

**Aptis**

*Handbook for Technical Writers*

## Copyright

*Handbook for Technical Writers*

### **Publication Date: 8/29/00**

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# Chapter 1

## General Doc Practices

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### **Topics Discussed In This Chapter:**

*Publishing Overview, 3*

*Adding a New User in CommVergence, 5*

*Capturing and Saving Screens, 12*

*Indexing, 15*

*Setting Up the Master Index, 25*

## Overview of This Book

This book is a compilation of various approaches and procedures used in the Technical Writing and Documentation team's work. It is, and probably will remain, a work in progress.

As processes and procedures change and evolve, so will this book. As existing procedures are documented, this book will be augmented. Stay tuned for further developments.

As of this writing, the following topics in this chapter are acceptably complete:

*Publishing Overview, 3*

*Adding a New User in CommVergence, 5*

*Capturing and Saving Screens, 12*

*Indexing, 15*

*Entry Screens, 23*

The following topics are acknowledged to “need work”:

*Setting Up the Master Index, 25*

*Referring to Other Books in the Collection, 26*



# Publishing Overview

Billing Concepts documentation is designed to serve two types of customer need:

- Procedural documentation, which provides users with step-by-step methods to accomplish tasks using our product, and
- Reference documentation, which provides users with specific information about the meaning of fields displayed on screens throughout the system.

We organize the main body of our book into functional units designed to fulfil the need for procedural documentation. We provide a Field and Screen Guide in an appendix to meet the need for reference documentation. That appendix is the topic of a later section in this chapter.

## Organization of Volumes

Each book in the Aptis documentation series contains the following parts:

- Title Page and Cover;
- Table of Contents;
- List of Figures;
- List of Report Figures, if necessary;
- Chapters, which contain the procedures and conceptual material needed for understanding them;
- Appendices, which contain procedures common to all modules in the system and which contain the field and screen reference material mentioned earlier in this chapter, and
- Index.

The technical writer assigned to the book is responsible for the production of the entire volume. As noted in other sections of this book, the documentation team has implemented procedures to ease the development of each of the individual sections, but the responsibility for activating those procedures remains with the assigned writer.

In general, the first chapter of each book will describe the organization of the book, introduce technical terminology used throughout the book, provide background sufficient for a generally informed reader to understand the purpose of the module and under what circumstances the procedures explained in the book are to be undertaken. If the topic of the book includes a long “super-procedure,” such as running a billing, the first chapter should outline, with a brief explanation, the major steps involved in the “super-procedure,” with cross-references to the sections of the books which detail those steps. Finally, the initial chapter should provide step-by-step instructions, with screen shots, leading the user to the initial screen (if any) from which most if not all of the procedures in the book begin.

## Organization of Chapter

Each chapter begins with a Chapter Title Page which contains the following elements:

- The LTOC (Local Table of Contents) heading, produced by the LTOC Heading format, and
- A cross-reference to each Heading 2 in the chapter, in LTOC format. The author is responsible for creating these entries.

The text of each chapter begins with an overview which introduces users to the concepts and procedures explained in the chapter. If the subject of the chapter involves a series of processes which must be performed in a prescribed order, the overview presents that order, with cross-references to the processes and an explanation of why the prescribed order is necessary. If most of the procedures in the chapter start from a common menu or screen, the overview should include step-by-step instructions, with screen shots, to access that menu or screen.

After analysis of the procedures involved in the chapter, the author will divide the material into discrete procedures, each of which will constitute a section of the chapter.

## Organization of Section

Each section will detail the step-by-step actions needed to accomplish a particular procedure. Each section will begin with an overview which:

- Discusses for users the conditions under which the procedure covered will be executed,
- Explains, in general, what data are generated, changed or removed by the procedure and how those data are used, and
- In cases where inappropriate application of the procedures could result in data loss or degradation of database integrity, warnings and/or cautions should be included, in text format.

A Quick-Key Path from the main screen of the application to the screen on which the user initiates the procedure follows the overview. The individual steps which comprise the procedure follow the path.

Each step should be a complete entity, indicating the screen the user should be viewing when initiating the step, the action the user needs to take, and the screen (or message) the user will view when the action is complete. A screen shot of this screen (or message) should follow the step.

## Adding a New User in CommVergence

When a new writer joins the group, the editor must assure that he or she has access rights to the CommVergence system. This should be done to correct the situation when the user gets a “Not authorized to any Major/Minor” error message.

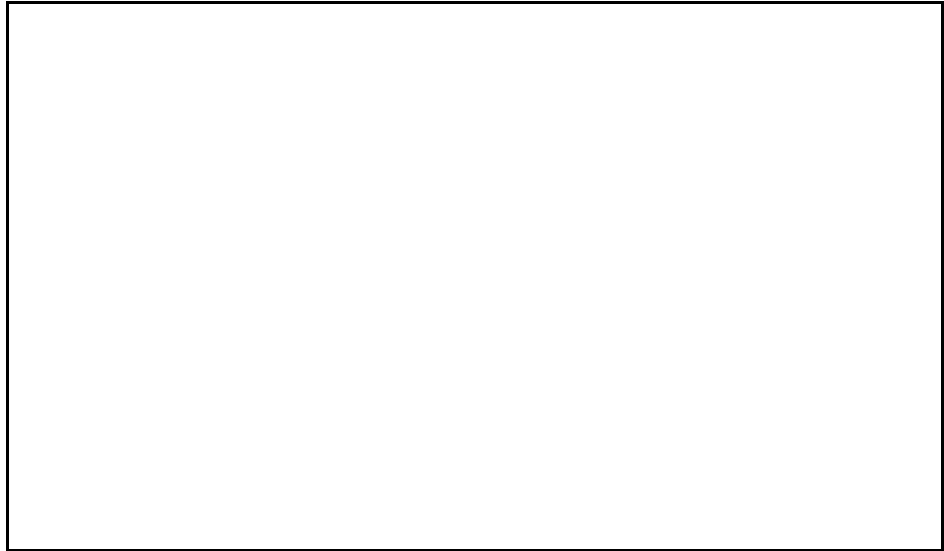
The process takes place in two steps:

- Add a new user to the system
- Select major/minor pairs for the user.

To add a new user to the system:

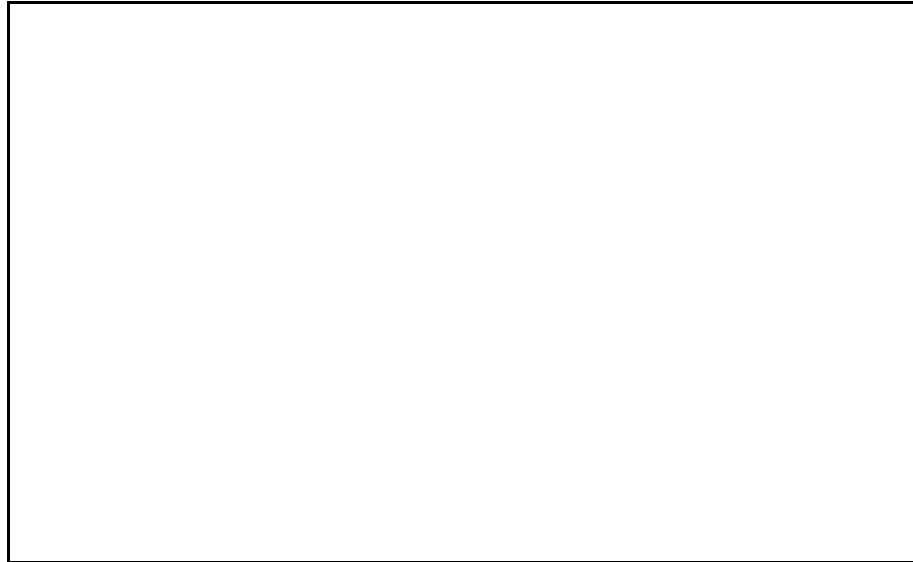
1. Activate the version of CommVergence to be used. Generally, the command to do this will be STRDOC, although if the changes to be documented exist on another system, a different command may be used.
2. At the Mainscreen, press F2 (MAINTENANCE). The CommVergence Set Up menu will display. (See Figure 1.)

Figure 1: CommVergence Set Up



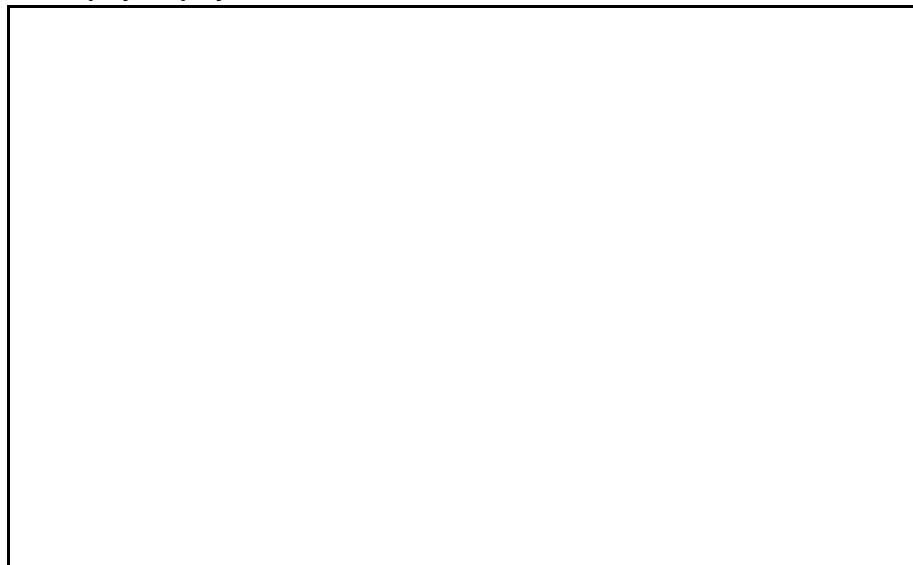
3. On the CommVergence Set Up menu, choose option 6 (SECURITY MAINTENANCE SYSTEM SET UP) and press ENTER. The Security System Setup menu will display. (See Figure 2.)

**Figure 2: Security System Setup**



4. On the Security System Setup menu, choose option 4 (EDIT USER AUTHORITY) and press ENTER. The Display Employees screen displays. (See Figure 3 on page 6.)

**Figure 3: Display Employees**



5. On the Display Employees screen, type the username of the employee and press ENTER. The screen will redisplay.

***If the user is already in the system,***

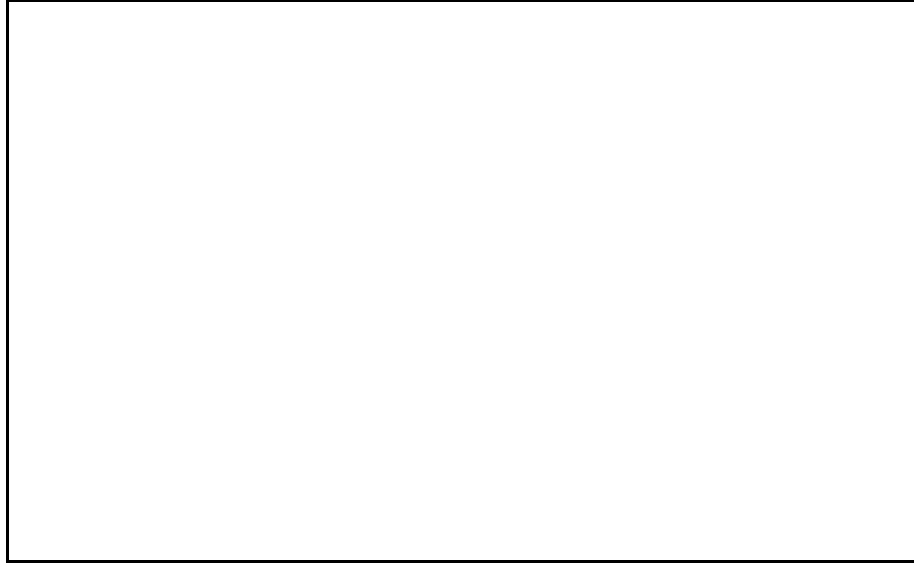
The screen will position on that user. This is undesirable. Contact someone to find out more about this.

***If the user is not in the system,***

The screen will position to the user whose username is closest to that of the one you entered. This is what is expected; continue to step 6.

6. On the Display Employees screen, press F9 (ADD EMPLOYEE). A blank Edit Employee/User Record displays. (See Figure 4.)

Figure 4: Edit Employee/User Record

A large empty rectangular box with a thin black border, representing the Edit Employee/User Record screen. It is currently blank, showing no data or form fields.

7. On the Edit Employee/User Record, fill in the following fields:

***User Code:***

The username of the person you are adding

***First Name***

The first name of the person you are adding

***Last Name***

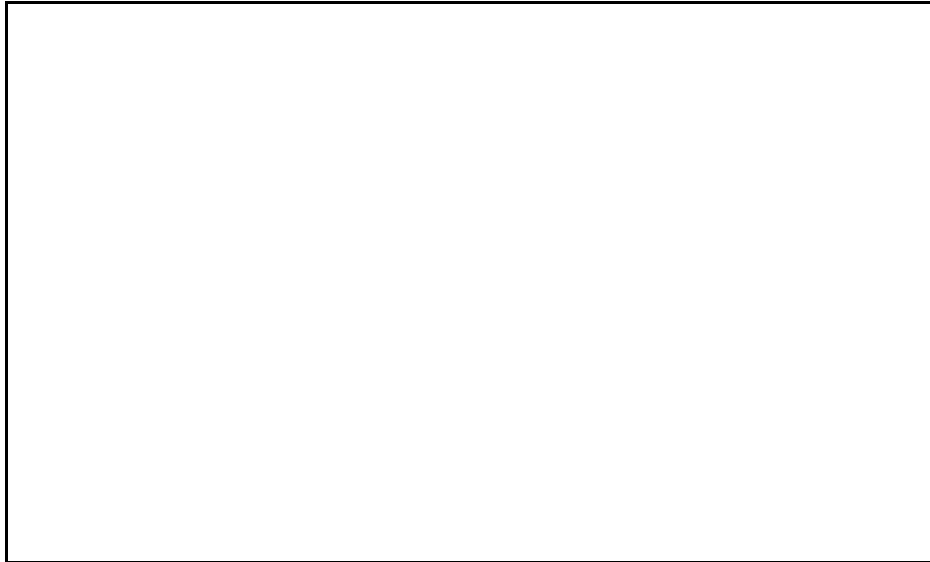
The last name of the person you are adding

***Type***

Enter R (RADIO). This allows the system to assign that person a trouble tickets.

***Dispatch Ofc***

Press F4 (PROMPT). The Select Dispatch Office screen displays.(See Figure 5 on page 8.)

**Figure 5: Select Dispatch Office**

On the Select Dispatch Office screen, use the **TAB** key to move the cursor to the desired dispatch office (at this point, it doesn't really matter which one), type **1** (**SELECT REQUEST**) and press **ENTER**. The Edit Employee/User Record screen will display, with the value you selected entered into the Dispatch Ofc field.

8. When you have finished entering information into the Edit Employee/User Record screen, press **ENTER**. A Confirm Prompt will display. Press **Y**. The Display Employee screen displays. (See Figure 3 on page 6.)

You have now added that user to the employee file. Press **F3** (**EXIT**) until you return to the CommVergence Set Up screen.

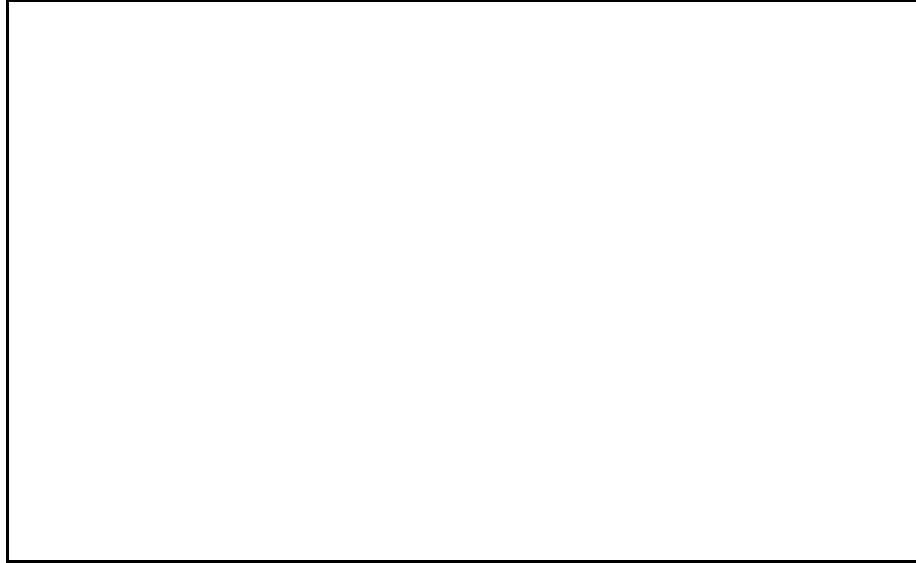
To select major/minor pairs for the user:

1. On the CommVergence Set Up screen, select **5** (**GENERAL SYSTEM CODE TABLES**) and press **ENTER**. The General System Code Tables menu will display. (See Figure 6.)

**Figure 6: General System Code Tables**

2. On the General System Code Tables menu, select 27 (EDIT EMPLOYEE/USER) and press ENTER. The Edit Employee/User screen will display. (See Figure 7.)

Figure 7: Edit Employee/User

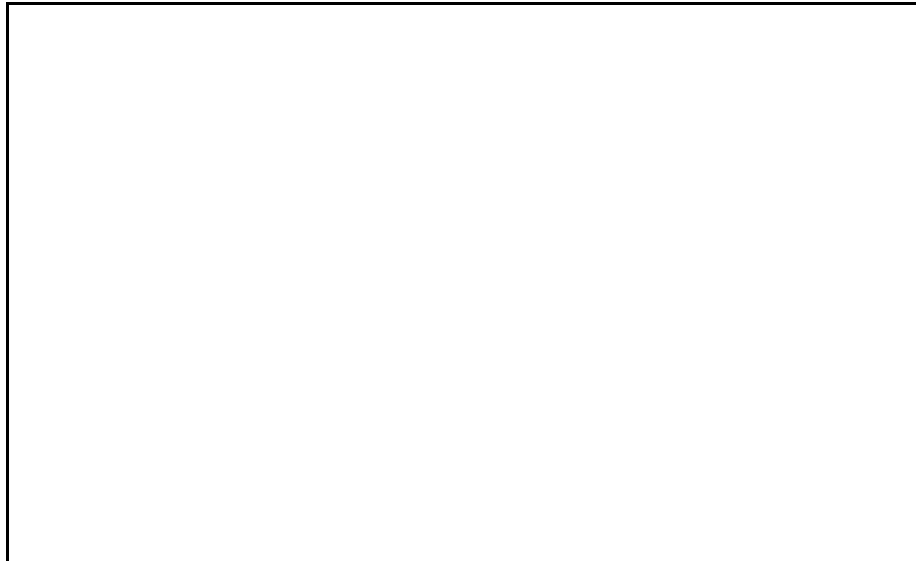


3. On the Edit Employee/User screen, type the username of the person you are entering in the Empl/User field at the top of the screen and press ENTER. The screen will redisplay, showing the entry for that user.

**Caution:** *If it does not display the proper user, or if an error message displays, something has gone wrong. Get help.*

4. On the Edit Employee/User screen for the user you are adding, press F6 (BE ENTITY). The Edit Empl/User/Business screen will display. (See Figure 8.)

Figure 8: Edit Empl/User/Business

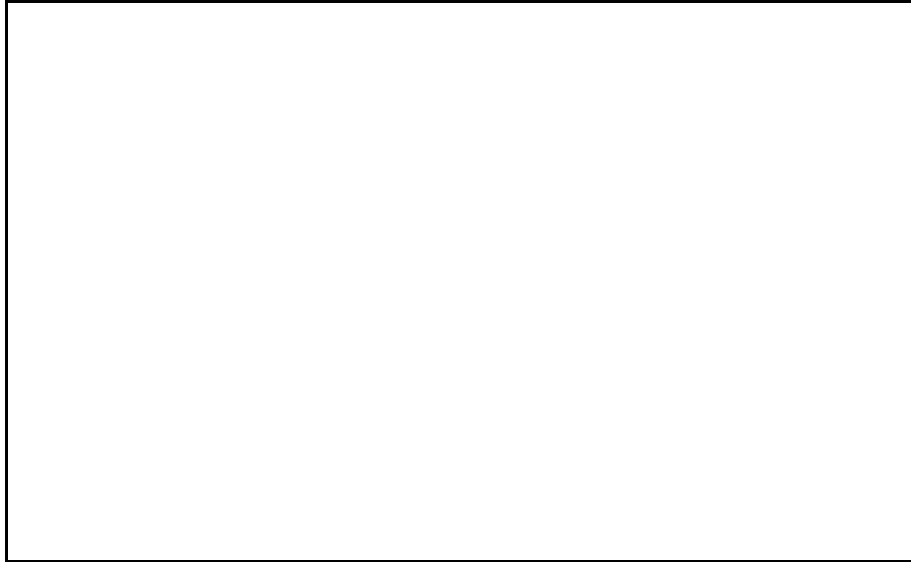


5. Type the username of the user you are adding into the position field at the top of the screen and press ENTER. The screen will redisplay, indicating that this user is not yet in the file.

**Caution:** *If the user does in fact show on this screen, something has gone wrong. Get help.*

6. On the Edit Empl/User/Business screen, press F9 (ADD). A blank Edit Empl/User/Business screen displays. (See Figure 9.)

**Figure 9: Blank Edit Empl/User/ Business**



7. On the blank Edit Empl/User/Business screen, enter one record for each Area/Site combination to which you want to authorize the new user.

In the Empl/User field, type the username of the person you are adding.

In the Area field, press F4 (PROMPT). The Select BE Major/Minor screen displays. (See Figure 10.)

**Figure 10: Select BE Major/Minor**





Move the cursor to an Area/Site combination, type 1 (SELECT REQUEST) and press ENTER. The Edit Empl/User/Business screen redisplay, with the values you selected in the Area and Site fields.

In the Typ field, type AU. (I don't know what it means, but that's what nearly all of them are..)

In the Def field

***If you want this to be the default major/minor for the user,***

Type Y

***If not,***

Type N.

When you have filled in a record for all Area/Site combinations, make sure that exactly one of the records has a Y in the Def field. Then press ENTER. The Edit Empl/User/Business screen will redisplay. (See Figure 8 on page 9.)

You have finished authorization for this employee.

## Capturing and Saving Screens

Screen shots provide important visual landmarks for users, to ensure that they have completed an instruction or series of instruction correctly. You should include a screen shot at every milestone in a procedure.

We use two programs to create a screen shot: Paint Shop Pro and Image Robot. Paint Shop Pro is used for capture and initial editing of the screen shot. Image Robot is used to convert the bitmap (.bmp) produced by Paint Shop Pro into the .gif format we use in the FrameMaker documents.

### Setting up Paint Shop Pro for capture

1. After launching Paint Shop Pro, select **CAPTURE > SETUP**. The Capture Setup dialog displays.
2. Within the Capture option box on the Capture Setup dialog, click the Oobject radio button.

This sets your Capture utility to grab whatever application object you are focused on. An object ranges from a field/button to an entire window, thus giving you the widest range of capture options.

3. Within the Activate Capture Using option box on the Capture Setup dialog, click the radio button for whichever capture method you are most comfortable using.

Most of the team prefers a right mouse click, but some may prefer a function key or other keystroke.

In general, we do not use the Include Cursor option; it can create false emphasis to a particular area in a capture.

