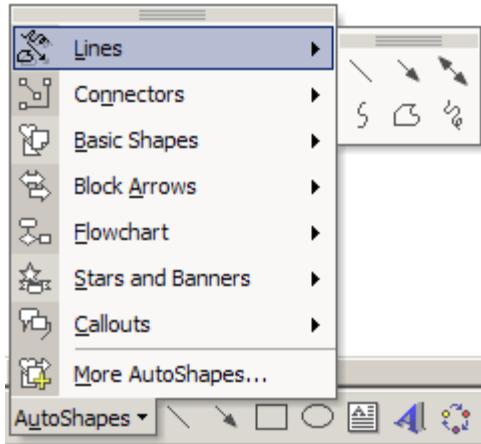
1. Click the **AutoShapes** menu button present on the Drawing toolbar at the bottom of the screen. If the Drawing toolbar isn't there, right-click on the bottom border and check **Drawing** from the list.



2. Select **Flowchart** from the menu.

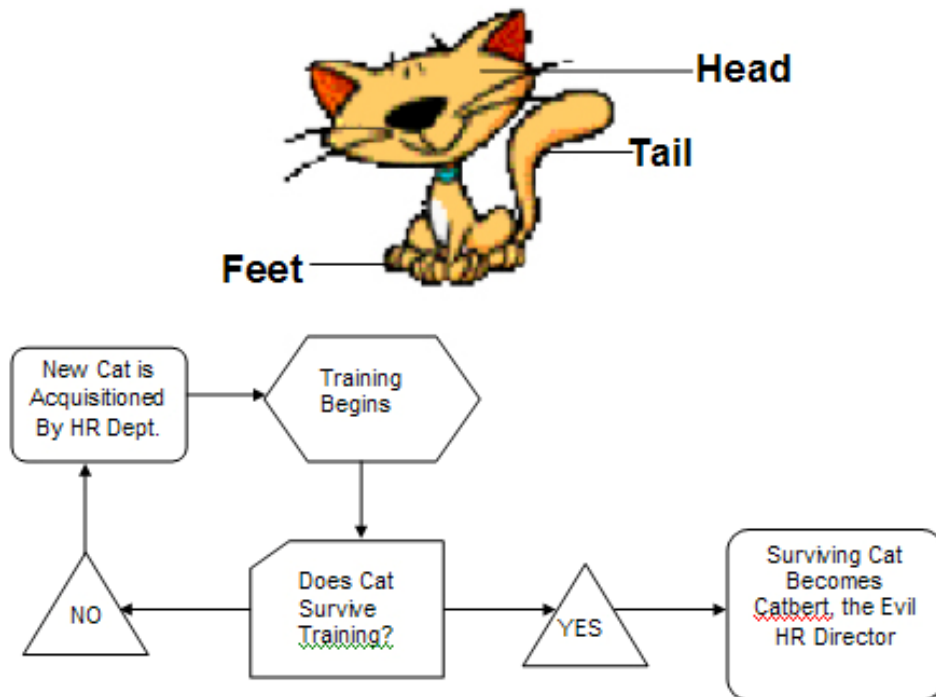


3. Select the desired **symbol** from the list of flowchart symbols. A picture box appears in your document.
4. Draw your shape in the picture box.
5. Select the **AutoShapes** button again.
6. Select **Lines** from the menu.



7. Select the desired style of lines.
8. Place the line symbol to connect it to the symbol you created.
9. Repeat steps one thru eight to finish creating your flowchart.

Following is an example of a flowchart with callouts:



Callouts

A **callout** is a visual method for associating explanations, names or text with an image, figure, or picture. A callout can also be defined as a label used to identify parts of an illustration. Each part of the image that you want to explain or named is identified using lines and text. The callout is a simple bit of text around the perimeter of the illustration, joined to the part identified with a line. The example of a flowchart also contains a few callouts.

Styles and formatting suggestions for callouts:

- Keep the callout lines parallel to each other and short in length.
- Use a sans serif font, smaller size than body text, for the callout text.
- Use numbers or legends in the image and explain the legends below the image.
- Keep your callout text brief. Avoid long sentences.
- Use thin lines in lighter shade for the callout lines. For example, draw callout lines in gray-80%.
- Avoid using arrows in callout lines.
- Group the images, callouts and caption. Grouping ensures all parts of your image moves together. To group: select all items to be grouped, then click Draw on your Drawing toolbar and select group.

Back Matter for Manuals

Most assignments in the TWRT classes do not require or even apply to having back matter. Back Matter is usually included in larger documents like manuals and guides. For some guides, you may not even need back matter. You only need to include back matter if you wish to provide your reader with indexes or more information that might go in an appendix or glossary.

Back Matter consists of:

- Glossaries.
- List of Acronyms and Abbreviations.
- Appendices.
- Supplements.
- Indexes.
- Sources cited pages (bibliographies).

Glossaries

A glossary is a list of definitions that apply to words within your manual. While this can be time consuming and intimidating, providing a glossary can be invaluable for your reader, especially if your subject matter is highly technical. Include any words in your document that might be of question to the reader. The reader's comprehension of your material depends on understanding the verbiage.

Gathering Definitions

Do not expect to get all of your definitions from your Subject Matter Experts (SME). They may not give you the information you need and may even be annoyed that you asked in the first place. Do your best to research the definitions yourself to provide the most appropriate definition for your readers. Do not plagiarize definitions from

another source. Rather, perform your research and try to put the definitions into your own words.