4. Click the OK button.

### Setting up Image Robot for conversion

1. Within Image Robot, select **SCRIPT > OPEN**. The Open Script File dialog displays.
2. Navigate the file structure to locate the directory Documentation/Program Files/Image Robot.
3. Choose the appropriate script:

***If you are documenting a GUI application,***

choose 256GIF to 16GIF.jsc

***If you are documenting a greenscreen application,***

choose NewColorConverter050698.jsc

4. Click OPEN. The JASC Image Robot window will display.

## How to capture a screen shot with Paint Shop Pro

1. In the program being documented, display the screen you wish to capture.
2. Make Paint Shop Pro the active application and press **SHIFT+C**. The screen you wish to capture will become the active application.
3. Click the right-hand side mouse button (if that is what you indicated in the **ACTIVATE CAPTURE USING** option on the Capture Setup dialog; if not, use whatever option you chose there). Control will return to Paint Shop Pro; a document containing an image of the captured screen will be the active document.
4. Select **FILE > SAVE AS**. The Save As dialog box will display.
5. Navigate the file structure to locate the correct folder in which to save the screen shot. Use the screen title of the captured screen as the file name.

***If you are documenting a green-screen application,***

Use type Windows or OS/2 Bitmap (.bmp).

***If you are documenting a GUI application,***

Use type Compuserve Graphics Interchange (.gif).

Remember to use this name as the Figure Title, as this will make changing the book at a later date easier. Click **SAVE**.

## How to use Image Robot to convert a graphic

1. Make sure the appropriate script is in place (GUI Bitmap to GIF.jsc for GUI applications; NewColorConverter050698.jsc for greenscreen). The name of the screen appears in the title bar of the Image Robot window. If the proper script is not in use, see *Setting up Image Robot for conversion* on page 12 for instructions to open it.
2. Click **START**. The Batch Process Input Files dialog box displays.
3. Navigate the file structure to locate the folder in which you saved the .bmp file during the capture operation. Click on that file to highlight it; then click **NEXT**. The Batch Process Output Options dialog box will display.
4. On the Batch Process Output Options, make sure that
  - The Save as Type contains GIF - CompuServe
  - The Sub type contains Version 89a - Noninterlaced

If necessary, make the appropriate selections from the drop-down menus at the right of each of those fields.

5. Navigate the file structure to locate the folder from which FrameMaker will select the finished .gif file.

6. Click **FINISH**. The Batch Conversion Status window will display; in it, a list of instructions will display as they are executed. When Image Robot has executed the entire script, the title of that window will change to 1 File(s) Successfully Converted.
7. At that point, click **OK**. Image Robot has completed its operation; you now have the proper format for use in a FrameMaker document.

**WARNING:** If the file is already black and white, do not run the file through Image Robot. If you do, the application will change all the black pixels to white — and you will have to recapture all the screen shots that have been changed.

## How to Import into a FrameMaker Document

When you are ready to insert the screen shot into your FrameMaker document:

1. Press **ENTER** to start a new line.
2. Set the paragraph style of the new paragraph to **Figure Title**. This will automatically generate the word “Figure” and the appropriate consecutive number for this figure.
3. Type a title for the figure. It is important that this be the screen title for the captured screen; if more than one screen has the same screen title, use a descriptor to distinguish them, but do not use initial caps in the descriptor portion of the figure title. Press **ENTER**.
4. Press **ALT-F**, then **I**, then **F**. If you prefer using the pull-down menus, choose **FILE > IMPORT > FILE**.
5. Navigate the file system to locate the directory in which you saved the converted screen caption document. Click on the document to highlight it, make sure that **Import by Reference** is checked, then click **Import**.
6. FrameMaker will ask for the resolution you wish to use for the graphic in the document.

***If the screen is a standard AS/400 screen,***

Type 210 dpi, but you may need to modify this later

***If the screen is a report from the AS/400,***

Type 175 dpi, but you may need to modify this later

***If the screen is from a GUI product,***

Type 130, but you may need to modify this later

The screen shot will be placed in your document.

# Indexing

*An index is not an outline, nor is it a concordance. It's an intelligently compiled list of topics covered in the work, prepared with the reader's needs in mind.*

from *Index Evaluation Checklist*, Chicago/Great Lakes Chapter of the American Society of Indexer

*A good index records every pertinent statement made within the body of the text.*

from *The Chicago Manual of Style*

## About Indexing at Billing Concepts

Our books, in general, consist of two types of material: explicative and procedural. The explicative material provides an overview and a context for the procedure which is about to be detailed. This may include an illustrative example, an indication of the variety of situations in which the procedure is used, and cautions or warnings about effects of the procedure. The procedural material provides step-by-step guidance in executing procedures.

Because we use FrameMaker, a good portion of the work of actually generating the index can be done for us, through the use of the templates, which include headings. Each chapter begins with a Heading 1 format. The main topics of the chapter are named in Heading 2 format. The topics are further subdivided by the use of Heading 3 formats.

In general, the Overview should be the first Heading 3 item under a Heading 2 topic. This area contains the explicative material discussed earlier in this section. For purposes of consistency, we ask that this Heading 3 item be of the form Overview: blah-blah-blah, where blah-blah-blah is the subject of the topic. Subsequent Heading 3 items should name the procedure being detailed.

Our procedure for creating an index is a mixture of software and human judgment.

## First Pass: Index Generation and Editing

The IXgen software, from Frank Stears Associates, reads a FrameMaker document and creates a list of all headers in a book. It then transmutes these items according to a word-rotation algorithm.

In this way, the heading

Processing a Electronic Fund Transfer Billing

generates the following index candidates (note case):

processing electronic fund transfer billing  
billing, processing electronic fund transfer  
transfer billing, processing electronic fund  
fund transfer billing, processing electronic  
electronic fund transfer billing, processing

Now the human judgment enters the picture. From the list created by IXgen, you need to decide which items are to be deleted, which should be retained and which need to be transformed. In the above example, the following items were kept:

processing electronic fund transfer billing  
billing, processing electronic fund transfer  
electronic fund transfer billing, processing

Additionally, the following items were added, because the expertise of the indexer recognized that “electronic fund transfer” is a synonym for “credit card.”

processing credit card billing  
billing, processing credit card  
credit card billing, processing

After you have completed your edits, notify the person responsible for applying the index to the FrameMaker document.

## **Second Pass: Further Editing and Application of Logic**

After the application of the index to the FrameMaker document, two files are made available: the actual FrameMaker index file and the IXgen file. The FrameMaker file shows what the index would look like if the document were printed without further editing. The IXgen file contains all the items which comprise that index, listed in alphabetical order.

At this point, you should revisit the IXgen file looking for items which should be corrected due to inaccuracy (spelling errors, for example) or inconsistency (referring to “records” in some entries and “record” in others).

You will also notice that all the index entries in the FrameMaker file will be level one entries, without the sub-entries common to a professionally generated index. The application of logic enters the story at this point. When two or more entries begin with the same word or words, use that word or phrase as the level one entry, with the remainder of the entry as the level two entries. In IXgen, this is accomplished by inserting a colon (:) to indicate a change of level.

From the previous example,

billing, processing credit card  
billing, processing electronic fund transfer  
processing, credit card billing  
processing, electronic fund transfer

becomes

billing:process credit card  
billing:process electronic fund transfer  
process:credit card billing  
process:electronic fund transfer.

Notice that, in addition to the insertion of the colon, the form of the verb has changed from the gerund “processing” to the imperative “process.” This change is recommended; readers should not be required to guess which form of the verb we will use; while the gerund (or other form) is appropriate to the more conversational style of a heading, the more standardized imperative form is in keeping with the tone of an index. After a trip or two to the index, readers will come to expect to see “add” to refer to headings which are entitled “adding” or “to add” or “how to add”.

When you have completed this pass, notify the person responsible for applying the IXgen changes to the FrameMaker document. When that application is completed, the index items above will appear as:

billing  
    process credit card pp  
    processing electronic fund transfer pp  
process  
    credit card billing pp  
    electronic fund transfer pp

These entries, of course, will be interspersed among the other index items dealing with the concept “billing” or those index items which describe a “process” procedure.

### Third and Subsequent Passes: Polish

Continue to refine and modify the files produced by IXgen, until you are satisfied with the results, keeping (as always) the needs of the harried reader, who is anxious to find the information, because the person who normally does this just left the office due to illness and the job has to be done before the close of business.

## Evaluation Checklist

The following material is a summary of the Index Evaluation Checklist, provided by the Chicago/Great Lakes Chapter of the American Society of Indexers.

### Reader Appropriateness

Are the terms in the index those which the intended reader is most likely to look up first?

### Main Headings

Are the main headings relevant to the needs of the reader?

Are they pertinent, specific, comprehensive?

Not too general yet not too narrow?

Not inane or improbable?

Do main headings have more than 5-7 locators (page reference)? If so, further polishing is needed; they should be broken down into subheadings.

### Subheadings

Are the subheadings useful?

Are subheadings concise, with the most important word at the beginning?

Is the number of subheadings about right? More than one column's worth is probably too many.

Are subheadings overanalyzed? A long list of subheadings with a single locator each is an indication of overanalysis.

Could they be combined?

Should some subheadings become main headings with their own subheadings instead?

Do subheadings have more than 5-7 locators? If more, they should either be broken down into sub-subheadings or be changed to main headings.

### Double Postings

For the reader's convenience, many subheadings should be double posted - that is, they should exist as main headings, too



## Locators (Page References)

Are the locators accurate? Check a sample of entries to see.

When locators include roman numerals or volume numbers, does the typography make the usage clear?

## Cross-References

A *see* should direct the reader to a different term expressing the same concept.

A *see also* should guide the reader from a complete entry to the related entries for more and difference information.

Have *see* and *see also* cross-references been provided?

## Length and Type

Is the index length adequate for the complexity of the book? An index should be 3-5% of the pages in the typical non-fiction book, perhaps 5-8% for a history or biography, and more (15-20%) for reference books.

Is there a need for more than one type of index?

## Format

Is the type large enough to be read easily?

Do the index pages look open and not crowded?

Are the main headings and subheadings (and sub-subheadings if any) distinguished from each other.

Is the organization — whether alphabetical, chronological, or other — accurate, clear and consistent?

When an entry's subheadings "turn a page," that is, are continued from a right-hand page to a left-hand page, the main heading should be repeated, followed by the word *continued* in parentheses. (You may need to type these in after your last edit. Do not Generate/Update after typing them in, as that will remove them.) Depending on the size of the page, continued headings might be appropriate for continuations from left to right pages, or even from left to right columns. Are they present?

## Indexing from the Editor's Point of View

Before the writers can begin indexing the materials in their documents, the editor must create the markers which are gathered to create the index document.

This process occurs in two phases: initial pass and update runs.

The initial pass:

- Removes all old markers to ensure that the newly created index does not reflect any material from previous books;
- Creates markers from paragraph tags, and
- Creates the marker list which the writers will edit to create the index.

The update runs:

- Apply the edits which the writers have made in the marker list to the document itself;
- Create and prints the index which would be generated from the current marker list, and
- Create a new marker list for the writers to use in refining their index.

The Documentation team uses the IXGen marker management tool to create, modify, maintain and apply the marker lists used in generating the indexes, tables of figures and tables of report figures.

### Initial Pass of Marker List Generation

The initial pass of marker list generation indicates which chapters from the book document are to be included when creating a marker list, removes all old markers, creates new markers based on paragraph tags and creates and massages the marker list to be passed to the writers for editing.

To generate the marker list:

1. In FrameMaker, open the book file for the book you wish to index.
2. With the book file open, pull down the IXgen menu and select Select Files. The Select Files to Process screen will display.
3. On the Select Files to Process screen, make sure that all non-generated files (except the TPCOV file) are in the Process Files column and that all generated files (and the TPCOV file) are in the Ignore Files column. Double-click the file name to move the file from one column to another. When you are finished, click Open Selected Files. The main FrameMaker window will display, with the Book file expanded and each of the selected files opened and minimized.

4. For each file to be included in the index, do the following:
  - a. Open the chapter (this is most easily done by double-clicking on the chapter in the Book panel).
  - b. Use the Find command to replace markers of the following types with <null>: IXG entries; Index; Figure Titles, and Report Figure Titles.
  - c. Save and close the chapter.
5. When you have removed all the old markers from the book, you now need to generate new markers. With the Book file active, pull down the IXgen menu and choose Open Selected Files. Each of the selected files will be opened and minized.
6. With the Book file active, pull down the IXgen menu and choose Markers from Para Tags. The Create Markers from Paragraph Tags window will display. Pull down the choice list from the Create markers of type: blank and choose IXG entries. The From paragraphs tagged panel should include **only** the following items: Heading 1; Heading 2; Heading 3; Heading 4; Heading 5, and Side head. When this is the case, click Create. IXgen will generate markers of type IXG entries at each place where a heading or side head paragraph tag exists. The main FrameMaker window will display.
7. With the Book file active, pull down the IXgen menu and choose Markers from Para Tags. The Create Markers from Paragraph Tags window will display. Pull down the choice list from the Create markers of type: blank and choose Figure Titles. The From paragraphs tagged panel should include **only** the following items: Figure Title. When this is the case, click Create. The main FrameMaker window will display.
8. With the Book file active, pull down the IXgen menu and choose Markers from Para Tags. The Create Markers from Paragraph Tags window will display. Pull down the choice list from the Create markers of type: blank and choose Report Figure Titles. The From paragraphs tagged panel should include **only** the following items: Figure Title Report. When this is the case, click Create. The main FrameMaker window will display.
9. On the main FrameMaker window, save the Book file. Close and save each individual Chapter file.
10. On the main FrameMaker window, pull down the IXgen menu and choose Gen Editable Marker List. The Generate Editable Marker List screen will display. Make sure that the **only** item in the Collection markers of type: panel is IXgen entries. When this is the case, click Generate. The IXgen Editable Marker List — Usage Summary screen will display.
11. When IXgen has finished collecting all the IXgen entries, pull down the ISgen menu and choose Apply Edited Marker List. The Apply Edited Marker List screen will display. Click Permute (rotate) marker text and, if necessary, Split multiple index entries into separate markers. With checks in both those boxes, click Apply. After a significant amount of processing, the IXgen Editable Marker List — Usage Summary screen will redisplay.
12. On the IXgen Editable Marker List — Usage Summary screen, pull down the IXgen menu and choose Capitalization. The Marker Text Capitalization screen will display. Make selections such that all levels read “all words in lower case” then click Set. The IXgen Editable Marker List — Usage Summary screen will redisplay.

13. On the IXgen Editable Marker List — Usage Summary screen, use FrameMaker's Find command to change all comma-space character combinations to a semicolon. When this is the case, save this document in the folder with the book; use the name Index Entries when saving this editable marker list. This is the file which the writers will edit to create the index.
14. On the IXgen Editable Marker List — Usage Summary screen, pull down the IXgen menu and choose Apply Edited Marker List. The Apply Edited Marker List screen will display. Make sure that **neither** the Permute or Split boxes are checked (i.e., both are unchecked), and click Apply.
15. Close the IXgen Editable Marker List — Usage Summary screen, saving if prompted. The Book file window will display. Generate and update the book. Notify the writer that the Index Entries file is ready for editing.

## Applying Edited List of Markers

After the writer has provided an edit of the marker list created by the above procedure, it is necessary to apply the remaining and changed markers, create an index based on those markers and then re-generate an editable list of markers for subsequent editing.

To accomplish this:

1. In FrameMaker, open the Book file for the affected book. Then open the Index Entries file for that book.
2. With the Index Entries file active, pull down the IXgen menu and choose Apply Edited Marker List. The Apply Edited Marker List screen will display. Make sure that **only** the Split box is checked and click Apply.
3. Close the Index Entries file, saving if prompted. The Book file will become active.
4. Generate and update the book file.
5. Open the Index file in the book and print it as a reference for the writer to use. This reflects what the index would look like if further edits to the Index Entries file are not made. When the printing is complete, close the Index file. The Book file will become active.
6. With the Book file active, pull down the IXgen menu and choose Gen Editable Marker List. When it is complete, pull down File and choose Save As. Click on the Index Entries file, choose Save and confirm that you want to overwrite the file.
7. Notify the writer that the index items have been applied, that an index is available and Index Entries file is ready for another pass.

## Entry Screens

When you document screens which require entry in many fields, define the fields at that point instead of referring the reader to the Field and Screen Guide appendix.

At the step of the procedure where the user will be entering data into the fields, use the Side Head style with the text “Field Definitions for <name of screen>”. In the text frame next to that sidehead, define all the fields on the screen in the order in which they appear on the screen, top-left to top-right then down to bottom-right. This should be close to, the Tab order of the fields. The name of the field should be in Term Indented format, which automatically formats the next paragraph as Term Definition.

If the field being defined is a “code” field, where a single-character or two-character code is used to stand for something, define the codes in-line. If there are more than four codes, use a table to define them.

An example of these styles is shown in Figure 11:

Figure 11: Data Entry Example Screen

**Field Definitions  
for Payment  
Entry**

***Amount Received***

Enter the amount of the payment in this field.

***MOP***

A code indicating the form in which the customer presented the payment.  
Press F4 (PROMPT) for a list of acceptable codes.

Table 1. Valid Values for MOP

| Code | Meaning     |
|------|-------------|
| 1    | Cash        |
| 2    | Check       |
| 4    | Credit Card |
| 5    | Money Order |

***Check***

In the case where a customer offers part of the payment in cash and part in a check, enter the check portion of the payment here.

***Check Number***

Enter the number of the check here. This may be a required field; for information on setting up this field, see the Configuration Guide, page whatever.

***Deposit Amount***

If the payment is made to satisfy a required deposit, enter the amount of the payment which is to be applied to the deposit here.

## Setting Up the Master Index

1. Open the Master Index book and add the new files of the documentation set to it.
2. Generate the Master Index book.
3. Print the book as a PostScript file, but print only the cover, chapter, and index files. Make sure the PostScript file name is the same as the book name.
4. Distill the PostScript file.

## Referring to Other Books in the Collection

When referring to other books in the collection, you should never type the title of the book. Always insert a book title variable. This enables us to globally change the title of a book easily should the title ever change.

**Table 2. Book Title Variables**

| Variable   | Definition   | Result  |
|--|--|---|
| BT: Application and Service Order                  | <Italic>Application and Service Order User Guide<Default ¶ Font>           | <i>Service Order User Guide</i>                           |
| BT: Billing User Guide                             | <Italic>Billing User Guide<Default ¶ Font>                                 | <i>Billing User Guide</i>                                 |
| BT: CABS   | <Italic>Carrier Access Billing User Guide<Default ¶ Font>                  | <i>Carrier Access Billing User Guide</i>                  |
| BT: Capital Credits                                | <Italic>Capital Credits User Guide<Default ¶ Font>                         | <i>Capital Credits User Guide</i>                         |
| BT: CVWin Configuration                            | <Italic>CVWin System Configuration Guide<Default ¶ Font>                   | <i>CVWin System Configuration Guide</i>                   |
| BT: CVWin Fundamentals                             | <Italic>CVWin Fundamentals User Guide<Default ¶ Font>                      | <i>CVWin Fundamentals User Guide</i>                      |
| BT: Directory User Guide                           | <Italic>Directory User Guide<Default ¶ Font>                               | <i>Directory User Guide</i>                               |
| BT: Financials & Inventory - Work Order User Guide | <Italic>Work Order Processing User Guide<Default ¶ Font>                   | <i>Work Order Processing User Guide</i>                   |
| BT: Financials - Accounts Payable                  | <Italic>Accounts Payable User Guide<Default ¶ Font>                        | <i>Accounts Payable User Guide</i>                        |
| BT: Financials - Cash Receipts                     | <Italic>Cash Receipts User Guide<Default ¶ Font>                           | <i>Cash Receipts User Guide</i>                           |
| BT: Financials - General Ledger                    | <Italic>General Ledger User Guide<Default ¶ Font>                          | <i>General Ledger User Guide</i>                          |
| BT: Financials - Payroll                           | <Italic>Payroll User Guide<Default ¶ Font>                                 | <i>Payroll User Guide</i>                                 |
| BT: Financials - Time Entry & Spreads              | <Italic>Time Entry - Spreads User Guide<Default ¶ Font>                    | <i>Time Entry - Spreads User Guide</i>                    |
| BT: Inquiry User Guide                             | <Italic>Inquiry and Directory Assistant User Guide<Default ¶ Font>         | <i>Inquiry and Directory Assistant User Guide</i>         |
| BT: Interfaces Guide                               | <Italic>Interfaces Guide<Default ¶ Font>                                   | <i>Interfaces Guide</i>                                   |
| BT: International Carrier Settlement System        | <Italic>International Carrier Settlement System User Guide<Default ¶ Font> | <i>International Carrier Settlement System User Guide</i> |



| Variable                             | Definition  | Result                                     |
|--------------------------------------|---|--|
| BT: Inventory - Management Guide     | <Italic>Inventory Management User Guide<Default ¶ Font>     | <i>Inventory Management User Guide</i>     |
| BT: Inventory - Point of Sale        | <Italic>Inventory Point of Sale User Guide<Default ¶ Font>  | <i>Inventory Point of Sale User Guide</i>  |
| BT: Inventory - Purchase Order       | <Italic>Inventory Purchase Order User Guide<Default ¶ Font> | <i>Inventory Purchase Order User Guide</i> |
| BT: Inventory - Transactions         | <Italic>Inventory Transactions User Guide<Default ¶ Font>   | <i>Inventory Transactions User Guide</i>   |
| BT: Inventory - Warranty             | <Italic>Inventory Warranty User Guide<Default ¶ Font>       | <i>Inventory Warranty User Guide</i>       |
| BT: Letter Generation                | <Italic>Letter Generation User Guide<Default ¶ Font>        | <i>Letter Generation User Guide</i>        |
| BT: Line Equipment                   | <Italic>Line Equipment User Guide<Default ¶ Font>           | <i>Line Equipment User Guide</i>           |
| BT: Master Index and List of Figures | <Italic>Master Index and List of Figures<Default ¶ Font>    | <i>Master Index and List of Figures</i>    |
| BT: Payments User Guide              | <Italic>Payments User Guide<Default ¶ Font>                 | <i>Payments User Guide</i>                 |
| BT: Reports Reference Guide          | <Italic>Reports Reference Guide<Default ¶ Font>             | <i>Reports Reference Guide</i>             |
| BT: System Configuration Admin Guide | <Italic>System Configuration Guide<Bold>                    | <i>System Configuration Guide</i>          |
| BT: Table and Field Reference Guide  | <Italic>Table and Field Reference Guide<Default ¶ Font>     | <i>Table and Field Reference Guide</i>     |
| BT: Trouble Tickets User Guide       | <Italic>Trouble Tickets User Guide<Default ¶ Font>          | <i>Trouble Tickets User Guide</i>          |
| BT: Usage Processing                 | <Italic>Usage Processing User Guide<Default ¶ Font>         | <i>Usage Processing User Guide</i>         |
| BT: Web Biller Administrator Guide   | <Italic>WebBill Administrator Guide<Default ¶ Font>         | <i>WebBill Administrator Guide</i>         |



## Chapter 2

# Using the Templates

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### **Topics Discussed In This Chapter:**

*Template Definitions, 30*

*Updating Documents with New Templates, 42*

## Template Definitions

### **Topics Discussed In This Section**

*Paragraph Tags, 31*

*Character Tags, 38*

*Cross-Reference Formats, 40*

*Link FigureNum, 40*

*Marker Types, 41*

## Paragraph Tags

Aptis documentation makes extensive use of paragraph tags for two reasons:

1. To ensure a consistent “look” to the various sections of a single book and to all books in the documentation set.
2. To ensure that translating FrameMaker files to different file types will produce predictable results.

Additionally, we have found that the use of such tags has freed writers from the mind-numbing task of remembering such things as “Do I use bold, italic in the sidehead when I want to warn the users that taking such-and-such action might damage their file?” or “Two pages and three screen shots ago, I started this step in the procedure. Am I on Step 3 or Step 4?”