Some words may be proprietary to your company. In these cases, check to see if your company has a company glossary or legal definitions for these words and terms. Use company-provided and approved definitions wherever possible.

Defining Terms

You've made your list of terms and have your definitions. Place your glossary in the back of your document behind the appendices, if there are any.

Styles and formatting suggestions for writing definitions in your glossary:

- Offer the entire word in its complete form for definition. Provide any abbreviations within the definition.
- List the words and terms in alphabetical order. Terms beginning with numbers appear at the beginning of your glossary. Acronyms appear in alphabetical order within the rest of the list.
- Use the same style as your body text plus bold for your terms.
- Capitalize acronyms and proprietary terms.
- Follow the term with a colon and then the definition or expansion in regular body text. You may create a style specifically for definitions used in the List of Abbreviations and Acronyms and the Glossary of Terms.
- Keep the definitions brief.
- Change the word form when necessary to ensure accuracy of the definition or ease of defining. For instance, it may be necessary to change a noun to a verb to make it easier to define.

Validating Your Glossary

While you may not have needed your SME to create your glossary, you require your SME for fact checking. Once you've done your research and compiled your glossary, choose a SME that would best help with the specified terms. Ask your SME to correct any terms that are wrong, and validate any correct terms. Also ask the SME to mark any definitions of which he or she is unsure. After you have received it back from your first SME, send it to more SMEs one at a time to ensure consistency with your definitions.

Lists of Abbreviations and Acronyms

Most technical documentation contains abbreviations and acronyms. These abbreviations and acronyms may be widely used in common practice or may be specific to the technology within your documentation. Never assume that your reader is familiar with your abbreviations or acronyms. Provide the term in full when first using the abbreviation or acronym and for good measure, include a List of Abbreviations and Acronyms in the back matter of your document for your reader to

use as a quick reference guide for understanding abbreviations and acronyms used throughout your document.

Styles and formatting recommendations for abbreviations:

- Offer the entire term the first time it is used followed by the abbreviation or acronym within parenthesis. For example: Very High Speed Integrated Circuit (VHSIC), Association (Assn.).
- Treat your List of Abbreviations and Acronyms as you do your Glossary of Terms. List each abbreviation or acronym in alphabetical order.
- Use the same style as your body text for the abbreviation or acronym to be defined. Font should be bolded.
- Follow the term with a colon and then the definition or expansion in regular body text. You may create a style specifically for definitions used in the List of Abbreviations and Acronyms and the Glossary of Terms.

Appendices and Supplements

The inclusion of an appendix is not required for your documentation but may be helpful in making your document more complete. Your appendix should include any supplemental information pertinent to your subject matter. Appendices may include charts, samples, tables, examples and any information that may be helpful to the reader, but didn't quite fit in within the frame of the document. You may reference the specific appendices throughout your document to direct your reader to further information.

Style recommendations for copyright statements:

- Each appendix should be named according to a letter. For example: Appendix A, Appendix B, Appendix C and so on.
- Elaborate on the type of information provided by the appendix by using a semicolon. For example: Appendix A: Styles Quick Reference, Appendix B: Websites to Explore.

Indexing

Providing an index in your document is not required for all assignments but a well-built index helps your reader find information quickly and easily. While you may index as you write, it's often best to wait until you've completed writing your document before adding index entries.

There are two ways to create an index in Microsoft® Word: inserting an index through the menu or using a **concordance table**. A concordance table is the preferred method in the TWRT classes, though both are explained here.

Styles and formatting suggestions for indexes:

- Use the same style as your body text.

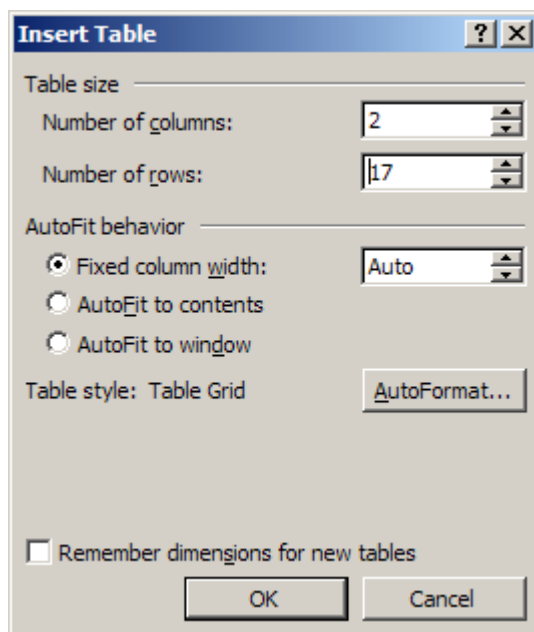
- Deal with more than just the words on the page – deal with what the words express. You are not just indexing words; you are indexing concepts and relationships.
- Size your entries appropriately. Don't make them too short or too extensive.
- Ensure accuracy in your entries. Errors are easy to miss and if not caught, are included in your index. Check for misspellings, misnomers, and incorrect page listings.
- Perform a reality check to make sure that your index entries are not misleading and do justice to what they refer.
- Index main headings (topics, tasks, etc.) to produce a “skeleton” index.
- Look for relationships between concepts.
- Group like entries together.
- Search your index for entries that might better belong in a group rather than presented individually.
- Use verbs and nouns, especially for second-level entries.
- Qualify your entries with second level entries to subdivide page ranges greater than 3 pages. Don't use naked entries.
- Index illustrations, tables and examples if they can stand alone but don't index them if they aren't going to help your readers.

Adding an Index Using a Concordance Table

Long documents in Word can be indexed easily and quickly by using a **concordance table**. A concordance table is a two-column table of terms that appear in your document and should also appear in your Index.

To create your concordance table:

1. Open a new document in Word.
2. Insert a two-column table by choosing Table → Insert → Table... and entering 2 columns and as many rows as you think you may need.



Use the **Insert Table** dialog box to customize your concordance table.

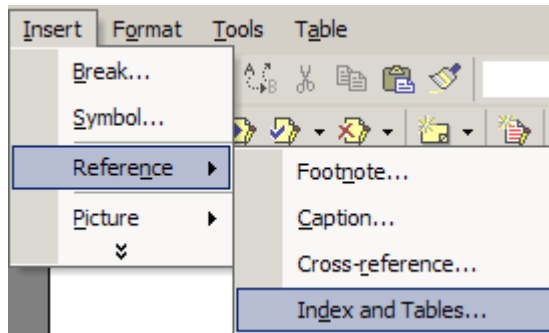
3. Click **OK** to create your table.
4. Type your table. The column on the left displays text as it appears in your document. Note that many of these words appear more than once. Consider capitalizations, abbreviations and other variants. The column on the right displays text as it should appear in the Index. Use a colon to separate Main entries from Subentries.
5. Include all variants of terms as they appear in your paper in the left column.
6. Save your table and close your file.
7. Open your document.
8. Navigate to the Index and Tables dialog box (**Insert** → **Reference** → **Index and Tables...**).
9. Choose the **AutoMark...** button. The Open Index AutoMark File dialog box opens prompting you to select your file containing the concordance table.
10. Select the file containing your concordance table and choose Open. The Indexing feature does the rest.

Marking Your Index Entries Using the Menu

You need to mark your entries before you add your index at the back of your document. Marking your index entries means that you are selecting certain text (usually heading text) to be included in the index. Be concise with your index text and choose only the text that you believe is important for your reader. Imagine that you are your audience and choose to index terms that you would probably expect to see in the index.

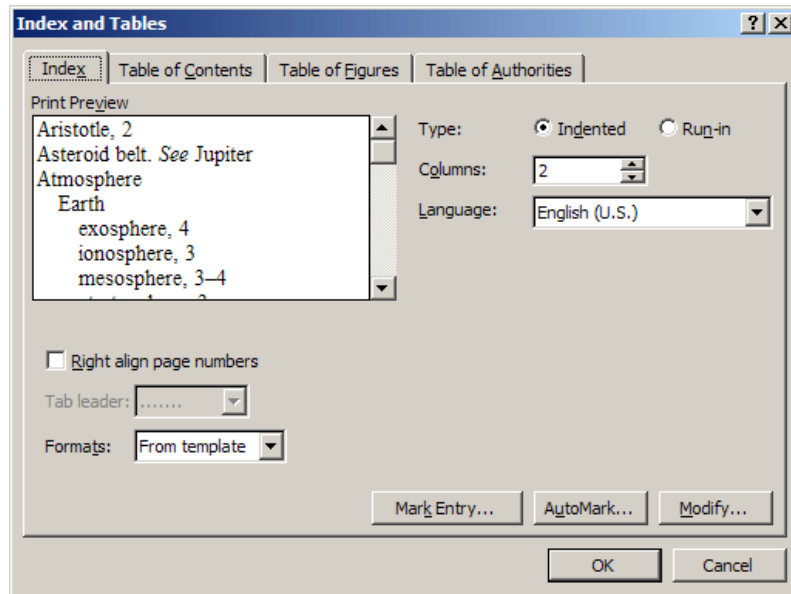
Instructions for marking your index entries:

1. Review your document scanning for terms for indexing. Try to maintain consistency and focus on one subject at a time.
2. Select the text for the index entry by highlighting it.
3. Copy the text to your clipboard for later use.
4. Choose **Insert** → **Reference** → **Index and Tables...** from the menu. The Index and Tables dialog box appears.



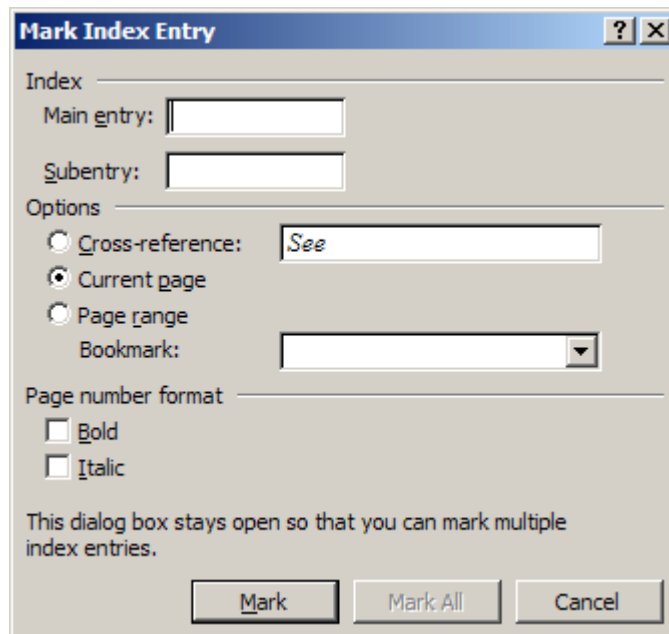
Use the menu to access the Index and Tables dialog box.