This section of the guide explains each of the tags in the standard set of Aptis formats, what it does and under what circumstances you should use it.

**Table 3. Where to Find Paragraph Tags**

| Tag Name                  | Page    | Tag Name        | Page    | Tag Name              | Page    |
|---------------------------|---------|-----------------|---------|-----------------------|---------|
| Alpha-Num A               | page 32 | Heading 2       | page 34 | Number List 1         | page 35 |
| Alpha-Num A               | page 32 | Heading 3       | page 34 | Number List 1+        | page 35 |
| Appendix Number           | page 32 | Heading 4       | page 34 | Quick Key             | page 35 |
| Bullet List               | page 32 | Heading 5       | page 34 | Quick Key Text        | page 36 |
| Bullet List Indented      | page 32 | Indent Para .25 | page 34 | Side by Side          | page 36 |
| Caution                   | page 32 | Indent Para .5  | page 34 | Side Head             | page 36 |
| Chapter Number            | page 32 | Indent Para .75 | page 34 | Single Step Procedure | page 36 |
| Example                   | page 33 | Indent Para 1.0 | page 34 | Syntax                | page 36 |
| Figure Title              | page 33 | LTOC            | page 34 | TableHeader           | page 36 |
| Figure Title Reports      | page 33 | LTOC Heading    | page 35 | TableText             | page 36 |
| Figure Title Reports Anch | page 33 | Normal          | page 35 | Table Title           | page 36 |
| Footer                    | page 33 | Normal Anchor   | page 35 | Term                  | page 36 |
| Function                  | page 34 |                 |         | Term Definition       | page 37 |
| Header                    | page 34 | Note            | page 35 | Term Indented         | page 37 |
| Heading 1                 | page 34 | Note Indented   | page 35 | Warning               | page 37 |
| Heading 1 MI              | page 34 |                 |         | TableHeader           | page 36 |

|                             |   |
|-----------------------------|---|
| <b>Alpha-Num A</b>          | This begins a new alphabetic list. Use this format when a numbered list of steps in a procedure needs a sublist of steps. It should be used rarely; often, a re-analysis of the problem will reveal a method of presenting the information which is less convoluted. Should you decide to use this, be prepared to explain your decision: it will be questioned.  |
| <b>Alpha-Num A+</b>         | This continues an alphabetic list, picking the next consecutive letter after the last use.  |
| <b>Appendix Number</b>      | This provides an appendix number and the rules which are used at the beginning of each appendix in a book, in each book of the set. Its use provides a consistent “look” to the Aptis documentation set.  |
| <b>Bullet List</b>          | <p>This format indicates the paragraph is part of a bulleted list, the left margin of which is 0.5 inches from the left margin of the text frame; the bullets themselves are indent 0.25 inches from the left margin of the text frame.. For example, the following paragraphs are in bullet list format.</p> <ul style="list-style-type: none"><li>• The first item</li><li>• The second item</li></ul> <p>Use this format when the left margin of your text is the left margin of the text frame and you want to indicate a number of items, all of which have the same significance, or when you want to indicate the steps of a “super-procedure,” such as Running a Billing. The items in the bullet list will then end with cross-references to the explanation of the procedures which comprise the “super-procedure.”</p> |
| <b>Bullet List Indented</b> | <p>This format indicates that the paragraph is part of a bulleted list, the left margin at 0.75 inches from the left margin of the text frame. For example, the following paragraphs are in bullet list indented format:</p> <p>Use this format when:</p> <ul style="list-style-type: none"><li>• You wish to make several points relating to the same issue;</li><li>• You need to indicate several alternatives, or</li><li>• You want to list components of a particular process.</li></ul>  |
| <b>Caution</b>              | <p>This format creates bold, italic text in the sidehead area with the word “Caution”, followed by a Tab, followed by the text that you have typed. Cf. <i>Note</i> on page 35, <i>Note Indented</i> on page 35, <i>Warning</i> on page 37.</p> <p>Use this format to indicate to users conditions which could result in data loss, as in the following:</p> <p><b><i>Caution: If you press the F3 (EXIT) key before pressing ENTER, the data you have entered will be lost.</i></b></p>  |
| <b>Chapter Number</b>       | This format present the chapter heading found at the beginning of each chapter of each book in our series; it includes the word “Chapter”and the appropriate number.  |

|                                  |  |
|----------------------------------|--|
| <b>Example</b>                   | This format produces the word a thin rule, followed by the word “Example” in the sidehead frame. At the time of this writing, its use is under discussion.   |
| <b>Example</b>                   | <p>This is an example of the example format. To use this format:</p> <ol style="list-style-type: none"> <li>1. Start a new paragraph</li> <li>2. Change the paragraph format to “Example.”</li> <li>3. Press ENTER.</li> <li>4. Begin your example.</li> </ol>   |
| <b>Figure Title</b>              | <p>This format serves several purposes. First, it provides the words “Figure Title” above each figure in the chapter. Second, it uses a variable to establish the correct figure number. Third, it allows you to type the text for the title of the figure. Finally, it sets up the “next paragraph” format to ensure that the transition from hard-copy to HTML and PDF formats will be predictable.</p> <p>To use this format:</p> <ol style="list-style-type: none"> <li>1. Start a new paragraph.</li> <li>2. Change its format to Figure Title.</li> <li>3. Type the title for the figure; our style suggests using the screen title of the captured screen as the figure title. Press ENTER.</li> <li>4. Import the figure itself, using FILE &gt; IMPORT &gt; FILE</li> </ol> |
| <b>Figure Title Reports</b>      | <p>Like the Figure Title format, this format serves several purposes. It is used when the screen shot used is that of a report, rather than a screen panel or menu. Instead of keeping the screen shot in the text area, Figure Title Reports allows the use of the sidehead area of the page as well, thereby allowing a more legible presentation in the manual.</p> <p>To use this format:</p> <ol style="list-style-type: none"> <li>1. Start a new paragraph.</li> <li>2. Change its format to Figure Title Reports.</li> <li>3. Type the title for the figure; our style suggests using the screen title of the captured screen as the figure title. Press ENTER.</li> <li>4. Import the figure itself, using FILE &gt; IMPORT &gt; FILE</li> </ol>                            |
| <b>Figure Title Reports Anch</b> | This format is automatically applied by the Figure Title Reports format; it assists in the conversion from hard-copy to HTML and PDF formats. You need do nothing to use this format.  |
| <b>Footer</b>                    | This is the format used for the footers; you don’t need to make use of this format.  |

|                        |   |
|------------------------|---|
| <b>Function</b>        | Use this format when introducing a new function in documentation for APIs. If it is invoked at the top of the page, it merely formats the type for the name of the function; if it is invoked in mid-page, it places a rule above the name of the function. |
| <b>Header</b>          | This is the format used for the headers; you don't need to make use of this format.   |
| <b>Heading 1</b>       | This format produces the chapter title found at the beginning of each chapter of every book in our series. The format forces the beginning of a right-hand page, includes the text of the chapter title and the rules underneath.                           |
| <b>Heading 1 MI</b>    | This is identical to the Heading 1 format, but is named differently for use in the Master Index to general the Table of Contents, Index, List of Figures, List of Reference Figures and other master files.   |
| <b>Heading 2</b>       | This format produces the topic headings which divide the major sections of each chapter in all of our books.  |
| <b>Heading 3</b>       | This format produces the subtopic headings which divide a major section.  |
| <b>Heading 4</b>       | This format distinguishes subjects within a subtopic.   |
| <b>Heading 5</b>       | This format distinguishes sub-subjects within a subtopic; rarely used.  |
| <b>Indent Para .25</b> | This format indents the paragraph so that it aligns with the numbers in the Number List formats. This is often used for the paragraphs which introduce a numbered procedure.  |
| <b>Indent Para .5</b>  | This format indents the paragraph so that it aligns with the text in the Number List formats. Used when you want to include additional paragraphs under a numbered step.  |
| <b>Indent Para .75</b> | This format indents the paragraph to produce a .25-inch indent from the text in Number List formats.  |
| <b>Indent Para 1.0</b> | This format indents the paragraph to produce a .50-inch indent from the text in Number List formats.  |

#### Number List, Indent examples

1. This is Number List 1 format

This paragraph is Indent Para .25 format. Note that its left margin is the same as the number in the paragraph above it.

2. This is number List 1+ format

This is Indent Para .50 format.

This is Indent Para .75 format.

This is Indent Para 1.0 format.

|             |   |
|-------------|---|
| <b>LTOC</b> | This format produces the individual items in a Local Table of Contents, found at the beginning of each chapter. |
|-------------|---|



|                       |  |
|-----------------------|--|
| <b>LTOC Heading</b>   | This format produces the heading found between the Chapter heading and the items in the Local Table of Contents. It produces the text “Topics Discussed In This Chapter:”.   |
| <b>Normal</b>         | This format produces normal text which spans the text frame of the page. Use this format for the introductory and explanatory material for each topic and subtopic, as well as for the material preceding a numbered procedure.  |
| <b>Normal Anchor</b>  | This format is used in the transformation of hard-copy into HTML to ensure that graphics are placed correctly with respect to text.  |
| <b>Note</b>           | This format produces the text “Note:” followed by a tab in the center of the Sidehead frame. The text of the note, which will be written by the author, begins in the sidehead frame and is in italic style. Use this format to draw attention to a crucial piece of information. In terms of status, the Note format falls between a Caution, which warns of possible loss of data, and a Note Indented, which alerts the reader to an important, but not crucial, piece of information. Use sparingly. Cf. <i>Caution</i> on page 32, <i>Note Indented</i> on page 35, <i>Warning</i> on page 37 |
| <b>Note Indented</b>  | This format produces the Bold Italic text “Note:” followed by a tab. Its left margin is the same as produced by Indent Para .5. Use this format to draw attention to an important, but not crucial, piece of information. In terms of status, this is the lowest of the “alert” formats. Use sparingly.  |
| <b><i>Note:</i></b>   |  |
| <b>Number List 1</b>  | This format produces the number 1, followed by a parenthesis and a tab. The left wrap margin of text in this format is the same as that produced by Indent Para .5. Use this format for the first step in a numbered procedure.  |
| <b>Number List 1+</b> |  |
| <b>Quick Key</b>      | This format is used to indicate a keypress path to the beginning screen of a procedure. Each step-by-step procedure does not need to begin at the mainscreen; after giving a step-by-step earlier in the section (or chapter) indicating how to get to a screen from which a number of procedures are run, use the quick-key path to “remind” users how to get to that starting screen.  |

To use the Quick Key format:

1. Press ENTER to start a new paragraph
2. Change the format of the new paragraph to Quick Key. The “dagger” will be inserted, with the I-bar to its right.
3. Press ENTER. The words “Quick-Key Path:” followed by a colon. At this point, type the key path.

The character style for the key path is Key/Button. The keypath begins at the screen which appears when you type the command to start the program. No descriptors are included after either option numbers or function keys. When the path requires pressing the Enter key, use the symbol ↵ to indicate this. Elements in the key path are separated by two spaces; no other separators (commas, etc) are used.

Within the key-path itself, we have established the following usages:

- The screen which appears when you type the command to start the program is style Mainscreen, one word, capital “M”
- When referring to a complex procedure within the keypath, such as Create a New Batch, place the reference inside parentheses.
- When referring to placement of a particular key-command, such as typing a “B” next to a header record, use square brackets, as in B [next to header record]
- When working in a GUI environment, use the “greater than sign” between elements to indicate menu cascades, as in File > Import > Format
- When working in a Menu Manager environment, where keystroke choices may vary from installation to installation, use the “greater than sign” between screen names to aid the user in distinguishing where one begins and another ends, as in Mainscreen > Financial Main Menu > General Ledger Main Menu > General Ledger Reports Menu

|                              |  |
|------------------------------|--|
| <b>Quick Key Text</b>        | The definition of Quick Key automatically inserts this format after Quick Key format. You do not need take any special action to activate this format.   |
| <b>Side by Side</b>          | This format produces output resembling a two-column table without rules. Use this format in programming and API documentation to explain arguments passed to and from functions.   |
| <b>Side Head</b>             | This format moves the paragraph into the side head frame. Use sparingly. One place in which we want to consistently use this format is when defining fields to be filled in a procedure. Use the Side Head format for the text “Field Definitions for <name of screen>”; the accompanying field definitions should be contained in the text frame. |
| <b>Single Step Procedure</b> | This format produces the single-step procedure sigil. Use this format whenever a procedure is composed of a single step. This should be a rare occurrence.   |
| <b>Syntax</b>                | This is a distinctive format used to explain the various options of a function in programming and API documentation.   |
| <b>TableHeader</b>           | This format provides a uniform typeface for column headers in tables. Use this format in all column headers for all tables.  |
| <b>TableText</b>             | This format provides a uniform typeface for entries in a table. Use this format for the text in all cells of all tables.   |
| <b>Table Title</b>           | This format produces the text “Table” followed by the appropriate numeral, given the table’s position in the text. Use this format in the paragraph above a table to give the table a title and to ensure that it will be available for cross-reference and will be included in any lists which gather table markers.                              |
| <b>Term</b>                  | This format places a bold, italic term at the left margin of the text frame. Use this format in a field/screen reference outside of the context of a numbered procedure.   |

---

|                        |  |
|------------------------|--|
| <b>Term Definition</b> | This format follows the Term format automatically. Use this format in a field/screen reference to explain either what appears in a given field or what the user needs to enter into a field.   |
| <b>Term Indented</b>   | This format place a bold, italic term at a 0.5 inch indent from the left margin of the text frame. Use this format in a field/screen reference in the context of a numbered procedure.   |
| <b>Warning</b>         | This format place an all-caps bold WARNING text at the left margin of the sidehead frame. Use this format to warn of very serious consequences, such as action which would compromise the integrity of a database. Cf. <i>Caution</i> on page 32, <i>Note</i> on page 35, <i>Note Indented</i> on page 35. |
| <b>WARNING:</b>        | <b>Deleting records from the HOUSE file could result in corruption of the database.</b>  |

## Character Tags

Character tags are used to ensure that a given “look” will be consistent throughout our manual series. Additionally, the use of character tags ensures a smooth transition from hard-copy to online to HTML. For example, to make something italic, use the italic character tag; **do not** use the Ctrl-B which will produce bold text

|                        |   |
|------------------------|---|
| Default Paragraph Font | This is the base font used for basic body text throughout all the books.  |
| Bold                   | This is the basic body text in bold weight.   |
| Emphasis               | This is the basic body text in italics.   |
| Equation/Variables     | This is the basic body text in italics.   |
| HyperText              | This is basic body text in a different color. It is used in the pdfs and html versions of the books to indicate an active link to another section of the book.  |
| Input                  | This is a Courier-type font used to indicate characters which are to input by the user. In most of our books, we use Key/Button format for this indication. Check before using this style.  |
| Italic                 | This is basic body text in italic. When you want italic type, use this character format.  |
| Italic/Bold            | This is basic body text in boldface italic. Use this typeface to indicate conditions, such as:<br><br><i><b>If you want to read the rest,</b></i><br>Turn to the next page.   |
| Key/Button             | This character format uses a different base font. Use this format to indicate a key or button the user must press in a procedure, or to indicate text which is to be typed exactly as indicated in the book. An example of Key/Button format is: Press the ENTER key. |
| Normal                 | This format is a holdover of days gone by. It will be removed from the selections when we perform our next “format sweep.”  |
| PageNumber             | This is the format used for the page numbers. For an example of this format, look in the upper right-hand corner of this page.  |
| Quick Key              | This is the format used for the “dagger” in the Quick-Key paths. You do not have to explicitly select this format, nor should you.  |
| Quick Key Text         | This is the format used for the text following the indicator “Quick-Key Path.” You do not have to explicitly select this format, nor should you.  |
| SubScript              | This format is used to create a subscript in text, for those rare occasions when you need to indicate a chemical name for a substance, such as H <sub>2</sub> O.  |

---

|                    |   |
|--------------------|---|
| <b>SuperScript</b> | This format is used to create a superscript in text, for those rare occasions when you need to indicate an exponent, as in $y = x^2 + x - 1500$ .   |
| <b>Symbols</b>     | This format is a relic and will probably be removed when we perform our next “format sweep”.  |
| <b>Wingding</b>    | This format is a symbolic text font used to produce the Enter symbol (↵) in Quick-Key Paths. Most people find it easier to locate the symbol somewhere else in the documentation, copy it and paste it into their text. |

## Cross-Reference Formats

Cross-reference formats are used to refer readers to another section in a manual or to a specific figure in the manual. As of this writing, we are aware that there are too many of these, that their naming is far from intuitive and that a “weeding” is called for. Nonetheless, the following is a list of all the current cross-reference formats, with an indicator of what will appear when each is selected.

**Figure 12: Basic Figure for Cross Reference**



|                                     |   |
|-------------------------------------|---|
| <b>Link FigureNum</b>               | Figure 12   |
| <b>Link FigureNumOnPage</b>         | Figure 12 on page 40  |
| <b>Link FigureTitleOnPage</b>       | Figure 12, <i>Basic Figure for Cross Reference</i> , on page 40   |
| <b>Link Paranum</b>                 | <i>Figure 12:</i>   |
| <b>Link Paratext</b>                | For figure: <i>Basic Figure for Cross Reference</i><br><br>For header: <i>Cross-Reference Formats</i>   |
| <b>Link ParatextinParanumOnPage</b> | For figure: <i>Basic Figure for Cross Reference</i> in Chapter 2 on page 40<br>For header: <i>Cross-Reference Formats</i> in Chapter 2 on page 40 |
| <b>Link TableNumOnly</b>            | Table 12  |
| <b>LTOC and PageNumber</b>          | <i>Cross-Reference Formats, 40</i><br><br>This is used for chapter and local tables of contents.  |
| <b>NoLink FigureNum</b>             | Figure 12   |
| <b>NoLink FigureNumOnPage</b>       | Figure 12 on page 40  |
| <b>NoLink Paranum</b>               | Figure 12:  |
| <b>NoLink Paratext</b>              | Basic Figure for Cross Reference  |
| <b>NumOnly</b>                      | 12  |
| <b>PageNum</b>                      | page 40   |
| <b>Paranum,ParatextOnPage</b>       | Chapter 2, <i>Basic Figure for Cross Reference</i> , on page 40   |
| <b>ParanumOnPage</b>                | Chapter 2 on page 40  |
| <b>ParatextInParanum</b>            | <i>Basic Figure for Cross Reference</i> in Chapter 2  |

|                         |   |
|-------------------------|---|
| <b>ParatextOnPage</b>   | <i>Basic Figure for Cross Reference</i> on page 40  |
| <b>ScreensDisplayed</b> | The <i>Basic Figure for Cross Reference</i> screen is displayed as shown in Figure 12 on page 40. |
| <b>TableAll</b>         | Table 12, <i>Basic Figure for Cross Reference</i> , on page 40                                    |
| <b>TableNumOnPage</b>   | Table 12 on page 40   |

## Variable Definitions

Variable definitions are used throughout the manual set to assure consistent labelling throughout the set. The manager or director makes changes to these variables as needed into the template for TOC and the values for the variables are propagated throughout the set during the publishing process. Do not make any changes to variable definitions unless instructed to by the manager or the director.

## Marker Types

Markers are used to generate the index, list of figures and list of report figures. We use IXgen as our marker management software.

The particular markers are:

|                             |  |
|-----------------------------|--|
| <b>Ixg Entries</b>          | Used to generate the index. These markers are created by the Markers from Paragraph Tags command in IXgen. For most books, they will be created for the header tags and the sidehead tag. The inclusion of the sidehead tag is used to create index entries for the “Field Definitions for” description of fields on particular screens. |
| <b>Figure Titles</b>        | Note the final “s”. These markers are created by the Markers from Paragraph Tags command in IXgen. They will be created for the Figure Title tag, and are used to create the List of Figures.  |
| <b>Report Figure Titles</b> | These markers are created by the Markers from Paragraph Tags command in IXgen. They will be created for the Report Figure Title tag, and are used to create the List of Report Figures.  |

## Updating Documents with New Templates

The primary purpose for using templates is to ensure that all Billing Concepts documentation maintains the same look, feel, and function.

Adhering to the templates enables the documentation team and employees of Billing Concepts to open any file and be familiar with the layout of the manual.

### Overview of Importing Templates

There are a number of different scenarios that require importing templates. The procedures for each scenario differ slightly. Which scenario you face will determine which procedure to follow.

The general scenarios are:

- Importing templates for newly created Frame-generated files (index, table of contents, list of figures, list of reports figures).

When you create a new book and add a generated file to the book file (such as an index), the first time you generate the book with the newly added generated file, FrameMaker will create the new file but will not include formatting elements from our templates.

You will have to import the templates for these files. Once you have done this, you will not have to re-import the templates for subsequent re-generations of the book.

For this scenario, you can follow the general procedure for updating templates. See *General Procedure for Importing Templates* on page 43.

- If you have changed the template set, you will have to update all files that need to reflect the change.

For this scenario, you can follow the general procedure for updating templates. See *General Procedure for Importing Templates* on page 43.

- Importing templates during the porting to online process for *new* online books.

If you have created a new book and are in the process of porting that book to online for the first time, you will have to import *all* online templates to each respective file: online title page and cover template to the online version of the title page for the book, online table of contents template to the online version of the table of contents for the book, and so on.

For this scenario, you can follow the general procedure for updating templates. See *General Procedure for Importing Templates* on page 43.

- Importing templates during the porting to online process for *existing* online books.

If you have an *existing* book that has already been published in hard copy and online format and are in the process of *re-publishing* it in online format, then the procedure for updating templates is slightly different.



See *Overview of Online Porting* on page 55 for specific information regarding the difference between porting to online for existing versus new books.

For this scenario, you can follow the general procedure for updating templates. See *Importing Templates after Porting Existing Online Books* on page 44.

## General Procedure for Importing Templates

When importing templates, you can specify which aspects of the template you wish to import.

When importing templates during the publishing process, in particular when moving hard copy information to the online format, you should follow the procedure outlined in *Porting and Publishing the Online Books* on page 55.

To import a template into an existing document:

1. From within FrameMaker, pull down the **FILE** menu, and select **NEW**.

If your maker.ini file is configured correctly, you should receive the templates directory on the documentation drive.

2. Select the appropriate template directory (online, hard copy, cd-rom, and so on).
3. Select the appropriate template (ChapApp.fm, Index.fm, List of Figures.fm, Part.fm, TOC.fm, or Tpcov.fm).
4. From within the new document, pull down the **FILE** menu and select **IMPORT, FILE**.
5. Locate and select the file that you want to update, making sure you have the **Copy Into Document** option selected.
6. Press the **IMPORT** button.
7. At the **Import Text Flow** dialog box, make sure the following options are selected:

| Section                     | Options                                    |
|-----------------------------|--|
| Flow to Import              | Body Page Flow: A (Main Flow)              |
| Formatting of Imported Flow | Reformat to Use Current Document's Formats |

8. Press the **IMPORT** button.
9. From within the new document, pull down the **FILE** menu and select **SAVE AS**.
10. Locate the original file, and select it. This will save the current file over the existing file.
11. Press the **SAVE** button.

## Importing Templates after Porting Existing Online Books

When importing templates, you can specify which aspects of the template you wish to import. When importing templates during the publishing process, in particular when moving hard copy information to the online format, you should follow the procedure outlined in *Porting and Publishing the Online Books* on page 55.