- Choose the Index tab.



The Index tab shows your indexing options.

- Choose **Mark Entry...** The Mark Index Entry dialog box appears.



The Mark Index Entry dialog box allows you to customize your index entries.

- Change the text in the Main entry box to the general term under which your index entry should appear. For example, *Indexing* would be the general term, *Marking Your Index Entries* would be the subentry. This is where copying your text to the clipboard comes in handy.
- Choose **Mark** to mark the text as an index entry. In the example in step 6, the entry would look like: { XE "Indexing:Marking Your Index Entries Using the

Menu" }. The dialog box stays open while you mark the rest of your index entries following steps 1,2,3 and 6 (skip steps 4 and 5 as long as the dialog box remains open).

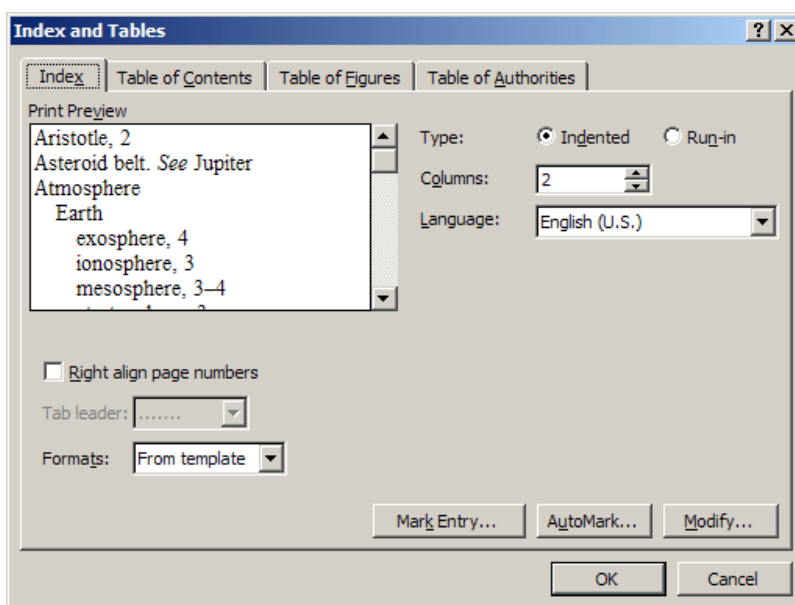
9. Continue marking entries until you are satisfied with your selections.
10. Proceed to insert your index by following the instructions in the next section.

Inserting an Index

Inserting your index is a lot like inserting a Table of Contents (TOC), (see Table of Contents). In Word, an index is a field and therefore, is dynamic and can be updated as you progress with your document. Most of the time, just like with the TOC, you need to update your fields manually. Be sure to update and check all fields before printing your final draft.

Inserting your index:

1. Navigate to the end of your document.
2. Insert a section page break (see Page and Section Breaks).
3. Choose **Insert** → **Reference** → **Index and Tables...** to reopen the Index and Tables dialog box.



The Index and Tables dialog box reappears.

4. Choose the **Index** tab.
5. Check the formatting in the Print Preview window.
6. Choose **Modify...** to change the appearance of your index. You may use the other options offered directly on the Index and Tables dialog box to make additional formatting changes.
7. Click **OK**. Your index appears in the location you selected at the end of your document.

Updating Your Index

If you make changes to your document that affects the marking or pagination after you've inserted your Index, simply click anywhere inside your Index and press F9. The Index automatically updates.

Works Cited and Bibliographies

Citing Sources is extremely important when writing documentation, even technical documentation. The type of citation you use depends on the requirements of the assignment and your instructor. Some instructors insist upon the Modern Language Association (MLA) format. Others prefer the American Psychological Association. Sources may be cited either within the paragraph as a parenthetical citation (MLA or APA) or may be done using footnotes.

Sources cited within your text, with footnotes, or endnotes must be included in the back matter in a bibliography or a works cited page. For information on MLA or APA standards, see their respective books. You can find these resources at your local library or bookstore and they are updated regularly.

Appendix: References

You might find the following books useful for your TWRT projects:

Langer, Maria, *Microsoft Office Word for Windows 2003*, Berkeley: Peachpit Press, 2004.

Aaron, Jane, *The Little, Brown Compact Handbook*, Reading: Addison Wesley Educational Publishers, Inc., 2001.

Strunk Jr., and White, E.B., *The Elements of Style*, Needham Heights: Allyn and Bacon, 1979.

Webster's Encyclopedic Unabridged Dictionary, New York: Random House Value Publishing, Inc., 1996.

The Staff of the Princeton Review, Grammar Smart, New York, Villard Books, 1993.

Supplement: Publishing a Manual

Producing Your Guide or Manual

To produce your manual, you have to determine paper size, layout of your manual page, selection of page and cover paper stock, printing, and binding of your manual. Notice that you can accomplish most of the setup process with one invocation of the Page Setup dialog box, but for the sake of clarity, instructions are included for the different varieties.