To import the online template into an online document that has been ported from hard copy:

1. Open the online book file for the book you will be publishing.
2. Open the online ChapApp.fm template from the Doc:\Templates\Online Manuals 8.5x11 directory.
3. Open the first non-Frame-generated file in the book. This will probably be the preface or first chapter.
4. From within the first non-Frame-generated file in the book (the preface or first chapter), pull down the FILE menu and select IMPORT, FORMATS.
5. Select the ChapApp file as the document to import formats from.
6. Make sure the format options are selected as indicated in the following table:

| Formatting Element        | Selected/De-Selected |
|---------------------------|----------------------|
| Paragraph Formats         | Selected             |
| Character Formats         | Selected             |
| Page Layouts              | Selected             |
| Table Formats             | Selected             |
| Color Definitions         | Selected             |
| Document Properties       | Selected             |
| Reference Pages           | Selected             |
| Variable Definitions      | De-Selected          |
| Cross-Reference Formats   | Selected             |
| Conditional Text Settings | De-Selected          |
| Math Definitions          | Selected             |

7. Press the IMPORT button. This will import all pertinent on-line template formatting.
8. Reset your variables and conditional settings for this file.
9. Close the ChapApp.fm online template.
10. From within the online book file, *with the first file still open*, pull down the File menu and select Import, Formats.

11. Make sure the file you have already updated is the file to import formats from.
12. Make sure *all* format options are selected, as indicated in the following table:

| Formatting Element        | Selected/De-Selected |
|---------------------------|----------------------|
| Paragraph Formats         | Selected             |
| Character Formats         | Selected             |
| Page Layouts              | Selected             |
| Table Formats             | Selected             |
| Color Definitions         | Selected             |
| Document Properties       | Selected             |
| Reference Pages           | Selected             |
| Variable Definitions      | Selected             |
| Cross-Reference Formats   | Selected             |
| Conditional Text Settings | Selected             |
| Math Definitions          | Selected             |

*All* format options should be selected because you are (or should be) importing from a document that is completely formatted for online publication.

13. Indicate the files into which you want to import the formats from the updated file. You should select all chapter and appendix files, and possibly the preface file, **but not** the title page and cover or any Frame-generated files.
14. Press the `IMPORT` button. This will import all pertinent on-line template formatting into all selected chapter and appendix files.
15. Close the open chapter file.
16. If you are in the middle of the porting procedure, return to that procedure.

## Recreating Customized Paragraph Definitions

If you had customized paragraph styles in your original document that do not exist in the new template, you can easily recreate these once you have updated the template for the document using the above procedure. However, because of the difficulties created by customized paragraph definitions when translating FrameMaker documents into HTML, we **strongly** discourage the use of the customized paragraph definitions.

To re-create special paragraph definitions:

1. Locate your customized paragraph in the document and place your cursor somewhere in the paragraph.
2. Open the paragraph designer (CTRL+M).
3. In the Paragraph Designer dialog box, pull down the Commands drop-down list and select New Format.
4. In the New Format dialog box, name the paragraph style, and make sure the Store in Catalog and Apply to Selection options are both selected
5. Press the CREATE button.

## Chapter 3

# Publishing Procedures

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### **Topics Discussed In This Chapter:**

*Publisher Information, 48*

*Overview of the Publishing Process, 49*

*Publishing the Hard Copy Books, 50*

*Porting and Publishing the Online Books, 55*

## Publisher Information

Our publisher is:

Laser Image Corporate Publishing  
2810 Meridian Parkway, Suite 132  
Durham, North Carolina 27713  
1-800-644-5822

LICP publishes all of our paper documentation from postscript files produced from FrameMaker.

LICP also produce our CD-ROMs, including jewel case inserts, graphic label on ROM, and data to ROM.—LICP actually outsources the graphic label and the data to a company called RTM (Research Triangle Media).

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## Overview of the Publishing Process

The following steps provides a general overview of the entire publishing process.

1. Finalize the hard copy books. See *Publishing the Hard Copy Books* on page 50 for details of this procedure.
2. Upload the hard copy postscript files to the publisher.
3. Port the finalized versions of the hard copy books to on-line. See *Porting and Publishing the Online Books* on page 55 for details of this procedure.
4. Finalize the on-line books and publish them electronically. See *Finalizing the Online Documentation Set* on page 58 for details of this procedure.
5. Create CD-ROMs for initial release distribution.
6. Create a CD-ROM of everything that has been published. This gives us a snapshot in time of the information we developed and published for the release.

## Publishing the Hard Copy Books

### Topics Discussed In This Section

*Necessary Order for Publishing Books, 50*

*Publishing the Reports Reference Guide, 50*

*Publishing the Master Index, 51*

*Publishing All Other Books, 51*

### Necessary Order for Publishing Books

Two books depend on the completion and availability of files from other books:

- The Reports Reference Guide
- The Master Index

Because these books depend on the completion and availability of files from other books, they must be published ***last***. All other books must be published prior to these two books.

This holds true whether you are publishing for hard copy or for online.

The order for publishing all books must be:

1. Publish all books *except* the Reports Reference Guide and the Master Index.
2. Publish the Reports Reference Guide.
3. Publish the Master Index.

### Publishing the Reports Reference Guide

The Reports Reference Guide includes the reports chapters from several other books. After you have published for hard copy all books that have reports chapters, make a copy of the reports chapters of those books in the Reports Reference Guide subdirectory for publishing.

This provides the opportunity to include index entries from the Reports Reference Guide in the Master Index..



## Publishing the Master Index

The Master Index can only be generated once all books of its type (for instance, all hard copy books) have been published. This is true for hard copy as well as for online. In order to produce and publish the hard copy version of the Master Index, you must first finalize and publish the hard copy versions of all of the books being published.

The Master Index references all files from every book that will include index entries. Typically this is limited to Chapters and Appendixes.

See *Setting Up the Master Index* on page 25 for specific information pertaining to the setup of this book.

## Publishing All Other Books

1. Open the FrameMaker book file for the book you will be publishing.
2. Set your printer driver to Apple LaserWriter Pro 600.

Pull down File; select Print Setup. The Print Setup window displays.

If the Name field does not contain AppleWriter Pro 600, click to the right of the field and select AppleWriter Pro 600 from the drop-down menu.

Click PROPERTIES. The AppleWriter Pro 600 Document Properties window displays. Check the following values:

Paper Size = Letter

Orientation = Portrait

Resolution = 600

Color Appearance = Color

If you need to change any of these values on the Advanced tab, click on the value you need to change and select the correct value from the list which appears at the bottom of the window.

When the values in the AppleWriter Pro 600 Document Properties window are correct, click OK. The Print Setup window redisplay. Click OK to return to the book file window.

3. From the book file window, double-click on the TPCOV file to open it. Make sure all variables used in the TPCOV are correct.
4. Minimize the TPCOV. Make sure the book file window is active; If it is not, click on its title-bar to make it active.
5. With the book file active, pull down File, highlight Import and select Formats from the side menu. The Import Formats window will display. It is comprised of two sections: in the top section, you will indicate which formats you want to import; in the bottom section, you will indicate which files you want to import the formats into.

In the top section, make sure that **only** the Color Definitions, Variable Definitions and Conditional Text Settings are checked. ***Boxes for all other formats must be unchecked.***

In the bottom section, make sure that **all** files making up the book are in the Update list, on the left-hand side of the section. ***The Don't Update list, on the right-hand side of the section, should be empty.***

Click `IMPORT`.

6. Pull down File and choose Generate/Update. The Generate/Update Book window displays.

Make sure that the Table of Contents, List of Figures, List of Reference Figures and Index files are in the left-hand (Update) list. Click `UPDATE`.

7. When the updating process is complete, you will need to open each non-generated file in the book individually. Page through the file using two-page view (`Esc Z P`), looking for layout errors (primarily widows and orphans).

For guidelines on what to look for, see *Reviewing Chapters* on page 53.

After you have completed a file, save it and go on to the next.

8. When you have completed reviewing all chapters in the book, pull down File and choose Generate/Update. The Generate/Update Book window displays.

Make sure that the Table of Contents, List of Figures, List of Report Figures (if any) and Index files are in the left-hand (Update) list. Click `UPDATE`.

9. When the updating process is complete, you will need to open each generated file in order, scanning for such layout errors as a subsidiary level beginning on a different page than its leader.

For guidelines on what to look for, see *Reviewing Generated Chapters* on page 54.

***Caution: Remember, when looking through the Table of Contents, List of Figures and List of Report Figures files, that you must not increase the number of pages contained in those files. It is better to leave an error than to increase the number of pages.***

The above warning does not apply to the Index file. Because it is at the end of the book, adding pages to it will not cause its accuracy to be compromised.

10. When you are satisfied that everything looks in order, print the book to a file as postscript. Make sure you use the Apple LaserWriter Pro 600 printer driver.

To do this:

- a. From the book file, pull down the File menu and select Print.
- b. Make sure the following selections are made:

All for the page range is checked.

Odd and Even numbered pages is checked.

Print Only to File is checked, and an appropriate file name is indicated.

No other options need to be selected.

- c. Press the Print button.

11. Distill the postscript file using Adobe Acrobat Distiller by double-clicking the PS file in Windows Explorer.

12. **If** your pdf and postscript files are in order:

- a. Place the pdf file in the `Doc:\Admin\Publishing\product\Paranoia` Directory folder.
- b. Place the postscript file in the `Doc:\Admin\Publishing\product\Printed Books` folder.
- c. Notify your manager that the book is done.

**Note:** *It is very important that you notify the manager that the book is done. Only the manager will have the authority to load books to the Common Drive and notify the appropriate persons that the documentation is now available for internal use. Two reasons for this exist. The first is the obvious quality-control issue. Because the manager bears the responsibility for the quality of the documentation produced by the team, it is essential that he or she examine the material before it is release. The second is organization. Because members of the technical writing team are spread throughout the organization, it is necessary that there be only one voice offering the Official Announcements of products and services available from the team.*

13. The manager will verify the postscript and pdf files.

If the pdf and postscript files are in order, you're done.

If the manager finds items in the pdf and postscript files that could be optimized, he/she will let you know. You will then have to make the necessary improvements in the FrameMaker files.

## Page Review Checklist

### Reviewing Chapters

Issues to watch for include, but are not limited to:

#### Poor pagination

Example: If a Heading 3 paragraph falls near the bottom of a page with only a few lines or one paragraph of information following it before the page breaks. This may look better if the Heading 3 paragraph simply started at the top of the next page.

Example: If a paragraph ends at the top of a page, but only one or a few lines of the paragraph fall to the top of the page. This may look better if the entire paragraph were situated at the top of the page and not split between the two pages.

You can make adjustments by:

- applying a Keep With Next or Keep With Previous attribute to the paragraph,
- modifying the Widows/Orphans for the paragraph,

- modifying the Start attribute (under Pagination tab in the designer) to be Top of Page, or Top of Column. (Use Top of Column when adjusting pagination issues in the index.)

### Headers/Footers

Make sure all of your headers and footers are displaying the correct information.

## Reviewing Generated Chapters

There are four issues to watch for:

### Headers/Footers

In all files, make sure your headers and footers are displaying the correct information.

### Lines that Break

In the TOC, LOF, and LORF, watch for headings/figure titles that are longer than one line; these should be broken with a soft return (<SHIFT>+<ENTER>).

**Note:** *Watch your pagination!*

If you make enough changes, you may affect the overall number of pages in the TOC, LOF, or LORF. If this happens you will be throwing off the accuracy of the pages as represented in the table of contents.

For instance, if you make enough changes to the table of contents and it adds two pages to the file, your list of figures, list of reports figures, and preface files will be incorrectly numbered; additionally, they will be incorrectly referenced in the table of contents.

### Separated Entries

In the Index, watch for level 1 entries that are separated by a page or column break from their subordinate level 2 entries. Similarly, watch for level 2 entries that are separated by a page or column break from their subordinate level 3 entries (not common because we generally don't go that deep, but you never know).

### Separator Breaks

Also in the Index, watch for less than optimum breaks between your separators (A B C, etc.) and the corresponding entries for the letter. For instance, if B starts near the bottom of the page/column so that only a few entries for B are on that page/column, apply a Start attribute of Top of Column to the B separator to force it to the top of the column.

# Porting and Publishing the Online Books

## Topics Discussed In This Section

*Overview of Online Porting, 55*

*Publishing the Online Books, 55*

*Finalizing the Online Documentation Set, 58*

## Overview of Online Porting

Every time we publish to online format, the hard copy book file and all of its content files have to be ported.

## Publishing the Online Books

1. In Windows Explorer, **copy** the non-generated files for the book you will be publishing from the Hard Copy Book Set folder to the Online Book Set folder.

**Note:** *Make sure to copy, not to move, the non-generated files into the Online Book Set; when this operation is completed, the files must still exist in the Hard Copy Book Set.*

2. In FrameMaker, create a new document.

Pull down File and choose New. The New window will display; you will use this window to locate the template for the new file you are creating.

Navigate the file system to get to the folder:

Documentation/Admin/Templates/Online Manuals 8.5x11

In that folder, click on the ChapAppIntro.fm file.

Click NEW. An empty two-page file will display.

3. With that file open, pull down File, highlight Import and choose File from the sidemenu. The Import menu will display.

Navigate the file system to get to the folder:

Documentation/Online Book Set/<the folder for your book>

In that folder, click on the file which contains Chapter One of the book. Make sure that the "Copy into Document" option is chosen; then click IMPORT. The text for that chapter will flow into the new file, using the template you selected in step 2.

4. Save this new file over the previous version of Chapter One.

Pull down File and choose Save As. The Save Document window will display.

Navigate the file system to get to the folder:

Documentation/Online Book Set/<the folder for your book>

In that folder, click on the file which contains Chapter One of the book. Click **SAVE**. You will be asked to confirm that you wish to overwrite the existing file with that name. Click **OK**. The file will be overwritten, using the templates established in step 2.

5. Minimize the window containing Chapter 1.
6. Open the Book file for the book. With that window active, import all formats into all non-generated files in the book.

Pull down **File**, highlight **Import** and select **Formats** from the side menu. The **Import Formats** window will display.

Check the following:

The **Import from Document** field contains the name of the Chapter 1 document for this book, and that the current folder is in the **Online Book Set** folder.

All formats are checked in the **Import and Update** section.

No formats are checked in the **When Updating, Remove** section.

All non-generated files are listed in the **Update** section.

All generated files are listed in the **Don't Update** section.

Click **IMPORT**.

FrameMaker will copy all the formats from the Chapter 1 file into all non-generated files in the book.

7. From the Book file window, open the TPCOV file and minimize it.
8. From the Book file for that book, import the **Color Definitions**, **Variable Definitions** and **Conditional Text Settings** into all files in the book.

Pull down **File**, highlight **Import** and select **Formats** from the side menu. The **Import Formats** window will display.

Check the following:

The **Import from Document** field contains the name of the TPCOV file for this book, and that the current folder is in the **Online Book Set** folder.

In the **Import and Update** section, only **Color Definitions**, **Variable Definitions** and **Conditional Text Settings** are checked. All others must be unchecked.

No formats are checked in the **When Updating, Remove** section.

All files are listed in the **Update** section.

No files are listed in the **Don't Update** section.

Click **IMPORT**.

FrameMaker will copy all the formats from the TPCOV file into all files in the book.

9. Generate and Update the book.

Pull down **File** and choose **Generate/Update**. The **Generate/Update Book** window will display.

Make sure that all the generated files are listed in the Generate section and that none are listed in the Don't Generate section.

Click UPDATE.

10. When the updating process is complete, you will need to open each non-generated file in the book individually. Page through the file using two-page view (Esc Z P), looking for layout errors (primarily widows and orphans). After you have completed a file, save it and go on to the next.

For guidelines of what to look for, see *Reviewing Chapters* on page 53.

11. Pull down File and choose Generate/Update. The Generate/Update Book window displays.

Make sure that the Table of Contents, List of Figures, List of Reference Figures and Index files are in the left-hand (Update) list. Click UPDATE.

12. When the updating process is complete, you will need to open each generated file in order, scanning for such layout errors as a subsidiary level beginning on a different page than its leader.

**Caution:** *Remember, when looking through the Table of Contents, List of Figures and List of Report Figures files, that you must not alter the number of pages contained in those files. It is better to leave an error than to change the number of pages.*

The above warning does not apply to the Index file. Because it is at the end of the book, adding pages to it will not cause its accuracy to be compromised.

For guidelines of what to look for, see *Reviewing Generated Chapters* on page 54.

13. When you are satisfied that everything looks in order, save the book in PDF format.

Pull down File and choose Save As.

Make sure:

In the Save In area, the file will be saved within the Online Book Set folder

In the File Name area, the book file name is correct

In the Save As Type, PDF is selected.

Click SAVE.

14. **If** your pdf file is in order:
  - a. Place the pdf file in the *Doc:\Admin\Publishing\product\Online Doc Set* folder.
  - b. Notify the Documentation Manager that your book is done.
15. The Manager will verify the pdf version of the book.

If the pdf file is in order, you're done.

If the Manager finds items in the pdf file that could be optimized, he/she will let you know. You will then have to make the necessary improvements in the FrameMaker files.

## Finalizing the Online Documentation Set

1. Create the Contents file for the on-line documentation set in FrameMaker. This file should contain a text entry for all of the books in the documentation set plus entries for Reader Installation and Help Files in 32-bit versions. (See an earlier contents file.)
2. Print the contents file using the Apple LaserWriter Pro 600 printer driver.
3. With the Contents.pdf file in the On-line Book Set subdirectory, open Acrobat Exchange and make links from the contents file to the book files.
4. Generate an index for the documentation set using Acrobat Catalog. The index should be created in the On-line Book Set subdirectory. This index is used to do word searches on the entire documentation set (versus one book file) when using the Acrobat Reader.
5. Update the readme.txt file if necessary.



## Chapter 4

# Terminology

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### A

#### abbreviations and acronyms

An acronym is a pronounceable word formed from the initial letter or letters of major parts of a compound term. An abbreviation is usually formed in the same way but is not pronounced as a word. Acronyms are always all caps, regardless of the capitalization style of the spelled-out form.

*Abbreviations:* bps—for *bits per second*

*Acronyms:* ROM—for *read only memory*

Always spell out an abbreviation or acronym on first occurrence, and define it if its meaning isn't self-evident. Include acronyms and abbreviations in the glossary.

Do not use periods except in abbreviations for English (nonmetric) units of measurement or in the abbreviations U.S., A.M., and P.M. Do not add an apostrophe before the s when forming the plural

ICs, RAMs, ROMs

For the rules on forming the plural of letters, characters, and symbols, see **plurals**.

Do not use e.g., etc., or i.e. Instead, use *for example*, *and so forth*, and *that is*, or the equivalent phrase.

Many product names are acronyms for longer phrases that describe the product. Expansion of such acronyms may be unnecessary if the acronym is commonly used, such as the acronym *BASIC*. In such cases, omit the acronym definition.

Do not use abbreviations in chapter and section titles. Acronyms may be used in chapter and sections titles providing they are defined in the text that follows.

Do not begin a sentence with an abbreviation. You may use an acronym to begin sentences if they have been explained fully in the preceding text.

For rules on using abbreviations with numbers, see **numbers**.

**above and below** Avoid using *above*, *below*, *earlier*, *preceding*, or *later* as pointers to information in text. Where possible, use specific cross-references, for example, *See the section Selection the Driver*. If you cannot use specific cross-references, use *previous* and *following*.

**abort** do not use *abort* when you mean *cancel*. Avoid in user documentation.

**access** Avoid using *access* as a verb. Use more precise examples.

Log on to...

**accessory** Use accessory only for actual accessories such as carrying cases and mouse pages, not for peripheral devices. Do not use accessory device.

**active  
Application Icon** Use when you name the icon in the menu bar that represents the active application.

**adapter** Not Adaptor

**address** Use this style when giving Aptis' address:

***Department Name / Contact Person***

***Aptis***

***8 Corporate Woods Blvd.***

***Albany NY 12211***

or the appropriate address for your office site.

**affect(v., n.),  
versus effect(n.,  
v.)** Consider the following guidelines when using the terms *affect* and *effect*. Unless you are discussing emotional issues, use *affect* as a verb. *Affect* means to influence, change, or have an effect on. *Affect* as a noun denotes an emotion or emotional response.

Even minor changes *affect* the performance of the database.

*Effect* can be used a noun or a verb. When used as a noun *effect* means the result of some action.

Even minor changes have an effect on the performance of the database.

When used as a verb, *effect* means to cause to happen or to bring about.

To effect even minor changes in the database, you...

**allow** Avoid using allow when you can restructure a sentence so that the reader is the subject. Use *enable* instead of *allow*.

Correct:

CD Author allows you to create a database.

Preferable:

With CD Author you can create a database.

|                            |   |
|----------------------------|---|
| <b>alot</b>                | Do not use; if you mean “apportion” or “grant,” use “allot”. If you mean “a great deal” or “often”, use those words, or when absolutely necessary “a lot”.  |
| <b>alphabetize</b>         | Alphabetize letter by letter, not word by word.   |
| <b>among /<br/>between</b> | <p>Quoted from <i>The Careful Writer</i> by Theodore Bernstein:</p> <p>If Miss Thistlebottom taught you in elementary school that <i>between</i> applies to two things and <i>among</i> to more than two, she probably knew what she was doing: She was making things easy for herself. It is simpler to lay down a rule than to try to stimulate discriminating thinking, particularly in a school class that ranges from blockheads to eggheads.</p> <p><i>Among</i>, to be sure, applies to more than two things, but the relationship it expresses is usually a rather loose one. When three or more things are brought into a relationship severally and reciprocally, <i>between</i> is proper. In the following passage <i>between</i> would be better than <i>among</i>: “Apart from discussions among Washington, Paris, and London on the prospective conference....” The idea of two is inherent etymologically in the word <i>between</i>, but so is it inherent in the discussions here referred to: the meetings were being held by Washington and Paris, by Paris and London, by London and Washington. Similarly, to speak of a treaty <i>between</i> nine powers would be completely proper and exact. When the relationship is looser, <i>among</i> is the proper word: “War reparations were distributed among the nine victorious powers.”</p> <p><i>Among</i> shows a relationship between two items.</p> <p>The following table lists the most common terms used among the technical writing staff.</p> <p><i>Between</i> shows a relationship involving two or more items as long as the items are considered separately. <i>Between</i> is typically followed by either a plural (between machines) or by two or more expressions joined by <i>and</i>.</p> <p>What is the difference between VISUAL, BASIC, and C++?</p> |
| <b>ampersand</b>           | Only use the ampersand character (&) when describing a command name or other on-screen element that uses the character. In all other cases, use the word <i>and</i> .   |
| <b>and / or</b>            | Rewrite to avoid this construction.   |
| <b>and also</b>            | Do not use; redundant.  |
| <b>angle brackets</b>      | <p>Use <i>angle brackets</i>, not <i>brackets</i>, to describe these symbols: &lt; &gt;. When distinguishing between the two symbols, write <i>left angle brackets</i> or <i>right angle brackets</i>.</p> <p>You can also use <i>greater than</i> or <i>less than</i> to describe these symbols in the appropriate context.</p>  |
| <b>API</b>                 | Acronym for Application Program Interface.  |

|                             |  |
|-----------------------------|--|
| <b>apostrophe</b>           | <p>An apostrophe is curly; a foot-mark is straight.</p> <p>Use the curly apostrophe except in command line descriptions.</p>   |
| <b>appendix</b>             | <p>Appendices contain reference material or material that supplements information presented in the chapters of the document. Appendices may not be necessary in all manuals; they are most often needed when the material in the documentation is complex.</p> <p>Typically, appendices contain the following information:</p> <ul style="list-style-type: none"><li>• Error messages</li><li>• Tables, graphs, and lists</li><li>• Code examples</li><li>• Bibliographic information</li><li>• Detailed descriptions of equipment or procedures that may add additional information that the reader may find useful, but not necessarily critical to the operation of the equipment or procedure described.</li><li>• Additional or advanced user information such as customizing a user interface, dialog box, or menu option.</li><li>• When a book has only one appendix, refer to it as <i>Appendix</i>, not <i>Appendix A</i>.</li></ul> |
| <b>appendices</b>           | <p>Not <i>Appendixes</i>.</p>  |
| <b>application</b>          | <p>In user manuals, when referring to a single application program, use application program on first mention; thereafter, use program or application program. Avoid using application by itself in user manuals.</p> <p>Use application or end-user application when referring an application created using a Aptis product.</p>   |
| <b>application software</b> | <p>Not <i>applications software</i>. Use only when referring to application software in general. Use <i>application program</i> or <i>program</i> when referring to a single program.</p>  |
| <b>Arabic</b> (adj.)        | <p>Always capitalized when referring to numerals.</p> <p>See also <b>Roman</b>, <b>roman</b>.</p>  |
| <b>arrow</b>                | <p>In user manuals, use <i>pointer</i> in general references; use arrow or arrow pointer when describing the specific type of pointer shown in Figure 1.</p> <p>The pointer becomes an arrow [<i>or I-beam, or cross-bar, and so on</i>].</p>  |
| <b>arrow keys</b>           | <p>Use lowercase when referring to the <i>arrow keys</i>; do not use the term <i>direction keys</i>.</p> <p>Use the font style “Key/Button” when referring to a particular arrow key, such as RIGHT ARROW KEY.</p> <p>Use the arrow keys to move the cursor from cell to cell.</p> <p>Press the left arrow key.</p>  |

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|                      |   |
|----------------------|---|
| <b>as</b>            | <p>Do not use <i>as</i> as a synonym for the terms <i>because</i> and <i>while</i>.</p> <p>Do not confuse the conjunction <i>as</i> with the preposition <i>like</i>. <i>As</i> introduces clauses, <i>like</i> introduces phrases.</p> |
| <b>as to whether</b> | <p>Do not use; the single word “whether” will suffice.</p>  |
| <b>assure</b>        | <p>Do not use assure when you mean ensure or insure. Assure means to remove the doubt, or to be positive.</p> <p>We assure our customers of our product quality.</p>  |

## B

|                                       |  |
|---------------------------------------|--|
| basically,<br>essentially,<br>totally | These words seldom add anything useful to a sentence. Try the sentence without them and, almost always, you will see the sentence improve.   |
| being that or<br>being as             | These words are a non-standard substitute for “because.”   |
| below                                 | <p>Do not use <i>below</i> to describe an element that has not yet occurred in a manual. If necessary, use a more specific reference, such as <i>later in this chapter</i>. For a chapter or section, include the chapter or section title. For a figure or a table, include the number of the figure or table.</p> <p>For more information, see “Printing” later in this chapter.</p> <p>For a summary of slot and drive and numbers, see XREF on page XREF.</p>  |
| between /<br>among                    | <p>Quoted from <i>The Careful Writer</i> by Theodore Bernstein:</p> <p>If Miss Thistlebottom taught you in elementary school that <i>between</i> applies to two things and <i>among</i> to more than two, she probably knew what she was doing: She was making things easy for herself. It is simpler to lay down a rule than to try to stimulate discriminating thinking, particularly in a school class that ranges from blockheads to eggheads.</p> <p><i>Among</i>, to be sure, applies to more than two things, but the relationship it expresses is usually a rather loose one. When three or more things are brought into a relationship severally and reciprocally, <i>between</i> is proper. In the following passage <i>between</i> would be better than <i>among</i>: “Apart from discussions among Washington, Paris, and London on the prospective conference....” The idea of two is inherent etymologically in the word <i>between</i>, but so is it inherent in the discussions here referred to: the meetings were being held by Washington and Paris, by Paris and London, by London and Washington. Similarly, to speak of a treaty <i>between</i> nine powers would be completely proper and exact. When the relationship is looser, <i>among</i> is the proper word: “War reparations were distributed among the nine victorious powers.”</p> |
| bibliography                          | <p>Do not include a bibliography unless it serves a specific purpose. If you have relied on printed sources other than Aptis manuals, you should credit those sources in a bibliography.</p> <p>If the scope of the manual is limited but you feel that many readers may want to seek out more information on their own, a bibliography can also be useful.</p> <p>The bibliography always begins on a new page.</p>   |
| bibliographic<br>entries              | In each entry, invert the first author’s name (last name first, with a comma both before and after the first name of names). Italicize book and periodical titles. Enclose article titles in quotation marks. Do not give the name of the state or country when the place of publication is a well-known city. If you need to provide a state name, use the correct postal abbreviation.   |

For complete rules on bibliographic citation, refer to the *Publication Manual of the American Psychological Association*, 4th edition (or the most current).

|   |  |
|---|--|
| <b>bit</b>  | Do not use when you mean <i>pixel</i> or <i>a dot on the screen</i> .  |
| <b>bitmap</b> (n., v.),<br><b>bitmapped</b> (adj.),<br><b>bitmapping</b> (n.)   | One word in all forms. You can use either <i>bitmap font</i> or <i>bitmapped font</i> , but be consistent.   |
| <b>bits per second</b><br>(bps)   | Not the same as baud. Spell out on first occurrence.   |
| <b>black-and-white</b><br>(adj.), <b>black and</b><br><b>white</b> (pred. adj.) | She's writing about the black-and-white monitor.<br><br>The image on the screen is black and white.  |
| <b>blank character</b>  | Do not use; use <i>space character</i> .   |
| <b>blinking</b>   | Use <i>blinking</i> to describe the insertion point. Do not use the term <i>flashing</i> to mean <i>blinking</i> .   |
| <b>board</b>  | Do not use to mean card. A board is built in, a card can be taken out by the user.   |
| <b>boldface</b>   | Use boldface for file names and path names. Do not use bold face introduce new terms, use <i>italics</i> . You can use boldface for emphasis, but use sparingly.<br><br>This needs considerable thought and definition.  |
| <b>Boolean</b> (adj.)   | Note capitalization.   |
| <b>boot</b>   | Do not use for start up or switch on in user manuals. In manuals written for new users, however, you may want to mention the term boot or include it in your glossary.   |
| <b>boot disk</b>  | Do not use except in technical documents; use <i>startup disk</i> .  |
| <b>bps</b>  | Abbreviation for bits per second. Spell out on first occurrence.   |
| <b>braces { }</b>   | Not <i>curly brackets</i> , but it's OK to define braces as <i>curly brackets</i> on first mention. When you need to distinguish between opening and closing braces, use <i>left brace</i> and <i>right brace</i> .<br><br>In syntax expressions using brackets and braces, braces indicate that all of the enclosed elements are required.  |
| <b>brackets [ ]</b>   | Use the following guidelines when using <i>brackets</i> in text: <ul style="list-style-type: none"> <li>• If you cannot avoid nested parenthetical remarks, use <i>brackets</i> for the inner remark and parentheses for the outer remark.</li> <li>• If <i>brackets</i> enclose a sentence, place the period inside the right bracket.</li> <li>• If <i>brackets</i> enclose a phrase that ends in a sentence, place the period outside the right bracket.</li> </ul> |

In syntax expressions using *brackets* and *braces*, *brackets* indicate that all of the enclosed elements are optional. *Braces*, with choices stacked vertically within them, indicate that the user should choose exactly one of the items.

**built-in** (adj.),  
**built in** (pred.  
adj.)

Hyphenate only before the noun.

The dialog box shows the name of the disk in the built-in drive.

The 3.5-inch disk drive is built in.

**built-in disk  
drive**

Use either *built-in disk drive* or *internal disk drive*, whichever is used in the product.

**built-in video  
card**

In user manuals, use to describe video cards that are installed at the factory; do not use on-board video cards.

**button**

You *click* an on-screen button, you *press* a mechanical button. Capitalize names of rounded-rectangle buttons as you would a title.

Click Cancel.

Click the Connect to Network button

Press the mouse button.

See also **click**.

**buttons**

When writing about a software's application environment, buttons are on screen controls that enable the end user to choose actions or operations. Use the names of buttons as adjectives, not nouns.

***Correct***

Click the OK button.

***Not correct***

Click OK.

Capitalize the first letter of button names, use lowercase for all other letters; an exception to this guideline is the OK button.

When referring to hardware, specify the type of *button*, such as an *On/Off switch*, or *mouse button*.

Always refer to a *key* on the *keyboard* as *key*, not *button*.

**Button tool**

Note capitalization.



## C

|  |   |
|--|---|
| <b>cable</b>   | Use <i>cable</i> to describe what physically connects two pieces of hardware.   |
| <b>cache</b> (n., v.),<br><b>cached</b> (v.),<br><b>caching</b> (n., v.) | Note spelling. See also <b>RAM cache</b> .  |
| <b>call (a program)</b>  | Do not use <i>call</i> when you mean <i>load</i> .  |
| <b>callouts</b>  | <p>A callout is a short text label with a line that points to part of a figure. Use callouts if you need to identify something within a figure.</p> <p>Callouts are usually positioned outside the boundaries of the figure, and a thin line, known as a leader line, connects the callout to what it identifies within the figure.</p> <p>Use callouts freely when they are necessary, but keep in mind that too many callouts can be distracting to the reader. Keep callouts brief, both for clarity and for an uncluttered look.</p>  |
| <b>cancel</b>  | It's OK to use cancel instead of halt to avoid awkwardness. In a dialog box in the desktop interface, the user clicks the Cancel (note capitalization) button when he or she does not want to continue performing a particular action.  |
| <b>canceled,<br/>canceling</b>   | Not cancelled, cancelling   |
| <b>capitalization</b>  | <p><b><i>all caps</i></b></p> <p>THIS LINE IS AN EXAMPLE OF ALL CAPS</p> <p>Avoid using all caps.</p> <p><b><i>caps/lowercase</i></b></p> <p>This Line Is an Example of Caps/Lowercase</p> <p>Use caps/lowercase for book titles, part titles, chapter titles, titles of major sections of disks, running feet that use chapter titles, and cross-references to such titles.</p> <p>In cross-references to a specific appendix or chapter or to the preface capitalize the word Appendix, Chapter, or Preface. But when referring to appendices, chapters, or prefaces in general, do not capitalize the word appendix, chapter, or preface.</p> <p><b><i>See the Preface for more information</i></b></p> <p>See the Appendix for a list of specifications</p> <p>The preface of a manual is a good place to explain the typographic conventions you follow in the text.</p> |

In cross-references to sections that never take a title (glossary, index, table of contents, and so on), do not capitalize the name of the section.

Follow these rules when using caps/lowercase:

- Capitalize every word except articles, coordinating conjunctions, *to* infinitives, and prepositions of three letters or fewer (except when a preposition is part of a verb phrase).

*Switching On the Computer*

*Introduction to the CD Answer for the Macintosh*

*How to Start CD Author*

### ***Getting Started With Databases***

- Capitalize the first and last word, no matter what their part of speech

*Of Mice and Men*

### ***The Rule We Fail to Live By***

- Capitalize the second word in a hyphenated compound.

### ***Correct***

### ***High-Level Event, 32-Bit Addressing***

### ***Exception***

### ***Built-in Disk Drive***

- Capitalize *Is*, *It*, *Than*, *That*, and *This*.

### ***initial cap only***

This line is an example of initial cap only.

Do not use initial cap in cross-references to section heads; use caps/lowercase.

When using initial cap only, capitalize only the first letter of the first word, as well as the first letter of any proper nouns and proper adjectives.

### ***file names***

Use lowercase, bold letters for file names, unless they are case sensitive.

need discussion of this

my\_file.txt

### ***Pathnames***

Use lowercase, bold letters for pathnames, unless they are case sensitive.

need discussion of this

C:\pegasus\docs\relnotes

|                                      |   |
|--------------------------------------|---|
| <b>captions</b>                      | <p>Figure captions and table captions should be initial cap only. In general, a caption should read like a title. Do not use a caption to explain a figure at length; make the explanation part of the regular text preceding the figure.</p> <p>Do not use figure captions or table captions; instead use the defined styles of Figure Heading and Table Heading. These items should use caps/lowercase style.</p> |
| <b>card</b>                          | Refers to a removable circuit board that is installed in a slot. Compare <b>board</b> .   |
| <b>caret</b>                         | Do not use when you mean circumflex. A caret (^) is used, for example, to mark a dynamic variable in PASCAL.  |
| <b>carriage return</b>               | Use only when referring specifically to ASCII character \$0D or its equivalent. Use return character when writing about, for example, searches for return characters. Use Return key for the key you press.   |
| <b>CD</b>                            | Abbreviation for compact disc. Spell out on first occurrence.   |
| <b>CD-ROM</b>                        | <p>Abbreviation and acronym for compact disc read-only memory. For Commsoft's audience it is not necessary to spell out CD-ROM.</p> <p>Note hyphenation and capitalization.</p> <p>As a plural use CD-ROM xxx (where xxx is discs, or volumes, or drives, and so on).</p>   |
| <b>central processing unit (CPU)</b> | Spell out on first occurrence. Do not use when referring to the whole computer.   |
| <b>chapter</b>                       | <p>Capitalize the word chapter in references to specific chapters.</p> <p>Chapter 5, "Expanding Your Database".</p> <p>Chapters 4 and 5.</p> <p>in the next chapter.</p>  |
| <b>chapter opener</b>                | Include a paragraph of chapter-opening text for all sections. This material introduces the chapter to your reader.  |
| <b>chapter table of contents</b>     | Do not include a chapter table of contents at the beginning of each chapter. However, if there is a significant amount of material in the chapter you may include a bulleted list of topics readers should be aware of.   |
| <b>character</b>                     | <p>Use in reference to what a key on the computer's keyboard stands for.</p> <p>Compare <b>symbol</b>.</p>  |
| <b>check</b>                         | Do not use when you mean the action of clicking a checkbox to select an option.   |
| <b>checkbox</b>                      | Refers to an on-screen box. <i>Checkbox</i> is one word; note lowercase. Not <i>box</i> or <i>ballot box</i> . You <i>click</i> a checkbox to <i>select</i> or <i>deselect</i> an option; you do not <i>check</i> or <i>uncheck</i> a checkbox.   |

See also **button**, **radio button**.

**checkmark** Refers to the X that's in a checkbox when the checkbox is selected. One word.

**choose** Use *choose*, not *select*, for menu commands. In general, the user selects something (such as a disk icon, a graphic image, or a section of text) and then chooses a command to act on the selection.

For tear-off menus that become palettes, choose is still appropriate. See also **select**.

**click** On first occurrence, describe the action of positioning the pointer on an object and briefly pressing and releasing the mouse button. You do not click on the mouse button, you press and release it. After that, simply refer to the object to be clicked.

**Icon:** *Click the disk icon.*

**Button:** *Click the cancel button.*

**Checkbox:** *Click Auto Page Numbering.*

**click and drag** Do not use. You either click or you drag.

**Correct**

**You drag the file to the C:\ drive.**

Click the icon to select and then drag it to the C:\ drive.

**click in** You click in a window or region, such as a scroll bar; you click all other on-screen elements, such as icons, checkboxes, and buttons.

**click on** Do not use; use *click*.

**close** You *close* a window or a document. Do not refer to an icon as a *closed window*.

See also **open**.

**close box** Note lowercase.

**code** Use code when offering code samples. Code is new courier, 9pt.

If the language you are working in has a standard style of indentation, use it. If it doesn't have such a style, develop a logical method of your own and use it consistently.

Develop a method of spacing around punctuation and use it consistently. It's often best to use "English-style" spacing because it's easy to remember and stick with.

Use code for what the user types, for program listings, and for small pieces of sample code.

For more detailed guidelines on using computer voice in technical documentation, see "Code in Text" in Appendix A.

Do not use code for names of buttons, bars, menu commands, menu titles, or other on-screen elements that are caps/lowercase; use regular text font for this purpose. For such items that are initial cap only, use regular text font in quotation marks.

***Click the Cancel button.***

***Choose Page Setup from the File Menu.***

Click the “Keep lines together” checkbox.

Do not use code for error messages or system messages. If you quote a message exactly as it appears on the screen, use regular text font in quotation marks. If you paraphrase a message, use regular text font without quotation marks.

In user manuals, do not use code in part of chapter titles; text heads; cross-references to parts, chapters, or sections; or entries in the table of contents. Avoid using code in callouts and figure captions.

Do not use code for names of files, folders, or directories.

Punctuation following a word or phrase in computer voice is in regular text font, not in code, unless the punctuation mark is part of the computer language element represented or part of what the user should type.

|                     |   |
|---------------------|---|
| <b>code file</b>    | Two words, except in reference to the Pascal predefined file type <i>codefile</i> .   |
| <b>code names</b>   | Use exactly the same form for a product’s code name throughout a manual or product training disk. (If the name is sometimes misspelled or otherwise treated inconsistently, a global search-and-replace is not possible.) |
| <b>colons</b>       | Avoid using colons in text heads, if it is absolutely necessary to use a colon in a header, capitalize the first word after the colon.  |
| <b>color pixels</b> | Not colored pixels.   |
| <b>command</b>      | Use command or menu command in user manual; do not use menu options.  |

***The menu contains a list of commands.***

Use the Save command to save any changes to your file.

Use *menu item* to refer to items in the menu and open programs in the Application menu. A command is *in* a menu, not *on* a menu; a menu *contains* commands.

|                      |  |
|----------------------|--|
| <b>command names</b> | Use caps/lowercase; do not capitalize <i>command</i> .<br><br>the Find command |
|----------------------|--|

Do not capitalize a command name when used as a normal English verb.

***Choose Cut from the Edit menu.***

Now cut the selected text from your document.

Some commands have an ellipsis (“...”) following the command name in the menu. Use the periods in any text head made up solely of the command name and in the corresponding table of contents entry; do not use the periods in running text or in the index.

For commands or other on-screen elements of two or more words whose names are initial cap only, use quotation marks.

Click the checkbox labeled “Keep lines together.”

**commas** Use the serial comma (a comma preceding *and* or *or* in a list of three or more items).

**compact disc (CD)** Not *compact disk*. It is not necessary to spell out on first occurrence in Commsoft documentation.

**Company, Co.** Spell out or abbreviate according to the particular company’s preference.

**compiler** Capitalize compiler only when using the full name.

The Metrowerks Compiler is not the only compiler we use.

**compile time (n.), compile-time (adj.)** Note hyphenation of adjective.

**comprise** A whole *comprises* parts. Parts *constitute* a whole. Do not use *is comprised of*.

***A class comprises students.***

Students constitute a class.

**considered to be** Eliminate the “to be” and, unless it’s important who’s doing the considering, try to eliminate the entire phrase.

**constitute** Parts constitute a whole. A whole comprises parts.

***Students constitute a class.***

A class comprises students.

**container** Avoid in user documentation except when explaining what a folder or disk is; use *folder* or *disk*.

**Control** The key. Do not use *CTRL*. *Ctrl* is OK when space constraints do not allow use of the full term.

**control character (n.), control-character (adj.)** Note hyphenation of adjective.

**Control key** The name of the specific key is capitalized: Control key.

**controlled, controlling** Not controled, controlling.

|   |  |
|---|--|
| <b>controller card</b>  | Refers to a type of card that drives or controls a peripheral device. Be specific: <i>disk controller card</i> .   |
| <b>control panel</b>  | Lowercase. Refers to a file of type 'cdev' that allows the user to set or control some features of hardware or software, such as the volume of the speaker or the number of colors displayed on screen. Such files are available in most operating languages. Refer to a control panel by its name (capitalized) and add the words <i>control panel</i> (lowercase)— <i>Views control panel</i> , <i>Map control panel</i> , and so on. However, refer to the General Control control panel as the <i>General Controls panel</i> . |
| <b>Control Panels folder</b>  | Note lowercase folder.   |
| <b>coprocessor</b>  | No hyphen.   |
| <b>copy</b>   | To put a copy of something on the Clipboard by selecting it and choosing the Copy command from a menu.   |
| <b>copy-protect</b> (v.),<br><b>copy-protected</b><br>(adj., pred. adj.),<br><b>copy-projection</b><br>(n.) | Hyphenated in all forms. A copy-protected disk or file is one that cannot be copied legally. Compare with <b>write-protect</b> , <b>write-protected</b> , <b>write-projection</b> .  |
| <b>copy right page</b>  | <p>All manuals and updates must have a copyright page or copyright notice. This page is always the second in a book and does not have a page number or a footer.</p> <p>The copyright page is a boilerplate element and is part of the Cover template and must include a document <b>part number</b>.</p> <p>All trademarked products (third-party) mentioned in the manual must receive a credit line on the copyright page.</p> <p>For information on trademark symbols, see <b>Trademark</b>.</p>                               |
| <b>cord</b>   | Use only when describing the power cord.   |
| <b>Corporation, Corp.</b>   | Spell out or abbreviate according to the particular corporation's preference.  |
| <b>CPU</b>  | Abbreviation for central processing unit. Spell out and define on first occurrence. Do not use when referring to the whole computer.   |
| <b>CR</b>   | Abbreviation for carriage return. Do not use. Use Return key for the key you press.  |
| <b>crash</b>  | In manuals for new users, reassure the reader that the term crash does not imply damage to hardware.   |
| <b>crossbar</b>   | One word.  |
| <b>crosshair</b>  | One word. Refers to a pointer that is always two fine crossed lines. Use only when the thickness of the lines does not change.   |

**cross-  
references*****to chapter titles***

use caps/lowercase and enclose the title, but not the word Chapter or the chapter number, in quotation marks.

See Chapter 2, "Using CD Answer to Retrieve Information."

***to disk titles***

In manuals, use caps/lowercase and italics; do not use quotation marks. Do not capitalize or italicize the word disk unless it's part of the title as it appears on the disk label. Do not include trademark symbols.

***Tutorial disk***

CD Answer Basics

In on-screen text, use quotation marks, not italics.

***to manual titles***

In manuals, use caps/lowercase and italics; do not use quotation marks. Do not capitalize or italicize phrases like user's guide unless they are part of the title as it appears on the cover of the manual. Do not include trademark symbols.

***See Getting Started With Pegasus***

See your Pegasus user's guide.

In on-screen text, use quotation marks, not italics.

***to section titles***

Use caps/lowercase and enclose the title in quotation marks.

See "Trouble Installing Pegasus" in Chapter 1.

**Ctrl**

Abbreviation for Control; initial cap only. Use only when space constraints do not allow use of the full term (as in column heads in tables); otherwise, use *Control*, as in *Control key* or *Control-S*.

**Curly brackets ({  
})**

Do not use; use braces. It is OK to define braces on first mention as curly brackets.

**cursor**

Use insertion point or pointer, depending on context. Cursor may be appropriate in describing other interfaces and in technical manuals.

**cut**

To remove something by selecting it and choosing the Cut command from a menu. The selection is placed on the Clipboard.



## D

## dashes

***em dash***

Use the em dash (—, alt-0151, Ctrl-q Q) to set off a word or phrase that interrupts or changes the direction of a sentence or to set off a lengthy list that would otherwise make the syntax of a sentence confusing. Do not overuse em dashes. If the text being set off does not come at the end of the sentence, use an em dash both before and after it.

In cross-references to a specific part of a manual, use an em dash to separate the part number from the part title.

For more information, see *Getting Started With Pegasus: Part 1—Setting Up Your Computer*.

***en dash***

Use the en dash (–, Control-q P) for the following purposes:

- between numbers that represent the endpoints of a continuous range: bits 3-17, 1986-1987 (but see exception following this list)
- between the elements of a compound adjective when one of those elements is itself two words
- between keystroke names in a combination keystroke when at least one of those names is itself two words: Option-right bracket, Option-Up Arrow
- to separate double-click from other keystroke names in a combination keystroke (but use hyphens elsewhere in the sequence)
- as a minus sign

Some programming languages, such as Pascal, use two unspaced periods to represent a range of numbers in code: 0..15. Use this form for number ranges *in code only*. Use the en dash elsewhere.