While developing your manual you must complete the following steps:

1. Determine your page size
2. Determine your page layout
3. Create your style template
4. Choose the page paper and cover paper weights
5. Print a first draft copy
6. Choose your binding method

You are ready to determine your page size and page layout once you have your first draft. Draw a left page and a right page lying side by side to visualize the layout. If you're binding your document, you cannot finalize the layout until you know whether you'll choose a lay-flat binding or one that does not allow the pages to lie completely flat. Make your size and layout choices early and experiment with them, so that you are not rushing in the last weeks of the quarter. This process requires time.

Determining Your Page Size

Once you have some initial material you are ready to format your document. The first choice to make is the size of the page. Microsoft Word allows you to set up your page size, margins, and page layout options by using the Page Setup dialog.

The most common page sizes are 8.5" by 11" and 7" by 9". Companies often provide hard copy manuals in the 7 by 9 format. For example, suppose that you choose page size 7" by 9".

To set your document page size to 7" by 9":

1. Click on the **File** pull down menu and click on **Page Setup**. The *Page Setup* dialog box appears. Notice the tabs for *Margins*, *Paper Size*, *Paper Source*, and *Layout*.
2. Click on the **Paper Size** tab. The Paper Size section appears.
3. Set the *Width* field to 7".
4. Set the *Height* field to 9".

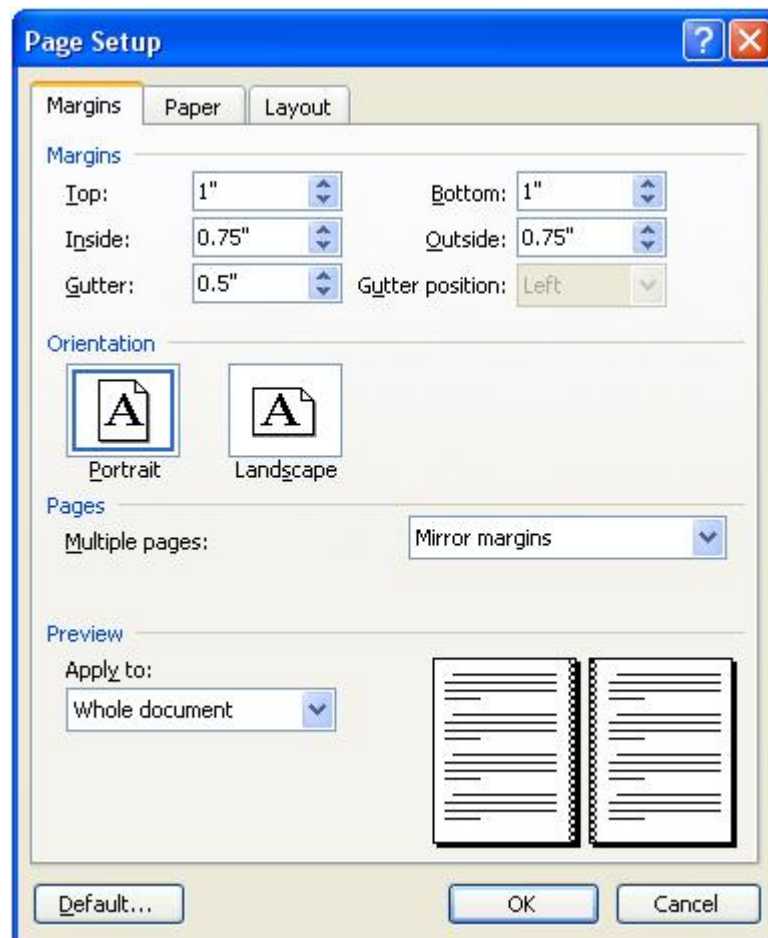
5. Leave the orientation as Portrait since that is the most common orientation.
6. Make the selection to the *Whole document*.
7. Click the *OK* button when finished.

Gutters

The gutter is the area next to the vertical edge of the paper that goes underneath the binding. Before you determine your gutter, decide whether or not your document needs binding or whether can be stapled. For larger documents such as manuals and guides, you need to plan for binding and determine what kind of binding to use. If you are binding your document, give 3/4" spacing for both spiral bound and staple & tape bound manuals.

Setting the gutter to 3/4":

1. Click on the **File** menu and choose **Page Setup**. The *Page Setup* dialog box appears. Notice the tabs for *Margins*, *Paper Size*, *Paper Source*, and *Layout*.
2. Click on the **Margin** tab. The following task pane appears:



3. Set the *Gutter* field to 0.5".

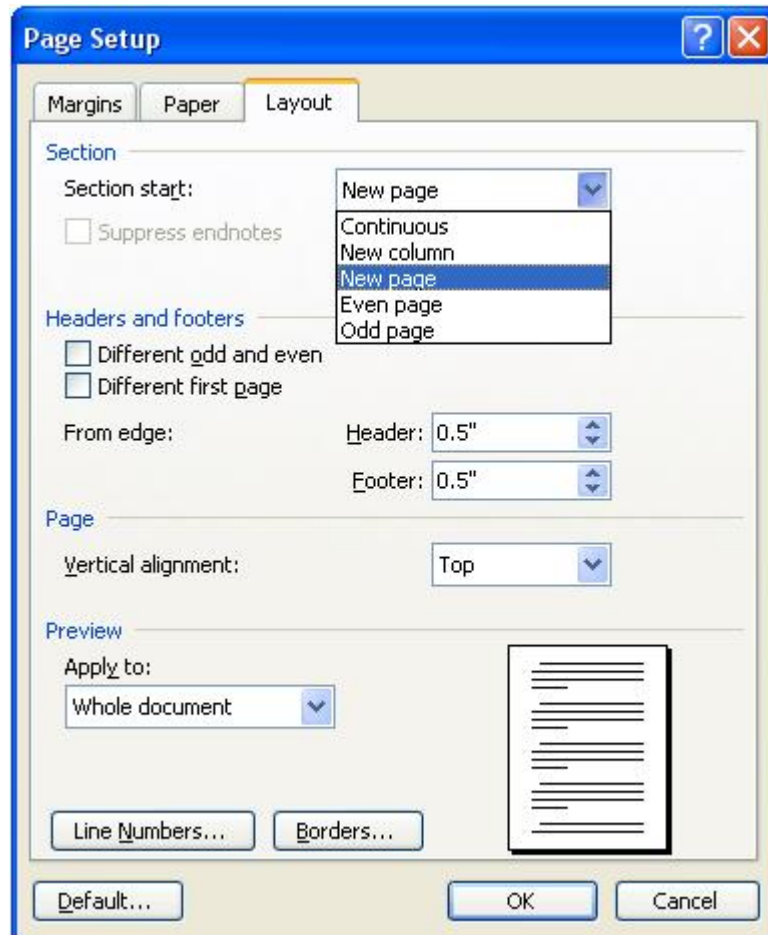
4. Make sure that *Gutter position* is set to *Left*.
5. Click **OK** when finished.

Different Left and Right-Side Pages

Having different left and right sides helps you to designate page numbers, chapter titles, and document titles to predetermined locations on your pages. For example, you might want the page numbers to always show

Setting different left and right-side pages:

1. Click on the **File** menu and choose **Page Setup**. The Page Setup dialog box appears. Notice the tabs for *Margins*, *Paper Size*, *Paper Source*, and *Layout*.
2. Choose the **Layout** tab.
3. Click on the Section start pull down menu. Look at the selections.



4. Choose *New page*, *Even page*, or *Odd page*, depending on the desired effect.
5. Click **OK** when finished.

Page and Section Breaks

A break is a place where the type is divided as in at the end of a paragraph or a page.

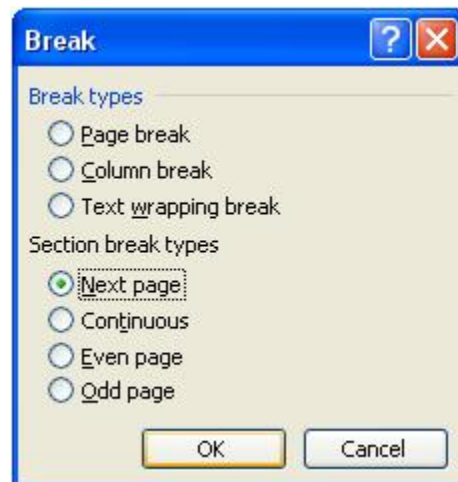
Page breaks simply break the text up into multiple pages without changing the headers, footers or any other page layouts. Section breaks are more complex.

Section breaks allow you to apply different text to your headers and footers on different pages. For instance, if you want to have your page numbers in Roman numerals in your front matter, but have standard format numbers in the document body, then you need a section break to tell Word to treat these sections differently.

You must create section breaks if you want to create separate headers and footers for each chapter or major sections. If a section break specifies the new section starts on an odd (right side) page, Word may create a blank even page at the end of the previous section. This page is numbered (though the page number does not show), but does not contain content in the header and footer. You must first set up the way the section starts using the Page Setup dialog box before setting the section breaks.

Creating a *Next page* section break:

1. Click on the **Insert** menu and choose **Break**. The following task pane appears:



2. Select **Next page** under the *Section break types* area.
3. Click **OK** when finished.

Headers and Footers

Headers and footers are aptly named for the area at the top and at the bottom of your page. The headers and footers lie within the margin. You may not use this area for most of your assignments such as memos, résumés, letters, etc. The header and footer space is important, however, for longer documents like

guides, manuals and any document that spans more than a page or two. Inside the header or footer, you may include information such as the document title, your name, the page numbers and sometimes chapter titles and section names.



Headers and footers are mainly used in documents longer than two pages. Be sure to include your name, your team members' names and page numbers in the header or footer of documents over two pages long. Your teacher may have preferences of what goes into your assignment headers and footers.

Working with Headers and Footers Together

You can choose to have the header on odd pages to the right and the header on the even pages to the left. You can also have the document title in the odd page header and the major section or chapter title in the even page header. You can use the same mirroring for the footers on odd and even pages.


Document Headers and Footers

Headers and footers are consistent throughout your document if you don't use any section breaks or choose not to link them to previous headers and footers. If you don't know what this means, don't worry, it's covered in the next section, Section Headers and Footers.

Entering content into your headers and footers:

1. Place the cursor on the first page of your document.
2. Click on the **View** menu.
3. Choose **Header and Footer**. Notice the Header and Footer dialog box.



4. Enter your header content as you want it to appear in your manual.
5. Click the  button to switch to the footer.
6. Enter your footer content as you wish it to appear in your manual.
7. Click **Close** when done.


Section Headers and Footers

The content in your headers and footers depends on the type of document, the document length and the requirements given to you by your teachers. In

larger documents, like a guide or manual, you should have different information in the headers and footers in different sections of your documents. For instance, you may want to have your chapter titles appear in your headers, but they may change every few pages. Use section breaks first to separate the different sections, such as at the end of each chapter.

The headers and footers on the first page of your manual are often different than the headers and footers in the rest of your document. For instance, you may not want page numbers in the headers or footers on your first page but want them on all the subsequent pages. Use a section break at the end of your first page to help you maintain different headers and footers.

Setting different header and footer content:

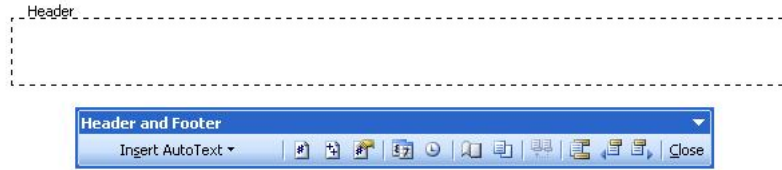
1. Create a section break before the page that should contain your new header/footer information.
2. Place the cursor on the first page of your section.
3. Immediately turn off *Linked to Previous*  in each header and footer (Left, Right, First page) in the second section. Note that you must turn off *Linked to Previous* for a header or footer before you make any modifications to that header or footer.
4. **Modify the headers, footers**, etc in the section as you desire. By doing this only after you have turned off *Linked to Previous* you avoid inadvertently modifying the headers and footers in the previous section.
5. **Proceed to generate text and additional section breaks as needed.** The default is now *Not Linked to Previous* wherever (Right footer, Left header, First page footer, etc) you set it that way the first time.



Entering Page Numbers

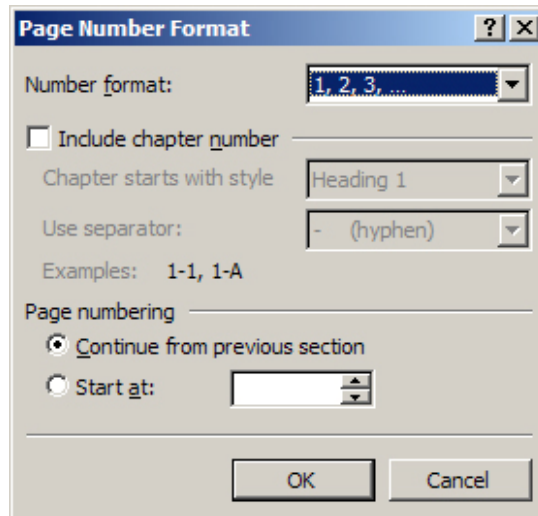
Headers and footers can contain page numbers. Decide if you want the page numbers in the header or footer. Word allows you to insert page numbers through the insert menu as a graphic, which you can move around easily, but this method is instable and can lead to headaches with larger documents containing multiple sections. Although Word has different ways to insert page numbers, the easiest way is to insert appropriate auto-text in the header or footer using the header/footer dialog box.

Entering and formatting page numbers in your header or footer:

1. Click on the **View** menu.
2. Choose **Header and Footer**. Notice the Header and Footer dialog box.



3. Place your cursor at the place where you want to place your page number (you may have to create a tab for this placement).
4. Click the **Insert Page Number** icon: . Your page number field is inserted and automatically updated on each page containing this footer.
5. Format your page numbers by clicking the **Format Page Numbers** icon: . A dialog box appears.



6. Choose the **number format** (Roman numerals, Arabic, or other) from the pull-down menu.
7. Choose whether or not to continue page numbering or start at a different number. Your front matter should have Roman numerals; the rest of your document should have a different format and should restart at 1.
8. Click **OK**.

Selecting Your Paper

After you have printed your first draft, you are ready to determine the page paper and cover materials you need to use for your manual. You must consider paper weight, surface type, color, and cost.

Paper weight is the thickness of the paper. Although 24 weight paper is adequate for one-sided printing, it is not thick enough to avoid bleed-through of images and bold print from the other side of the page. The recommendation for manual pages is 60 weight copy paper or sealed surface

paper. The recommendation for the cover of your manual is 60 weight or 65 weight cover stock paper.

The best color for your pages and cover stock is a brilliant white, 96 bright or better. This ensures that your graphics will reproduce in true and bright colors.

There are several sources of page and cover materials in the South Bay. Office Max, Office Depot, and Fry's Electronics all have paper and covers at reasonable prices, but the page sizes are 8.5" by 11" or 8.5" by 14", which means that you must cut your materials to fit your page size. They do not have heavy weight papers. Kelly Paper can provide your materials at a good price and at your specified size without extra expense. See the Resources section.

Cutting Your Paper

Whether to cut your paper to 7"x9" before or after printing depends on your printer driver. Some printer drivers will correctly align the odd and even pages directly behind each other on the same page, whether the paper is pre-cut or not. Some printers won't take a pre-cut piece of paper at all. Some printer drivers will correctly align the odd and even pages when the paper is pre-cut, but not when printing to 8.5"x11" paper, even though the printer settings are identical. Sometimes the paper tray is set for different size paper based on a single sliding guide on one edge of the paper, or on two linked sliding guides that hold the paper in the middle of the paper tray, determining whether the printer will print both sides in the middle of an 8.5"x11" piece of paper. You have to experiment with your own printer setup, keeping in mind these possibilities.