Do not confusion the en dash with a dash (-, the key on the keyboard)

See also **hyphenation**.

|                           |   |
|---------------------------|---|
| <b>data</b>               | Singular or plural, depending on the context. When used as a collective noun, data takes a singular verb. When the meaning is not collective, use a plural verb. In user manuals, avoid in favor of information if information make sense in the context. |
| <b>database (n, adj.)</b> | One word. As a noun, database refers to the body of data manipulated by a database program.   |
| <b>data file</b>          | Two words, except in reference to the Pascal predefined file type <i>datafile</i> .   |
| <b>date/time record</b>   | Note slash and lowercase.   |
| <b>default</b>            | Define on first occurrence.   |

|                            |  |
|----------------------------|--|
| dehighlight, dehighlighted | Do not use. Use deselect as a verb when appropriate; otherwise reword. Use not highlighted as an adjective.  |
| DEL character              | Not DELETE character or rubout character. Refers directly to the ASCII character \$7F.   |
| Delete                     | <p>The key; not <i>DEL</i> key.</p> <p>Compare <b>Forward Delete (Fwd Del)</b>.</p>  |
| depress                    | Do not use; use press.   |
| deprotect                  | Do not use; use <i>remove protection</i> .   |
| deselect (v.)              | <p>OK to use when you mean cancel a selection. Not <i>uncheck</i>, <i>unselect</i>, <i>unhighlight</i>, or <i>dehighlight</i>.</p> <p>Compare <b>unselected</b>.</p>   |
| desktop (n., adj.)         | One word lowercase. Refers to the working area on the screen when the Finder is active. Use desktop or Finder desktop in user manuals when discussing activities the user performs or things the user sees on the desktop.   |
| device                     | <p>Use to refer to any piece of hardware that connects directly (or indirectly through a network) to the computer. User peripheral device on first mention.</p> <p>Compare <b>accessory</b>.</p>   |
| device name                | Two words. Note the treatment of these similar terms: <i>file name</i> , <i>pathname</i> , <i>user name</i> , <i>volume name</i> .   |
| dialog box                 | <p>Refers to a box that appears on the screen to request information. Do not use just <i>dialog</i> to refer to a dialog box. Name dialog boxes only if necessary. Naming a dialog box after the command that brings it up to the screen is preferable. (The <i>application selection</i> dialog box is the exception because it appears so often.)</p> <p>Avoid naming features within dialog boxes if at all possible. Instead, rely on figures with explanatory callouts about the function of each feature. If you need to name a feature, give it a generic name (such as <i>text box</i>) and make it as unobtrusive a part of the explanation as you can.</p> |
| dialog message             | Do not use; use <i>message</i> .   |
| different from             | <p>Not different than. Make sure that both elements being compared are parallel nouns.</p> <p>The user interface of CDAuthor is different from that of Pegasus.</p>  |
| differently than           | <p>Use when comparing two parallel clauses. do not use <i>different than</i>, <i>different from</i>, or <i>differently from</i> for this purpose. Rewrite whenever possible to set up a construction in which different from is used to compare two parallel nouns.</p> <p>She uses the computer differently than he does.</p>   |

|                                 |  |
|---------------------------------|--|
| <b>dimmed</b>                   | Use grayed out, not dimmed or hollow, to describe a shaded icon, menu command, button, or option in a dialog box.  |
| <b>direction keys</b>           | Do not use; use arrow keys.  |
| <b>directory name</b>           | Refers to the name that appears above a list (directory) of files in a dialog box. Do not use <i>menu title</i> for this purpose.  |
| <b>disabled</b>                 | In user manuals, do not use when you mean <i>dimmed</i> .  |
| <b>disc</b>                     | Use only when referring to a compact disc, videodisc, optical disc, or other laser technology discs; otherwise, use <i>disk</i> . In ongoing references to compact discs, <i>disc</i> is preferable to <i>CD</i> or <i>CD-ROM</i> .<br><br>See also <b>CD-ROM</b> .  |
| <b>disk</b>                     | Not diskette, flexible disk, floppy, floppy microdiskette, micro diskette, or microfloppydiskette. Not disc except when referring to a compact disc, videodisc, optical disc, or other laser technology discs.<br><br>If the medium is magnetic it's <i>disk</i> . Use floppy disk to distinguish from hard disks or compact discs; never use just floppy for this purpose. In user documentation, use disk instead of volume to refer in general to floppy disks, hard disks, shared disks, and <i>CD-ROM</i> discs.<br><br>Use an article when appropriate; the disk; a disk; save on a disk; not save to disk. Never use as a short form for disk drive.<br><br>Describe a disk according to the following criteria (and in this order): <ul style="list-style-type: none"> <li>6. storage capacity, in number of bytes</li> <li>7. physical size in inches or centimeters, but always use decimals rather than fractions</li> <li>8. removability from its drive (removable or fixed)</li> <li>9. flexibility of medium (floppy or hard)</li> </ul> 800K 3.5-inch removable floppy disk<br><br>Include only as much information as is necessary to avoid confusion in the context of each description. |
| <b>disk drive</b> (n.,<br>adj.) | When mentioning a particular device, do not capitalize disk drive or drive<br><br><i>disk drive 1, drive A</i> .<br><br>When describing a preprinted disk drive label, however, follow the capitalization style used on the label.<br><br>Do not hyphenate disk drive when it is used as a compound adjective.<br><br>See also <b>drive</b> .  |
| <b>diskette</b>                 | Do not use; use disk.  |

|   |   |
|---|---|
| <b>disk name</b>  | Use when referring to the name for the disk as it appears on the desktop interface; do not use disk title for this purpose.   |
| <b>Disk Operating System</b>  | Not necessary to spell out; use DOS.  |
| <b>disk titles</b>  | <p>Use caps/lowercase and italics for the full title of a disk. The word <i>disk</i> may or may not be part of the title; follow the usage on the official label. <i>The</i> is usually not part of the disk title.</p> <p>Use lowercase when referring to a disk by less than its full title. or for disks with “generic” titles.</p> <p style="text-align: center;"><b><i>Insert the system disk into the internal drive.</i></b></p> <p>The installer program is on the printer installation disk.</p> |
| <b>display</b>  | Do not use when you mean desktop or screen, or when referring to a cathode-ray type monitor.  |
| <b>display device</b>   | Refers to a device connected to the computer that displays text or graphics. If possible, be more specific: <i>monitor</i> or <i>television set</i> .   |
| <b>display system</b>   | Refers to a monitor and the display card (sometimes called a video card) that supports it.  |
| <b>document</b>   | <p>In user manuals, refers to a file the user creates and can open, edit, and print.</p> <p>Compare <b>file</b>.</p>  |
| <b>document window</b>  | Do not use; use document or window, not both.   |
| <b>done</b>   | Use done as a complement; use finish or complete as a verb.   |
| <b>DOS</b>  | Acronym for Disk Operating System. It is not necessary to spell out on the first occurrence.  |
| <b>dot</b>  | <p>use <i>dot</i>, not <i>bit</i>, when describing an individual screen pixel.</p> <p>See also <b>pixel</b>.</p>  |
| <b>dot matrix</b> (n.),<br><b>dot-matrix</b> (adj.)                                       | Note hyphenation of adjective.  |
| <b>double click</b> (n.),<br><b>double-click</b> (v.),<br><b>double-clicking</b> (n., v.) | Note hyphenation.   |
| <b>Down arrow</b>   | The key.  |
| <b>download</b> (v.),<br><b>downloadable</b> (adj.)                                       | One word. A file that can be downloaded is a downloadable file.   |

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|                             |   |
|-----------------------------|---|
| <b>drag</b>                 | <p>Refers to the act of positioning a pointer, pressing and holding the mouse button, moving the mouse, and then releasing the mouse button. If you are writing for new users, define on first mention.</p> <p>Always use drag in reference to objects on the screen. Do not use drag the mouse. Do not use click and drag.</p> |
| <b>drive</b>                | <p>Use disk drive except in passages in which using both words becomes cumbersome or overly repetitive. Do not capitalize drive or disk drive except with describing a preprinted disk drive label on which the term is capitalized, or when using a product name.</p>  |
| <b>drivers</b>              | <p>Capitalize the word driver in a driver name only if it is part of the product name; for example, Sound Driver or Disk Driver. When using the term driver generically, as in printer driver, do not capitalize.</p>   |
| <b>drop box</b>             | <p>Do not use.</p>  |
| <b>due to the fact that</b> | <p>Using this phrase is a sure sign that your sentence is in trouble. Did you mean “because”? “Due to” is acceptable after a linking verb; otherwise, avoid it.</p>   |

## E

|   |  |
|---|--|
| <b>each and every</b>                         | One or the other, but not both.  |
| <b>edition</b>                                | Lowercase. Not edition file except where necessary for explanation.  |
| <b>editor</b>                                 | Capitalize editor only when using the full name: the MPW editor, but the editor.   |
| <b>effect</b> (n., v.),<br><b>affect</b> (v.) | <p>Consider the following guidelines when using the terms <i>affect</i> and <i>effect</i>. Use <i>affect</i> as a verb. <i>Affect</i> means to influence, change, or have an effect on.</p> <p>Even minor changes <i>affect</i> the performance of the database.</p> <p><i>Effect</i> can be used a noun or a verb. When used as a noun <i>effect</i> means the result of some action.</p> <p>Even minor changes have an effect on the performance of the database.</p> <p>When used as a verb, <i>effect</i> means to cause to happen or to bring about.</p> <p>To effect even minor changes in the database, you...</p>  |
| <b>e.g.</b>                                   | Do not use; use <i>for example</i> or <i>such as</i> .   |
| <b>eject</b> (trans. v)                       | <p>Do not use as an intransitive verb</p> <p>The disk drive ejects the disk</p>  |
| <b>ellipsis points</b>                        | <p>Some commands have three unspaced periods following the command line name in the menu. Use the periods in any text head made up solely of the command name and in the corresponding entry in the table of contents; do not use the periods in running text or in the index.</p> <p>When three periods are used to present material omitted with a quotation, or text that trails off, the printing convention is to separate the periods with spaces.</p> <p>When the material preceding the ellipsis points is a complete sentence, add a fourth point as a period, before the ellipsis points and closed up with the last word.</p> <p>Some programming languages, such as Pascal, use two unspaced periods to represent a range of numbers in code: 0..15. Use this form for number ranges <i>in code only</i>. Use the en dash elsewhere.</p> |
| <b>embed</b>                                  | Not imbed.   |
| <b>em dash</b>                                | See <b>dashes</b> .  |
| <b>en dash</b>                                | See <b>dashes</b> .  |
| <b>ensure, insure</b>                         | Use ensure to mean make sure or guarantee. Use insure to describe what an insurance company does.  |

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|                       |   |
|-----------------------|---|
| <b>enter</b>          | <p>Do not use when you mean <i>type</i> or <i>press</i>. <i>Enter</i> is appropriate when referring to data. <i>Enter</i> implies typing information and pressing the Enter or Return key.</p> <p>You <i>enter</i> data, <i>type</i> words and characters, and <i>press</i> keys.</p> <p>Compare <b>press</b>, <b>type</b>.</p> |
| <b>entitled</b>       | <p>Do not use; use <i>titled</i> or <i>named</i>, or <i>named</i>.</p>  |
| <b>EOF</b>            | <p>Abbreviation for <i>end-of-file</i>. Spell out on first occurrence.</p>  |
| <b>error messages</b> | <p>Enclose in quotation marks; reproduce exact spelling and punctuation (even if incorrect).</p>  |
| <b>equal sign</b>     | <p>Not <i>equals sign</i> or <i>equal symbol</i>.</p>   |
| <b>equally as</b>     | <p>Something can be “equally important” or “as important as”, but not “equally as important”.</p>   |
| <b>Esc</b>            | <p>The key. Include the word Escape in parentheses on first occurrence.</p> <p>Press the Esc (Escape) key.</p> <p>When describing escape sequences, do not use hyphen between names of keys, because the keys are pressed and released separately.</p>  |
| <b>et al.</b>         | <p>Do not use; use <i>and others</i>.</p>   |
| <b>etc.</b>           | <p>Do not use; use <i>and so on</i>.</p> <p>Better still, provide one more example to suggest that you could have written more, but chose not to.</p>   |
| <b>exit</b>           | <p>You <i>exit from</i>, <i>leave</i>, or <i>quit a program</i>. You never <i>exit</i> a program.</p>   |

## F

|                  |   |
|------------------|---|
| face             | Do not use; use font or font family, whichever is appropriate.  |
| felt-tip pen     | Note hyphenation. Not felt-tipped pen.  |
| female connector | Do not use; use <i>socket</i> .<br><br>See also <b>connector</b> .  |
| fewer, less      | Use <i>fewer</i> for countable items; use <i>less</i> for quantity or bulk.   |
| Field tool       | Note capitalization.  |
| figure           | <p>Line art, photographs, and screen shots are all considered figures. Figures should be used when their presence will enhance the reader's understanding or enjoyment or will illustrate a procedure or point that is not evident from the text alone.</p> <p>Whimsical line art can be appropriate in a manual, as long as it is used to help telegraph the sense of a topic to the reader.</p>   |
| figure caption   | <p>Most figure captions include both a figure number and a figure title. Not all figures need caption; you may spoil some of the effect of whimsical line art, for example, if you belabor the obvious by giving such a figure a number and title. But anytime you need to refer specifically to a figure, that figure needs a number and a title.</p> <p>Unnumbered figures are not included in a list of figures and tables. A figure with a number must also have a title; a figure with a title generally has a number.</p> <p>Figure titles should be short and to the point; a line and a half should be considered the absolute maximum. Avoid changing type styles in figure titles.</p> <p>Capitalization style for figure titles is initial cap only; there is no ending punctuation, even if the figure caption is a complete sentence. Use articles in captions whenever appropriate.</p> <p>All numbered figures should have appropriate in-text references to point the reader to the appropriate figure.</p> <p>In-text references can follow three styles:</p> <ul style="list-style-type: none"><li>• at the end of the text sentence, in parentheses:<br/>Choose Create Database from the Compile menu (<i>see Figure 1</i>).</li><li>• standing alone as a complete sentence without parentheses:<br/><i>See Figure 1.</i></li><li>• as part of a sentence:<br/>You can also use, <i>as shown in Figure 1</i>, the Compile menu.</li></ul> <p>You can use either of these styles, but be consistent.</p> |
| figure text      | Use figure text, also known as <i>labels</i> , for any type that accompanies a figure but is not connected to the figure by a leader line. Keep <i>labels</i> brief.  |



|   |   |
|---|---|
| <b>file</b>   | Refers to any entity stored on a disk, regardless of whether the user can open, edit, or print it.<br><br>Compare <b>document</b> .   |
| <b>file name</b>  | Two words. In specific references, capitalization should agree with the catalog or directory listing.<br><br>Note the treatment of these similar terms: device name, pathname, user name, volume name.  |
| <b>file server</b>                                      | Two words. In user documentation, use only when you are explaining what a file server is (a computer that is dedicated to holding files shared by users on a network). Use <i>shared disk</i> to refer to a file server icon on the desktop.<br><br>See also <b>shared disk</b> .   |
| <b>file sharing</b> (n.),<br><b>file-sharing</b> (adj.) | Two words. Note hyphenation of adjective.   |
| <b>file types</b>                                       | Two words.  |
| <b>finish</b>   | Do not use <i>is finished with</i> . Use <i>finish</i> as a verb and <i>done</i> as a subject. But do not use <i>done</i> as a subject complement if the subject is a person.   |
| <b>first person</b>                                     | Do not use.   |
| <b>firstly, secondly, thirdly</b>                       | Number things with first, second, third (or numerals), not with adverbial forms.  |
| <b>fixed-width</b> (adj.)                               | Preferred to describe fonts, such as Courier, in which each character takes up the same amount of space on the line.  |
| <b>flashing</b>   | Do not use to describe the insertion point or the cursor; use blinking for this purpose.  |
| <b>flexible disk</b>                                    | Do not use; use <i>disk</i> .   |
| <b>floppy, floppy microdiskette</b>                     | Do not use; use <i>disk</i> . Use <i>floppy disk</i> to distinguish from hard disks or compact discs; never use just <i>floppy</i> for this purpose.  |
| <b>flowchart</b>  | One word.   |
| <b>folder</b>   | A folder can contain documents, applications, and other folders. Folders are sometimes called <i>subdirectories</i> .<br><br>Capitalize folder names according to how they are named and how they appear on the screen. If the word <i>folder</i> does not appear in the folder name, do not capitalize the <i>f</i> .                                  |
| <b>folio</b>  | Page numbers, or folios, appear on all pages except the inside front and back covers, the title page, the copyright page, liability page, part openers, and any blank left-hand pages preceding chapter openers. In front matter (including the preface), folios are lowercase Roman numerals. In the text and back matter, folios are Arabic numerals. |
| <b>font</b>   | A complete set of characters in one typeface (such as Palatino).  |

|   |   |
|---|---|
| <b>format</b> (n.)                                | Refers to the arrangement of appearance of text, graphics, and other elements (such as footers) on a page.  |
| <b>format</b> (v.)                                | When referring to disks and tapes use <i>format</i> rather than <i>initialize</i> .   |
| <b>form feed</b> (n.),<br><b>form-feed</b> (adj.) | Note hyphenation of adjective.  |
| <b>forward delete</b><br>(FWD Del)                | Do not use.   |
| <b>fractions</b>                                  | In nontechnical documentation, spell out fractions whose denominator is 10 or less in running text. Spell-out fractions are hyphenated: <i>one-tenth</i> , <i>one-fifth</i> , and so on.  |
| <b>front, frontmost</b>                           | The active window is the <i>front</i> or <i>frontmost</i> window.   |
| <b>front matter</b>                               | <p>Front matter elements include the inside front cover, the title page, the copyright page, liability page, the table of contents, the list of figures and tables, the RFI statement, and the preface. Front matter pages are numbered with lowercase Roman numerals rather than Arabic numerals.</p> <p>Some front matter elements are boilerplate elements; use the appropriate boilerplate information.</p> |
| <b>function keys</b>                              | Refers to the keys on the keyboard labeled <i>F1</i> , <i>F2</i> , <i>F3</i> , and so on. Note that <i>function</i> is lowercase.   |
| <b>future tense</b>                               | Do not use.   |

## G

|                                 |   |
|---------------------------------|---|
| <b>gage</b>                     | Never. See <i>gauge</i> on page 85  |
| <b>gauge</b>                    | This is the correct spelling.   |
| <b>GB</b>                       | Abbreviation for gigabyte.  |
| <b>Gbit</b>                     | Abbreviation for gigabit.   |
| <b>glossary</b>                 | <p>The writer determines whether a book needs a glossary.</p> <p>Select terms for inclusion in the glossary with the most naive user in mind. Terms unfamiliar to most readers should always be included in the glossary. Such terms should also be defined on first occurrence and shown in <i>italic</i> in the text.</p> |
| <b>graphic</b> (adj.)           | Not graphical; except in graphical user interface.  |
| <b>graphical user interface</b> | Note lowercase.   |
| <b>graphics</b> (n, adj.)       | <p>The noun form usually takes a singular verb.</p> <p>Use <i>graphics</i> (not <i>graphic</i>) as an adjective in relation to the field of graphic art or graphic design.</p>  |
| <b>gray</b>                     | Not grey.   |
| <b>grayed</b>                   | <p>Use grayed out instead of dimmed or highlighted in gray.</p> <p>See also <b>dimmed</b>.</p>  |
| <b>grayscale</b>                | One word.   |
| <b>greater-than sign</b>        | Note hyphenation. Not greater-than symbol. You can also use right angle bracket if appropriate in the context.  |
| <b>grounded outlet</b>          | Not grounding-type outlet.  |

# H

|  |   |
|--|---|
| <b>halt</b>  | Refers to what happens when the operation of a program stops. Compare <b>abort</b> ; <b>cancel</b> ; <b>exit</b> ; <b>interrupt</b> ; <b>stop</b> .   |
| <b>hard disk</b> (n., adj.)                                | Two words.  |
| <b>HD disk</b>   | Do not use. Use <i>high-density disk</i> .  |
| <b>He/she</b>  | Do not use. Use “he or she” or pluralize (if appropriate) to avoid the problem of the gender-specific pronoun altogether.   |
| <b>hexadecimal</b>   | Expressed in base-16. Base-16 has the “digits” 0 through F; this allows you to make numbers which look like words, such as CAD (which has a base-10 value of 3,245 [12*256 + 10*16 + 13]).                        |
| <b>hierarchical</b>  | Not hierarchial.  |
| <b>high-density disk</b>                                   | Preferable to KD or 1.4MB floppy disk. Explain on first use that these disks contain 1.4MB of storage space.  |
| <b>highlight</b> (trans v.)                                | No hyphen. Not hilight. Refers to what you do to an option to indicate that you want to select it.  |
| <b>highlighted</b> (adj.)                                  | No hyphen. Not hilighted. Use “a highlighted icon changes color” or “a highlighted icons is filled in.”<br><br>Do not use unhighlighted or dehighlighted for an item that isn’t highlighted; use not highlighted. |
| <b>highlighting</b> (n.)                                   | No hyphen. Not hilighting. Refers to the inverse display (text is light on dark when surrounding text is dark on light) of an option. Do not use <i>highlight</i> as a noun.                                      |
| <b>high resolution</b> (n.), <b>high-resolution</b> (adj.) | The short form hi-res (n., adj.) is OK if space constraints warrant it.   |
| <b>hyphenation</b>   | Turn hyphenation off. Try not to hyphenate if at all possible.  |

## I

|                           |  |
|---------------------------|--|
| I                         | Do not use first person.   |
| I-beam                    | Note capitalization. Refers to the pointer.  |
| IC                        | Abbreviation for integrated circuit. Spell out on first occurrence.  |
| i.e.                      | Do not use; use <i>that is</i> .   |
| IEEE                      | Abbreviation for Institute of Electrical and Electronic Engineers. Spell out on first occurrence.  |
| imbed                     | Do not use; use <i>embed</i> .   |
| in terms of               | Try to eliminate this phrase   |
| Incorporated, Inc.        | Spell out or abbreviate according to the particular corporation's preference.  |
| index                     | Manuals of more than 30 pages should have an index.  |
| indicator                 | Refers to the wedge-shaped symbol that appears in certain menus.   |
| information               | Use instead of <i>data</i> in user manuals if it makes sense in the context.   |
| INIT                      | INIT refers to files that contain 'INIT' resources and thus start up when the user turns on the computer.  |
| initialize                | Do not use when referring to tape; use <i>format</i> for this purpose. When referring to disks, <i>initialize</i> and <i>format</i> mean the same thing. |
| in order to               | Not necessary; use <i>to</i> .   |
| inline                    | One word.  |
| input (n., adj.)          | Do not use as a verb; use <i>enter</i> or <i>type</i> , depending on the context.  |
| input/output (I/O) device | Note capitalization and slash. Spell out on first occurrence.  |
| insertion point           | Always preceded by an article.<br><br>The insertion point does not flash, it blinks.   |
| inside                    | Not <i>inside of</i> .   |
| insure, ensure            | Use <i>insure</i> to describe what an insurance company does. Use <i>ensure</i> to mean make sure or guarantee.  |
| integrated circuit (IC)   | Spell out on first occurrence.   |
| Internet                  | Note capitalization.   |

|                          |  |
|--------------------------|--|
| interrupt                | Use as a verb when describing what happens at the hardware level when a running program is stopped. Hardware interrupts a running program; a user stops a running program. |
| in-use light             | Note hyphenation.  |
| inverse,<br>displayed in | If you include this term in a user manual, be sure to explain it on first occurrence.  |
| inverted                 | Do not use when you mean highlighted.  |
| invoke (a<br>program)    | Do not use; use load or run, whichever is appropriate in the context.  |
| I/O device               | Abbreviation for <i>input/output device</i> . Note capitalization and slash. Spell out on first occurrence.  |

**Italic**

Use italics for

- references to titles of disks and titles of manuals
- letters as letters, words as words, and phrases as phrases

***the i, the o's***

***the word boot***

***the phrases Welcome to Billing Concepts***

*But:* Type Q, press Ctrl-S.