Printing Your Manual

Printing can vary greatly depending on the printer, ink, and paper used. The tips below can help guide you through printing to the best possible result.

Always keep "Scale to fit" turned OFF in your printer settings.

A PDF file prints out nicer than the original Word document. Even if you do not see the difference, in many cases printing is faster and fonts truer.

The two sides of a sheet of paper may print with different image crispness. Most paper has a front and back side, and printing does not occur identically on the two sides. This is especially true of shiny paper, which may be shinier on one side than the other, but is also true of matte paper. If you can identify the side of the paper that generates the better print, print the odd pages on that side.

If you print on two sides of the paper by first printing odd pages, then returning the printed paper to the paper feeder and printing even pages, make sure to let your pages air dry before printing on the other side. Also make

sure to not handle the pages very much until they are completely dry, as print may smudge or come off.

If you print on two sides of the paper by first printing all odd pages, then returning the printed paper to the paper feeder and printing all even pages, never be tempted to examine your odd pages before you have printed the even sides also. You can easily lose track of the correct order of the odd pages, which may mess up your odd-even page correspondence in the printer.

If you choose to print copies of your manual at home or school, use the following method to print two-sided pages:

1. Put paper in the printer paper feeder.
2. Open your document and put the cursor on the first page.
3. Click on the File pull down menu and click on Print.
4. In the Page range section, select Current page.
5. In the Copies section, select the number of copies to print.
6. Click OK.
7. Place the copies face down in the printer paper feeder.
8. Put the cursor on the next page.
9. Click on the File pull down menu and click on Print.
10. In the Page range section, select Current page.
11. In the Copies section, select the number of copies to print.
12. Click OK.
13. Continue steps 1 through 12 with successive pairs of pages.

Binding Your Manual

Spiral-bound and staple&tape-bound are two methods of binding that are reasonably priced for a college project manual. Examine the sample manuals your instructor brings to class and choose the best method for your manual.

The spiral -bound method must be done by a print service, such as Kinkos. Kinkos can also produce your manual as staple&tape-bound. Visit a Kinkos store to learn more about what they can do for you.

You can bind your manual with staples and tape at home. You must have a good stapler, like the medium size Swingline model. You must have binding tape or a heavy construction paper. You can obtain binding tape from University Arts. See the Resources section.

Printing Resources

You can find a very good selection of papers at good prices at Kelly Paper, in Palo Alto or Santa Clara. Get the free Kelly Paper Price Book while you are

in the store. If you order a week in advance, Kelly Paper will cut the paper to your size at no extra charge. Visit Kelly Paper at <http://www.kellypaper.com/>.

University Arts, in Palo Alto or San Jose, has various construction papers and book binding tape in black or white for about \$12 a roll. Visit University Arts at <http://www.universityart.com/>.

Kinkos Copiers are in every town in the South Bay. Kinkos can print and bind your manual, either spiral-bound or staple&tape-bound. Visit Kinkos at <http://www.kinkos.com/>.

Glossary of Terms

Acronym: a word formed from the initial letters of a series of words.

Alert: a message that requires attention.

Appendix: supplemental material collected and provided at the end of a book.

Body Text: the typed portion of a page, the content, excluding headings and other title styles.

Bulleted List: a list element indicated by a bullet at the beginning of each line. These are used to present unordered information.

Callouts: text that explains a portion of an illustration.

Content: the meaning or message contained in a document.

Context: circumstances and conditions surrounding an event.

Copyright: exclusive rights granted for a limited time to protect original work.

Endnotes: citations within text that applies to information provided at the back of a document.

Footnotes: citations within text, usually a superscripted number, that refers to information at the bottom of a page.

Formatting: the size, style, type, page layout, attributes, margins, printing requirements, etc. for a publication or document.

Gerund: verbal form ending in *ing*.

Gutter: white space formed on the inner margins of facing pages.

List Intro: a line of text used to introduce a bulleted or numbered list.

Mirror Margins: opposing margins, left and right, often used for documents that require binding.

Numbered List: a list element indicated by a number at the beginning of each line. These are used to indicate steps that must be completed in order.

Page break: a break inserted manually to separate pages or create a new page.

Parallelism: aligning text on the left consistently throughout styles.

Parenthetical Citation: citing of sources within parentheses at the end of a line. Refers to information at the end of a document, usually in a bibliography or works cited page.

Plagiarize: copying the intellectual property of another and claiming it as one's own.

Procedure: a sequence of steps to instruct in how to perform a task.

Sans Serif: fonts without serifs, little lines at the edges of characters such as letters and numbers.

Section Breaks: breaks between sections of a document that are necessary for having different header and footer content.

Serif: fonts with serifs, little lines at the edges of characters such as letters and numbers.

SME: Subject Matter Expert.

Style: a manner of expression used in writing, particularly word choice, formatting, and punctuation.

Syntax: grammatical arrangement of words in sentences.

Templates: a document with predefined styles, formatting, and sometimes elements of design.

Verbiage: wording or manner in which ideas are expressed in a document.

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