- emphasis
- metasympols in syntax examples
- introduce terms

In on-screen text, use quotation marks.

In manuals use italics, not quotation marks, after *stands for*, *labeled*, *named*, *termed*, *the term*, and so on. If the term is an on screen element, however, use plain text for elements whose names are caps/lowercase or plain text in quotation marks for elements whose names are initial cap only.

---

## J

**jargon** Avoid jargon whenever possible.

**justification** Do not use to refer to the alignment of text to the right or left margin; use alignment. Text that is aligned on both the right and the left margin is justified.

Compare **alignment**.

## K

|                            |   |
|----------------------------|---|
| <b>K, KB</b>               | Abbreviation for kilobyte.  |
| <b>Kbit, Kbits</b>         | Abbreviation for kilobit and kilobits.  |
| <b>keyboard equivalent</b> | Not Command-key equivalent unless all combinations referred to use the command key.   |
| <b>key-down</b> (adj.)     | Note hyphenation.   |
| <b>keypad</b>              | One word. Use keypad or numeric keypad, not numerical keyboard.   |
| <b>keypress</b>            | One word.   |
| <b>keys</b>                | <p>Use caps/lowercase for names of modifier keys: Option key, Control key, Shift key. You press a key; you type a character, word, or phrase.</p> <p>In general, do not use articles in reference to key.</p> <p>Press Control.</p> <p>But ease the user into the documentation by using <i>the</i> and key <i>the</i> first time you mention a keystroke.</p> <p>Press the Control key.</p> <p>In combination keystrokes, use hyphens to signify that the first key or keys should be held down while the last key is pressed. Do not use hyphens if each key should be held down separately. Be sure to explain this convention on first use.</p> <p>Control-Shift-N</p> <p>Esc N</p> |
| <b>keystroke</b>           | One word.   |
| <b>key-up</b> (adj.)       | Note hyphenation.   |
| <b>keyword</b>             | Refers to a special word that identifies a particular type of statement or command, such as IF. Follow the capitalization of the programming language involved.   |
| <b>kilobit</b>             | See Kbit, Kbits   |
| <b>kilobyte</b>            | See K, KB   |



# L

|                                |   |
|--------------------------------|---|
| labeled, labeling              | Not labelled, labelling.  |
| labels                         | See <b>figure text</b> .  |
| leave                          | You leave, exit from, or quit a program. You never exit a program.<br><br>Compare <b>abort</b> ; <b>cancel</b> ; <b>halt</b> ; <b>interrup</b> ; <b>stop</b> .  |
| Left arrow                     | The key. When referring to more than one of the arrow keys, <i>arrow</i> is lowercase (as in <i>the arrow keys</i> ).   |
| left-hand                      | Avoid except in reference to left-hand pages; use just left whenever possible.  |
| leftmost                       | No hyphen.  |
| left side                      | Not <i>left-hand side</i> .   |
| less, fewer                    | Use <i>less</i> for quantity or bulk, use <i>fewer</i> for countable items.   |
| less-than sign                 | Note hyphenation. Not less-than symbol. You can also use <i>left angle bracket</i> if appropriate to the context.   |
| letter-quality printer         | Note hyphenation.   |
| limited warranty               | Note lowercase.   |
| line                           | Not necessarily the same of statement. One line may contain several statements, and one statement may extend over several lines.  |
| line fed (n.), line-feed (adj) | Note hyphenation of adjective.  |
| linker                         | Capitalize linker only when using the full name; <i>The Metrowerks Linker</i> , but <i>the linker</i> .   |
| lists                          | There are three types of lists: bulleted, multicolumn, and numbered.<br><br>Avoid subnesting lists within lists.<br><br>bulleted list<br><br>Use a bulleted list when you want to stress the parallelism of a number of options, elements, rules, or instructions that need not be presented or performed in a particular order.<br><br>Within a single list, make all bulleted items parallel. |

Bulleted lists generally fall into one of the following categories:

- a regular sentence divided into a list

***This type of list emphasizes the parts of a series. The syntax of the sentence is unbroken; there is no colon after the main clause, and each bulleted item is a sentence fragment with no close punctuation.***

- a simple list

***The main clause is followed by a colon, and each bulleted item is a sentence fragment with no punctuation.***

- a complex list

***The main clause is followed by a colon, and each bulleted item is a complete sentence closed with a period.***

***multicolumn list***

Use a multicolumn list when you want to present simple data in tabular form without all the formal parameters of a table. You may use column heads. A multicolumn list does not have spanners, row titles, or stubs.

multicolumn lists do not have numbers or titles.

Do not use multicolumn lists for complex information or for lengthy lists of data. The entire list should not exceed one page; and for best results should not be more than one half of a page.

numbered list

Use a numbered list when you want to stress the sequential nature of steps, rules, or instructions.

Each item in the list should be a complete sentence. Begin each item with a capital letter and end each sentence with closing punctuation.

|                                    |  |
|------------------------------------|--|
| <b>load (a program)</b>            | Not <i>call</i> or <i>invoke</i> .   |
| <b>local area network (LAN)</b>    | Three words.   |
| <b>lock</b>                        | Users <i>lock</i> documents or applications; they <i>write-protect</i> their disks. Disks are <i>copy-protected</i> by the manufacturer. |
| <b>logical operators</b>           | Do not use as verbs.   |
| <b>log in (v.), login (adj.)</b>   | Do not use <i>login</i> as a noun or a verb. When referring to the command, use lowercase code.  |
| <b>log off (v.), logoff (adj.)</b> | Do not use <i>logoff</i> as a noun or a verb. When referring to the command, use lowercase code.   |

---

|  |   |
|--|---|
| <b>log on</b> (v.), <b>logon</b> (adj.)          | Do not use <i>logon</i> as a noun or a verb. When referring to the command, use lowercase code.   |
| <b>look up</b> (v.),<br><b>lookup</b> (n., adj.) | Spell the verb as two words, close up the noun or adjective.  |
| <b>lowercase</b>                                 | One word, no hyphen (exception to <i>American Heritage</i> ). When used in conjunction with <i>uppercase</i> as a noun, use <i>uppercase</i> and <i>lowercase</i> , both words spelled out in that order. |

## M

|  |   |
|--|---|
| <b>Main Bill-to Number</b>                         | Use caps as shown when referring to the field; use all lower-case when referring to the concept, except when beginning a sentence.  |
| <b>main logic board</b>                            | Not <i>motherboard</i> or <i>main circuit board</i> . You can also use <i>main board</i> .  |
| <b>main memory</b>                                 | Not <i>central memory</i> .   |
| <b>male connector</b>                              | Do not use; use <i>plug</i> . See also <b>connector</b> .   |
| <b>manual titles</b>                               | <p>In manuals, use italics for full titles; in on-screen text, use quotation marks.</p> <p>Use caps/lowercase as used in the title. The article <i>the</i> is usually part of the manual title. Always give the title exactly as it appears on the manual (but eliminate any trademark symbols).</p> <p>When referring to an edition number, use lowercase and spell out both the ordinal number and edition.</p> <p><i>Technical Introduction to the Macintosh Family</i>, second edition.</p> <p>Generic references to manuals are neither capitalized nor italicized.</p> <p>See the owner's guide that came with your printer.</p> <p>Note that not all titles include the word <i>guide</i>. See also <b>cross-reference; volume (book)</b>.</p> |
| <b>mass storage device</b>                         | OK in reference to a hard disk drive, a tape backup unit, or a CD-ROM drive, but not in reference to a 3.5 inch or 5.25 inch disk drive.  |
| <b>MB</b>  | <p>Abbreviation for <i>megabyte</i>. Spell out on first occurrence.</p> <p>The adjective form is not hyphenated: <i>20 MB hard disk</i>.</p> <p>In the noun form, a space separates the numeral and the abbreviation, and the preposition <i>of</i> is necessary before the unit that the value quantifies: <i>20 MB of memory</i>.</p>   |
| <b>Mbit</b> (sing. n., adj.), <b>Mbits</b> (pl.n.) | <p>Abbreviations for megabit and megabits. Spell out on first occurrence.</p> <p>The adjective form is hyphenated: <i>10-Mbit memory</i>.</p> <p>In the noun form, the preposition <i>of</i> is necessary before the unit that the value quantifies: <i>10-Mbits of memory</i>.</p>   |
| <b>megabit</b>                                     | See <b>Mbit, Mbits</b> .  |
| <b>megabyte</b>                                    | see <b>MB</b> .   |
| <b>memory address, memory location</b>             | OK to use just address or location for brevity. Don't use commas even in numbers of five digits or more.  |

|   |   |
|---|---|
| memory expansion card                           | Lowercase in generic references   |
| memory pages                                    | Used in A/UX documentation. Use lowercase, and spell out page numbers if you give them, to distinguish from display pages: <i>zero page, page one</i> .   |
| menu command                                    | Use <i>command</i> or <i>menu command</i> in user manuals; do not use <i>menu option</i> . A menu command is <i>in</i> a menu, not <i>on</i> a menu; a menu contains commands. See also <b>command names</b> .  |
| menu titles                                     | Note capitalization: <i>Edit menu, File menu</i> , and so on.   |
| menu types                                      | Note hyphenation: <i>pop-up menu, pull-down menu, tear-off menu</i> .   |
| metasymbols                                     | <p>Refers to artificial terms that have meaning only in your manual and are to be replaced by a value or symbol. In running text, use italic regular text font when referring to a metasymbol, and spell out the metasymbol just as it would appear in a syntax description. Use plain style when using the name of a metasymbol in ordinary prose.</p> <p>Correct: Replace volume-name with a name of up to 12 characters.</p> <p>Correct: The volume name may have up to 12 characters.</p> <p>Incorrect: The volume-name may have up to 12 characters.</p> |
| mice  | Do not use; use <i>mouse devices</i> .  |
| micro disk, micro diskette, microfloppydiskette | Do not use; use <i>disk</i> .   |
| mini (prefix)                                   | <p>Hyphenate before a word beginning with a vowel; close up before a word beginning with a consonant.</p> <p>mini-assembler, miniwindow, minicircular connector</p>   |
| miniwindow                                      | Refers to a box appearing in some applications that has some but not all features of a regular window. Do not use <i>window</i> .   |
| minus sign                                      | Not minus symbol. Use an en dash for a minus sign (except in code, where a hyphen is used).   |
| MIPS  | Acronym for million instructions per second. Spell out on first occurrence. Do not drop the s when you are referring to a single unit: <i>one MIPS</i> , not <i>one MIP</i> .   |
| mode  | Avoid in user manuals when referring to software (for example, when describing a paint program, say, “When using the paintbrush,” not “When you are in paintbrush mode.”) In technical documentation, when referring to software, you <i>enter</i> or <i>leave</i> a mode; you don’t <i>turn on</i> or <i>turn off</i> a mode.  |
| model   | Do not use when you could use computer.   |

Correct: How you use this feature depends on which model of Macintosh computer you have.

Correct: The setup guide that came with your computer provides instructions.

Incorrect: The setup guide that came with your model provides instructions.

**modem** In user manuals, you may want to define as modulator/demodulator in the glossary. Do not spell out in the text, even on first occurrence.

**modem port** Note lowercase. Not *phone port*.

**modifier key** Use instead of control key in the generic sense for a key that affects the action of other keys, such as the Option, Control, Esc, and Shift keys.

**monospaced (adj.)** Not monospace. See **fixed-width**.

**motherboard** Do not use; use *main logic board* or *main board*.

**mount** Avoid in user documentation. Use *connect to*. OK to use mount in technical documentation and when discussing certain environments.

User documentation: You can connect to a shared disk by opening an alias for that disk.

Technical documentation: To use a VAXshare file server, you log on to the file server and then mount the volumes to which you want access.

**mouse and mouse terms** Drop references to the mouse as quickly as possible. Switch emphasis to the actions on the screen, such as clicking, dragging, selecting, or choosing. See also **choose; click; drag; press; select**.

**mouse devices** Not *mice*.

**multi** (prefix) Hyphenate before a word beginning with a vowel; close up before a word beginning with a consonant.

multicharacter, multicolumn, multi-user

**multiplication sign** Not multiplication symbol.

---

## N

**9-pin connector** Use a numeral (do not spell out nine). Note hyphenation. Avoid in user manuals—describe the connector by its size and shape, icon, or in another way appropriate to the context, because it may have fewer than nine actual pins. See also **connector**.

**non** (prefix) Close up except before a proper noun, a proper adjective, an abbreviation, or an acronym, or when the resulting word would be difficult to read; for example, non-ADB, non-keyboard device, non-Macintosh, non-operational state, but nonrecurring.

**numbers** In general, spell out cardinal numbers from zero through ten unless you are expressing numbers as numbers. (Use a numeral, not matter how small, if you are expressing numbers as numbers.)

You can attach as many as seven SCSI devices.

You can have as many as 31 characters in a filename.

The numeral 8 occurs eight times.

Spell out ordinal numbers from zero through ten. Form ordinal numbers larger than ten by adding *st*, *nd*, *rd*, or *th* as appropriate. Where two numbers appear together, consider spelling one of them out.

There are sixteen 32-bit registers.

Use an en dash between numbers that represent the endpoints of a continuous range: bits 3-17. Use full span for continuing numbers: 1986-1987, not 1986-87. Some programming languages, such as Pascal, use two unspaced periods to represent a range of numbers: 0..15. Use this form for number ranges in code only. Use the en dash elsewhere.

Use numerals for units of measure (inches, feet, seconds), no matter how small the number is.

Numbers of the same category within a paragraph should all be numerals if any of the numbers is over 10.

We have 25 Macintosh computers and 4 LaserWriter printers on the network. (Computers and printers are the same category.)

There are two kinds of 32-bit registers, only one of which needs to be saved. (Kinds of registers and bits are different categories.)

Do not spell out the 8 in 8-pin minicircular connector or the 9 in 9-pin connector.

Use numerals when referring to a specific address, bit, byte, chapter, disk drive, field, key, pin, sector, slot, or track, or when expressing amounts of memory.

Rephrase to avoid starting a sentence with a number. If you must start a sentence with a number, spell out the number. Always spell out numbers when expressing an approximation.

In referring to numbers, use larger and smaller, not higher and lower.

In referring to software version numbers, use later and earlier. For example, refer to Finder version 6.0.2 or later.

Use a comma to point off numbers of five digits or more.

1024

65,536

But don't use a comma in memory addresses or numbers representing microprocessors.

\$FFFF FFFF

68020 microprocessor

Form the plural of a number by adding an apostrophe and an *s*.

1's, 5's

Use numerals for numeric values in text except for zero in the same sentence as nonzero.

ord(blue) returns 0.

Function fseek returns nonzero for improper seeks; otherwise, it returns zero.

**number sign** Not pound sign or number symbol to describe this character: #.

**numeric** (adj.) Not numerical, except when referring specifically to numerical order. See also **numerics**.

**numeric keypad** Can be shortened to keypad. Don't use numerical keypad or numeric keyboard.

**numerics** (n. adj.) As a noun, numerics takes a singular verb. Use numerics (not numeric) as an adjective in relation to the science of numerics.

numerics capabilities

numerics environment



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## O

**offline** (adj. pred.  
adj., adv.)      One word.

**OK**      Not okay.

**online** (adj., pred.  
adj., adv.)      One word.

**on-screen** (adj.),  
**on screen** (pred.  
adj., adv.)      Note hyphenation of adjective.

**on-screen text**      Use quotation marks, not italics, for words as words, letters as letters, and phrases as phrases, and for manual and disk titles.

**open**      You open icons, folders, documents, and applications. In user documentation, avoid “open a window” and “open window.”

## P

### parts

**passive voice** Whenever possible, don't use; use active voice. Passive voice is sometimes appropriate and necessary —when using the active voice would require highly convoluted sentence structure or excessive anthropomorphism, for example—but rewrite to avoid passive voice if you can.

In training disks, a passive construction may be appropriate to avoid miscuing the reader—that is, when describing an action that the user is not supposed to try yet.

Explanation screen: An icon is selected by clicking it.

User-try screen: You try it. Click the icon.

**pathname** One word. Note the treatment of these similar terms: *device name*, *filename*, *user name*, *volume name*.

**pay-per-view** Hyphenated

**Peer Review** Praise what works well in the draft; point to specific passages.

Comment on large issues first (Does the draft respond to the assignment? Are important and interesting ideas presented? Is the main point clear and interesting? Is there a clear focus? Is the draft effectively organized? Is the sequence of points logical? Are ideas adequately developed? If appropriate, is the draft convincing in its argument? Is evidence used properly?). Go on to smaller issues later (awkward or confusing sentences, style, grammar, word choice, proofreading).

Time is limited (for your response and for the author's revision), so concentrate on the most important ways the draft could be improved.

Comment on whether the introduction clearly announces the topic and suggests the approach that will be taken; on whether ideas are clear and understandable.

Be specific in your response (explain where you get stuck, what you don't understand) and in your suggestions for revision. And as much as you can, explain why you're making particular suggestions.

Try describing what you see (or hear) in the paper--what you see as the main point, what you see as the organizational pattern.

Identify what's missing, what needs to be explained more fully. Also identify what can be cut.

**per** Use “according to” instead.

**percent** One word. Always preceded by a numeral, no matter how small the value.

Unless the word ends a sentence, percent is never followed by a period.

1 percent

It's OK to use the percent symbol (%) instead of the word percent in technical appendices, specification lists, and tables, or when the word must appear so many times in a text passage that its use becomes cumbersome.

When describing a nonspecific quantity, use percentage, as in *a small percentage of the population*.

**phone numbers** When giving phone numbers, do not put the area code in parentheses or include the leading 1; for example: 800-282-2732.

**phone port** Do not use; use *modem port*.

**pin** In user manuals, avoid referring to connectors by the number of pins because the actual number of pins may not match the designation. Describe the connector by its size and shape, icon, or in another way appropriate to the context.

When referring to connectors in technical manuals, use a numeral and a hyphen before pin: *9-pin, 11-pin, 25-pin, 50-pin*.

**pixel** Short for picture element. Not synonymous with bit. Define on first occurrence.

**plurals** acronyms and abbreviations

To form the plural of an acronym or an abbreviation, add an *s* but no apostrophe.

ICs, RAMs, ROMs

adjectives

Do not add *s* to an adjective unless necessary. For example, it's electronic circuit but electronics engineer. Other words that fall into this class of adjectives are graphic and graphics, communication and communications, numeric and numerics.

letters, characters, symbols

To form the plural of a letter, character, or symbol, add an apostrophe and an *s*.

p's, 6's, +'s

nouns

Do not use (s) to indicate that a noun can be either singular or plural. Spell out the singular and plural forms if necessary; if possible, rewrite to avoid either construction.

Incorrect: Initializing your disk(s)

Correct: Initializing your hard disk or disks

Preferable: Initializing hard disks

product names

Form the plural of trademarked product names by adding the plural generic noun to the singular product name used as an adjective.

Incorrect: Macintoshes, Quadras, LaserWriters

Correct: Macintosh computers, Macintosh Quadra computers, LaserWriter printers

If a product name includes a generic noun as well as a trademarked adjective, form the plural as you would with any noun.

Apple 3.5 Drives, LocalTalk Custom Wiring Kits

words as words

Form the plural of a word italicized to show that it is used as a word by adding an apostrophe and an s. Do not italicize the apostrophe or the s.

He had too many *and's* in the sentence.

**plus sign**

Not *plus symbol*.

**point (n.)**

Use only when writing about font sizes. Don't use as a synonym for dot or to describe a place or spot on the screen.

**point (v.)**

When describing the desktop interface, do not use point as a verb without first defining it for the reader.

First occurrence: Move the mouse to position the pointer on the Recycle Bin icon. (This action is called pointing.) Then press the mouse button to select the icon. (This action is called clicking the icon.)

Thereafter: Point to the Recycle Bin icon and click to select it.

Once the reader is familiar with basic mouse techniques, it's often not necessary to mention point at all.

Click the Recycle Bin icon or Select the Recycle Bin icon.

**pointer**

OK in general references, but be specific whenever appropriate: arrow, crossbar, crosshair, I-beam, wristwatch.

**pop up (v.), pop-up (adj.)**

Note hyphenation of adjective.

**port**

Do not capitalize the names of ports: modem port, printer port, SCSI port. See also **connector**.

**possessives**

Form the possessive of a singular noun, including one that ends in s, by adding an apostrophe and an s.

the computer's power cord

the boss's husband

Form the possessive of a plural noun that ends in s by adding an apostrophe. Form the possessive of a plural noun that does not end in s by adding an apostrophe and an s.

the student's curriculum

children's requirements

Form the possessive of a proper noun or a proper name, including one that ends in *s*, by adding an apostrophe and an *s*. Form the possessive of a plural proper noun or proper name by adding an apostrophe.

Howard Hughes's official biography

the Joneses' computer

**PostScript** Note capitalization. Don't use small caps.

**pound sign** Don't use; use number sign for this character: #.

**power off** (v.) Do not use; use *switch off*.

**power on** (v.) Do not use; use *switch on*.

**pre** (prefix) Close up even when it forms a double vowel, as in *preexisting*.

**press** Use for keys on the keyboard and mechanical buttons and switches to mean pressing down and releasing. Don't use *click*, *hit*, *tap*, or *type*.

Press the Return key.

Use for button on the screen or the mouse button to mean only pressing down, without releasing.

To click, press and release the mouse button.

Press the New button to see a list of memo forms, then drag to the form you want.

See also **click**; **enter**; **type**.

**print** (v.) Not *print out*.

**printout** (n.) One word.

**print out** (v.) Do not use; use *print*.

**program** In user manuals, when referring to a single application program, use *application program* on first mention; thereafter, use *program* or *application program*. Use *application software* or *software* to refer to application software in general.

**program names** Do not use code style. Capitalization should agree with the directory or catalog listing. Do not confuse a program name with a product name.

One of the program files used for AppleWorks is named APLWORKS.SYSTEM.

See also **product names**.

**prompt** (n., v., adj.)      Avoid as a verb except in reference to what the system does when it displays an actual prompt character on the screen.

The prompt reminds you to do something.

The system then prompts you for information (with a prompt character).

The prompt character is sometimes a bracket.

**pronunciation**      Whenever the pronunciation of an acronym is not self-evident, it's a good idea to give a pronunciation key. Use all caps for the stressed syllable; use a hyphen between syllables. Enclose the phonetic spelling in quotation marks.

SCSI (pronounced "SKUH-zee")

**propeller**      Not *propellor*.

**protocol**      When referring to specific protocol names, capitalize protocol; for example, the Name Binding Protocol (NBP). When referring to protocol names in third-party products, capitalize according to the third-party company's style. When using protocol as a generic term, use lowercase.

The AppleTalk protocols can be placed in the framework of the ISO-OSI model.

Use an article before the spell-out name of the protocol; do not use an article before the abbreviation when it stands alone.

The Name Binding Protocol resides at the transport layer of the reference model.

A protocol like NBP resides at the transport layer of the reference mode.

**pull down** (v.),  
**pull-down** (adj.)      Note hyphenation of adjective.

**punctuation**      In general, a punctuation mark should be in the same type style and font as the preceding word.

See the glossary for the definition of **word wrap**. (The period is boldfaced.)

Note the following exception to this rule:

- Punctuation following code in running text should be in the font of the overall sentence, not in code, unless the punctuation mark is part of what actually appears on the screen or in the program listing. Avoid punctuation after something the user should type. (The user may type the punctuation.)

A closing parenthesis, bracket, or quotation mark should be in the same style as the opening mark. (For example, a closing parenthesis following an italicized word should be in plain style, not italic, unless all text between the parentheses is italicized.)

- When forming the plural of an italicized letter used as a letter, a number used as a number, or a word used as a word, neither the apostrophe nor the s is italicized.

## Q

### Quick Reference Card

A copyright notice should appear on all Quick Reference Cards:

*Copyright © 1994, 1995 Billing Concepts, Inc. All Rights Reserved.*

### quit

You *quit*, *exit from*, or *leave* a program. You never *exit* a program.

### quotation marks

Use curly opening and closing quotation marks except in code and resource types in any font.

Strictly speaking, a quotation mark is curly and comes only in pairs. An apostrophe is curly and comes singly. The non-curly things are either foot-marks (single) or inch-marks (double).

Put periods and commas within quotation marks. If necessary for clarity, periods and commas can go outside, as in AN\$ = "1". Semicolons, colons, questions marks, and exclamation points go outside quotation marks unless they are part of an actual quotation.

When giving the name of a resource type, use straight single quotation inch-marks in code and place any punctuation outside the quotation marks.

Examples of resource types are 'FONT', 'NFNT', and 'cdev'.

Use quotation marks, not quote marks or quotes. (Quote is a verb; quotation is a noun or an adjective.)

Use quotation marks for:

- cross-reference to other sections of the manual
- cross-references to chapter titles
- direct quotations
- letters as letters and words as words in on-screen text
- manual and disk titles in on-screen text

In manuals, use italics, not quotation marks, for terms after called, known as, labeled, stands for, termed, and so on. If a term is an on-screen element, use plain style for elements whose names are caps/lowercase, quotation marks for elements whose names are initial cap only.

INIT stands for initialize.

A folder names New Folder appears.

Click the checkbox labeled "Keep lines together."

Enclose quotations from the screen, such as error messages or system messages, in quotation marks.

## R

|   |  |
|---|--|
| <b>radio button</b>                               | Refers to an on-screen button. Use only in technical documentation; use <b>button</b> in user manuals. No quotation marks around <b>radio</b> ; no hyphen. See also <b>button</b> .  |
| <b>RAM</b>  | Acronym for random-access memory. Spell out on first occurrence.   |
| <b>RAM cache</b> (n.)                             | Lowercase <b>c</b> .   |
| <b>re</b> (prefix)                                | Usually closed up, even when it forms a double vowel, as in <i>reenter</i> . Exceptions: when a closed formation creates a word with a different meaning, as in <i>recreate</i> or <i>re-create</i> (as in <i>re-create</i> the file). |
| <b>read-only memory (ROM)</b>                     | Note hyphenation. Spell out on first occurrence.   |
| <b>read/write</b> (adj.)                          | Note slash, as in <i>read/write</i> memory.  |
| <b>real time</b> (n.),<br><b>real-time</b> (adj.) | Note hyphenation of adjective.   |
| <b>reference</b>                                  | Do not use as a verb; use <i>refer to</i> .  |
| <b>register</b>                                   | Capitalize names of specific registers, but do not capitalize the word <i>register</i> . Do not capitalize generic register names such as <i>bank register</i> and <i>control register</i> .   |
| <b>release</b>                                    | Do not use when referring to a system software version number.   |
| <b>resize</b>                                     | Not <i>size</i> or <i>grow</i> . OK to write <i>change the size of</i> .   |
| <b>Return</b>                                     | The key.<br><br>When you press <b>Return</b> , you generate a return character.  |
| <b>Right Arrow</b>                                | The key. When referring to more than one of the arrow keys, <i>arrow</i> is lowercase (as in <i>the arrow keys</i> ).  |
| <b>right-hand</b>                                 | Avoid except in reference to <i>right-hand (recto)</i> pages; use just <i>right</i> whenever possible.   |
| <b>right side</b>                                 | Not <i>right-hand side</i> .   |
| <b>road map</b>                                   | Two words.   |
| <b>ROM</b>  | Acronym for read-only memory. Spell out on first occurrence.   |
| <b>Roman, roman</b> (adj.)                        | Capitalize when referring to numerals; lowercase when referring to type style. See also <b>Arabic</b> .  |
| <b>run time</b> (n.),<br><b>run-time</b> (adj.)   | Note hyphenation of adjective.   |



# S

|   |   |
|---|---|
| <b>save on a disk</b>                         | Not <i>save to disk</i> .   |
| <b>screen</b>                                 | Not <i>display</i> .  |
| <b>screen titles</b>                          | <p>In green-screen applications:</p> <p>Refer to the screen title in the middle of the top line, followed by the word “screen”; as in “Select Customer screen”.</p> <p>If there is no screen title, use a descriptive phrase followed by the word “screen” followed by the program name, enclosed in parentheses; as in “the select customer screen (CSSSR01R).”</p> <p>If there is neither screen title or program name, use a descriptive phrase; as in “the select customer screen”. Enter a Team Track issue for the item, making sure to include the exact path.</p> |
| <b>scroll</b>                                 | <p>Avoid using as a transitive verb.</p> <p>Correct: Scroll through a document.</p> <p>Correct: Scroll to view more of the document.</p> <p>Incorrect: Scroll a document.</p>   |
| <b>scroll bar</b>                             | Two words.  |
| <b>scroll box</b>                             | Two words.  |
| <b>SCSI</b>                                   | <p>Acronym for Small Computer System Interface. Spell out on first occurrence. The acronym is pronounced “SKUH-zee,” so it is preceded by <i>a</i>, not <i>an</i>.</p> <p>The AppleCD 300 CD-ROM drive is a SCSI device.</p>  |
| <b>select</b>                                 | Use <i>select</i> , not <i>choose</i> , for icons, windows, objects, graphic images, sections of text, or options in dialog boxes. Use <i>choose</i> for menu commands, including those in tear-off menus. See also <b>choose</b> .   |
| <b>self-test</b> (n., adj.)                   | Note hyphenation. Do not use as a verb.   |
| <b>setup</b> (n. adj.),<br><b>set up</b> (v.) | One word except as a verb.  |
| <b>shared disk</b>                            | In user documentation, use shared disk when you discuss connected to another computer over the network. When you discuss setting up a folder to share on your own computer use shared folder. Use file server only when explaining the concept of file servers.   |
| <b>Shift</b>                                  | The key. Note capitalization.   |
| <b>Shift-click</b> (n., v., adj.)             | Note capitalization and hyphenation. (The hyphen denotes a combined keystroke.)   |

Small children may have trouble with the Shift-click.

Shift-click to extend the selection.

Use the Shift-click technique to select more than one icon.

**shortcut** One word.

**sign** Use sign, not symbol, in the following terms: division sign, equal sign, greater-than sign, less-than sign, minus sign, multiplication sign, number sign, and plus sign.

**since** Can be used to mean *because*, but only if it begins a sentence. When using *since* in this way, however, make sure it isn't possible to misread the sentence as an expression of temporal relationship. In general, avoid using *since* in documentation.

Correct: Since the address is passed on every call, you must...

Incorrect: Using access privileges is a good idea, since you probably won't want all users to make changes to the document.

**68000, 68020, ...** Do not use a comma in a number representing a microprocessor. Do not use 68K for 68000. On first occurrence, use Motorola 68000 microprocessor; thereafter, the manufacturer need not be mentioned.

**size (v.)** Do not use; use *resize* or *change the size of* (in reference to a window or an object).

**software** Use *application software* or *software* to refer to application software in general. Use *application program* or *program* when referring to a single program.

**source file** Two words, except in reference to the Pascal predefined file type *sourcefile*.

**Space bar** Two words. Note capitalization.

**splash screen** Do not use; use *opening display*, *startup display*, or *startup screen*.

**stand-alone**  
(adj.) Note hyphenation. Do not use as a noun.

**start up (v.),**  
**startup (adj.)** Avoid as a noun, especially in user manuals.

Start up the Macintosh.

Insert the startup disk.

**startup display,**  
**startup screen** Not splash screen; startup display, startup screen, and opening display are all OK.

**state name** Use the two-letter abbreviation. (Both letters are capitalized in these abbreviations.)

**step** Do not capitalize, even in specific references.

step 1, steps 1 and 2, several steps

|                                  |  |
|----------------------------------|--|
| <b>stop</b>                      | A general term meaning to cause a process, command, or program to cease. Compare <b>abort</b> ; <b>cancel</b> ; <b>exit</b> ; <b>halt</b> ; <b>interrupt</b> .   |
| <b>subaccount</b>                | No hyphen  |
| <b>submenu</b>                   | Use when describing hierarchical menus. When the user drags the pointer to the side of a hierarchical menu command with a triangular indicator, a submenu appears.   |
| <b>switch on,<br/>switch off</b> | Don't use <i>power down</i> , <i>power off</i> , <i>power on</i> , or <i>power up</i> in user manuals. OK to use <i>turn on</i> and <i>turn off</i> when the process does not involve a switch.  |
| <b>symbol</b>                    | OK in a generic sense, as in the percent symbol (%). Don't use symbol when you mean character, letter, or digit.<br><br>Use sign, not symbol, in the following terms: division sign, equal sign, greater-than sign, less-than sign, minus sign, multiplication sign, number sign, and plus sign.   |
| <b>syntax<br/>descriptions</b>   | Use code for literals (parts of the language, values, and so on), italic regular text font for metasympols (artificial terms that have meaning only in your book and are to be replaced by a value or symbol), and plain style regular text font for brackets that enclose something that's optional. Pay close attention to punctuation.<br><br><code>READ ([file, ] var)</code><br><br>Use a hyphen or an embedded cap to connect two words that act as a single metasympol.<br><br>Correct: source-file or sourceFile<br><br>Incorrect: sourcefile or source_file<br><br>The hyphen is preferred to the embedded cap because it avoids confusion of the metasympol with a routine name.<br><br>Be consistent when naming metasympols; for example, do not alternate between <i>commands</i> and <i>command-list</i> . |
| <b>system</b>                    | Use as a broad term; a system includes a computer and any peripheral devices, accessories, and software.   |
| <b>system<br/>extension</b>      | In user documentation, may be used to describe files (for instances files of type 'INIT', 'appe', and 'seri') that extend the abilities of the computer. Compare <b>INIT</b> .   |
| <b>System file</b>               | Note capitalization. Refers to the specifically named file in the System Folder.   |
| <b>system files</b>              | Lowercase. Refers to any files used by the computer to start itself up or to provide system-wide information.  |
| <b>System Folder</b>             | Note capitalization.   |
| <b>system<br/>messages</b>       | Enclose in quotation marks; reproduce exact spelling and punctuation, even if incorrect.   |

# T

|                           |  |
|---------------------------|--|
| <b>Tab, tab</b>           | <p>Capitalize when referring to the key; use lowercase when referring to the character.</p> <p>When you press Tab, you generate a tab character.</p> <p>The tab character (HT, for horizontal tab) has ASCII value \$09.</p>   |
| <b>table</b>              | <p>Use tables whenever numbers or text would be clearer if presented in rows and columns.</p> <p>Capitalization style for all parts of a table is initial cap only.</p>  |
| <b>table of contents</b>  | <p>Most manuals of ten pages or more should have a table of contents, which always begins on a new right-hand page (almost always iii).</p> <p>The table of contents should include part, chapter, and chapter-equivalent titles and all level-one, level-two, and level-three heads. If absolutely necessary, level-four heads can be included (but remember that a book long enough to require level-four heads will also have an index, and that most readers rely on the index rather than the table of contents when they want to locate a specific topic).</p> <p>The wording, capitalization, punctuation, and spelling of all heads and titles must be exactly the same in the text as in the table of contents.</p> |
| <b>tear-off menu</b>      | <p>Refers to a menu that can be dragged from the menu bar and left on the desktop either as a list of commands or as a palette. Note hyphenation.</p>  |
| <b>telecommunication</b>  | <p><i>Telecommunication</i> refers to the act; <i>telecommunications</i> refers to the field. When used as an adjective, the correct term is <i>telecommunications</i>.</p> <p>Telecommunications gets simpler by the day, though you can't prove it by most manuals on this subject.</p> <p>The telecommunications industry is expanding rapidly.</p>   |
| <b>television</b>         | <p>Not <i>television set</i> or <i>TV set</i>. After the first occurrence, <i>TV</i> is OK. Compare <b>video monitor</b>.</p>  |
| <b>television monitor</b> | <p>Do not use. Use <i>video monitor</i> or <i>monitor</i>.</p>   |
| <b>text file</b>          | <p>Two words, except in reference to the Pascal predefined file type <i>textfile</i>.</p>  |
| <b>text head</b>          | <p>Use different levels of text heads to make the organization of a manual clearer to the reader, but remember that too many heads too close together will distract the reader and clutter the page.</p> <p>In general, organize your sections so that level-four heads are subordinate to level-three heads, level-three heads to level-two heads, and so on. (Don't skip a level of heads.) When the next logical level of heading seems too prominent for a given usage (in troubleshooting chapters, for example), try to use display sentences rather than skipping a level of text heads.</p>  |

Do not begin a chapter with a level-one head; start with an introductory paragraph or two before your first text head. Likewise, do not place a level-two head immediately after a level-one head, and so on. A brief overview of a section—even if it's only a sentence—is useful before you begin using the next level of text head.

If you use a particular level of head at all in a given chapter or section, use at least two. Strictly speaking, a chapter or section can not be subdivided into only one part.

The wording of parallel head within a section should be parallel: verb forms should be the same (gerunds, imperatives, and so on) from head to head; comparable terms should all be either singular or plural, not a mix; and if you're using complete sentences for some heads, use them for all comparable heads.

Avoid cute, flippant, or gimmicky heads. Humor can be an effective means of unhanding the reader's experience, but it generally works best in the text rather than in titles or heads. Count on your prose to create the excitement necessary to carry the reader along; keep heads simple and descriptive.

The capitalization style for all levels of text heads is initial cap only. Avoid colons in heads whenever possible. If a colon in a head is required, capitalize the first word after the colon.

**that** Use to introduce a restrictive clause; clauses beginning with that are generally not set off with commas. Compare **which**.

Correct: This is the house that Jack built. (There are many houses; the phrase that Jack built restricts [narrows the meaning of] the subject of the sentence to one house.)

Correct: The largest house in town, which Jack's sister built, is also the newest. (There is only one largest house; the phrase which Jack's sister built, although it provides more information, does not restrict the subject of the sentence.)

**3.5** Not 3 1/2 when referring to 3.6-inch disks.

**title bar** Two words. Note lowercase.

**titled** Not *entitled*.

**title page** All manuals must have a title page. This page is the first in the book (page i) and does not have a page number or a running foot.

In a manual that will be distributed only in the United States, any trademarked product whose name appears on the title page must receive the appropriate trademark symbol. Unlike trademark symbols in running text, the symbols on the title page align with the base of the product name.

**titles, chapter and section** Mark part titles, chapter titles, and heads concise and consistent. Keep the reader's needs in mind, and remember that these elements are used primarily as locators for someone skimming through a manual.

**toolkit** One word.

**toward** Not *towards*.

|  |  |
|--|--|
| <b>trackball</b>   | An input device used as a substitute for a mouse. One word.  |
| <b>trademarks</b>  | <p>Any trademarked product mentioned in a manual must be mentioned in the appropriate credit line—for trademarks or registered trademarks—on the copyright page. Credit lines for all third-party trademarked products must also be given on the copyright page.</p> <p>When a product is a trademarked term, it should be used often throughout the document as an adjective modifying a generic noun (particularly on first occurrence in the preface and in each chapter). Avoid using a trademarked term in the possessive or the plural form.</p> |
| <b>TrueType</b>  | One word.  |
| <b>troubleshoot (v.),<br/>troubleshooting<br/>(n., adj.)</b> | One word.  |
| <b>turn on, turn off</b>                                     | OK to use when describing power to a computer or peripheral device.  |
| <b>tutorial steps</b>  | Early in an instructional sequence, phrase tutorial steps to reflect the sequence of the novice user's action. Say "Pull down the File menu and choose Open," instead of "Choose Open from the File men." The latter phrasing is appropriate for procedures in reference manuals and in later sections of tutorials when the sequence of choosing from menus has been well reinforced.   |
| <b>TV</b>  | Not <i>TV set</i> or <i>television set</i> . Use <i>television</i> on first occurrence. Compare <b>video monitor</b> .   |
| <b>TV Monitor</b>  | Do not use. Use <i>video monitor</i> or <i>monitor</i> .   |
| <b>25-pin<br/>connector</b>                                  | Note hyphenation. Avoid in user manuals—describe the connector by its size and shape, icon, or in another way appropriate to the context, because it may have fewer than 25 actual pins. See also <b>connector</b> .   |
| <b>type (n.)</b>   | Use in general references to the text that appears on a printed page. Do not use type when you mean font or font family.   |
| <b>type (v.)</b>   | <p>Use to describe the act of pressing keys to produce characters on the screen. In manuals, use code style to represent what the user actually types, regular text font to describe generically what the user types. For on-screen text, use the code style.</p> <p>Type PR#4.</p> <p>Type Hello.</p> <p>Type your name.</p> <p>Compare <b>enter</b>; <b>press</b>.</p>   |
| <b>typeface</b>  | Use to refer to a distinct design for a particular character set. Each typeface has its own name, such as Times or Garamond. Compare <b>font</b> .   |

---

The Font Manager places fonts of the same typeface (regardless of font style or point size, or whether they are outline or bitmap fonts) into a single font family.

|                    |   |
|--------------------|---|
| <b>type family</b> | Do not use; use <i>font family</i> .              |
| <b>type size</b>   | Do not use; use <i>size</i> or <i>font size</i> . |

## U

|                         |  |
|-------------------------|--|
| uncheck                 | Do not use; use <i>deselect</i> .  |
| underlining             | Do not use in manuals. See also <b>boldface; italic; quotation marks</b> .   |
| unhighlight (v.)        | Do not use. Use <i>deselect</i> for the action of clicking to remove highlighting.   |
| unhighlighted<br>(adj.) | Do not use; use <i>not highlighted</i> .   |
| UNIX system             | All caps, but not an acronym. UNIX is an adjective and cannot stand alone.   |
| unprotect               | Do not use; use <i>remove protection</i> .   |
| unselected              | Use to describe something that has not yet been selected. Not <i>deselected</i> or <i>dehighlighted</i> .  |
| Up Arrow                | The key. When referring to more than one of the arrow keys, arrow is lowercase (as in the arrow keys).   |
| uppercase               | One word, no hyphen. When used in conjunction with lowercase as a noun (or to modify a noun), use uppercase and lowercase (both words spelled out, in that order). |
| upside-down<br>(adj.)   | Note hyphenation.  |
| upward                  | Not upwards.   |
| U.S.                    | Note periods. Use the abbreviation as an adjective only; as a noun, spell out United States.   |
| user group              | Not users group or user's group.   |
| user name               | Two words. Note the treatment of these similar terms: <i>device name, filename, pathname, volume name</i> .  |
| user ID                 | Two words; capitalize ID   |
| user-defined            | Hyphenated, per CMS14 p. 222 "Adjectival compounds consisting of a noun plus a participle are usually hyphenated before the noun to prevent ambiguity."            |
| utilize                 | Don't use this word where "use" would suffice.   |



# V

|                       |   |
|-----------------------|---|
| <b>version</b>        | Lowercase, as in AppleShare version 1.1. Use <i>later</i> rather than <i>higher</i> in phrases such as Finder version 6.0.2 or <i>later</i> .   |
| <b>versus</b>         | Not <i>vs.</i> Rewrite to avoid using <i>versus</i> when possible.  |
| <b>video cable</b>    | Do not use; use <i>monitor cable</i> . OK to use to identify the monitor cable for people familiar with the term <i>video cable</i> .   |
| <b>video jack</b>     | Not <i>video connector</i> .  |
| <b>video port</b>     | Do not use when you mean the port to which the monitor is connected; use <i>monitor port</i> .  |
| <b>video monitor</b>  | Not television monitor or TV monitor. After first occurrence, it is OK to shorten the term to monitor.  |
| <b>virtual memory</b> | Not Virtual Memory or VM.   |
| <b>volume (book)</b>  | <p>Books are divided into volumes when page length exceeds manageable limits. Different volumes don't have different titles because the division into volumes doesn't represent a difference in subject matter. Use Arabic numerals for volume numbers.</p> <p>Volume 1, Volume 2</p> |
| <b>volume (disk)</b>  | Do not use to refer to disks in user documentation; use disk or the specific kind of disk you're referring to.  |
| <b>volume name</b>    | <p>Two words. In specific references, capitalization should agree with the directory listing: <i>the volume named PERSONNEL</i>.</p> <p>Note the treatment of these similar terms: <i>device name, filename, pathname, user name</i>.</p>   |
| <b>vs.</b>            | Do not use; use versus when absolutely necessary, but rewrite to avoid the term when possible.  |

# W

|   |  |
|---|--|
| <b>WWW, World Wide Web, Web</b>   | Refer to the World Wide Web as WWW, or the Web, as in “your NetAnswer Web site.”   |
| <b>we</b>   | <p>Do not use first person; rewrite in terms of the reader or the product.</p> <p>Correct: For best results, your Macintosh should have at least 512K of RAM.</p> <p>Acceptable: It is recommended that your Macintosh have at least 512K of RAM.</p> <p>Incorrect: We recommend that your Macintosh have at least 512K of RAM.</p>  |
| <b>which</b>  | <p>Use only to introduce an unrestrictive clause; clauses beginning with which are always set off with commas. Compare <b>that</b>.</p> <p>Correct: The largest house in town, which Jack’s sister built, is also the newest. (There is only one largest house; the phrase which Jack’s sister built, although it provides more information, does not restrict [narrow the meaning of] the sentence.)</p> <p>Correct: This is the house that Jack built. (There are many houses; the phrase that Jack built restricts the subject of the sentence to one house.)</p> |
| <b>whir</b>   | <p>Not <i>whirr</i>. But <i>whirring</i>.</p> <p>The disk drive <i>whirs</i>; in a moment you see the opening display on the screen.</p>   |
| <b>wide area network (WAN)</b>  | Three words.   |
| <b>window</b>   | When an icon is opened, what appears on the screen is called a <i>window</i> , not an <i>open window</i> . Inactive windows or objects are <i>in back of</i> or <i>behind</i> active windows.  |
| <b>word processing</b><br>(n.), <b>word-processing</b> (adj.)   | Note hyphenation of adjective.   |
| <b>words as words</b>   | <p>Italicize a word when it is used as a word. Use an apostrophe and an <i>s</i> to form the plural, but don’t italicize the apostrophe or the <i>s</i>.</p> <p>He had too many <i>and’s</i> in the sentence.</p>  |
| <b>work file</b>  | Two words, except in reference to the Pascal predefined file type <i>workfile</i> .  |
| <b>workstation</b> (n. adj.)  | One word.  |
| <b>write-protect</b> (v. adj.), <b>write-protected</b> (adj., pred. adj.), <b>write-protection</b> (n.) | <p>Hyphenated in all forms.</p> <p>You use the write-protect tab to write-protect a disk.</p> <p>When a disk is write-protected, it can’t be changed.</p> <p>Sometimes it’s necessary to remove the write-protection from a disk.</p>  |

---

# X

x

When used as a place holder for replaceable number, x is lowercase and plain style.

\$02xx (represents a range of Memory Manager errors)

Do not use x's as place holders in numbers representing microprocessors.

Incorrect: 68xxx microprocessor

Correct: 68000-family microprocessor

All caps. Refers to the handshake.

**Y**

**Year-end**                Requires a hyphen.

**Z**

|                       |   |
|-----------------------|---|
| <b>zero character</b> | OK for the ASCII character \$30. Do not confuse with null character (\$00). |
| <b>zeros</b>          | Not zeroes.   |
| <b>zip code</b>       | Note lowercase.   |
| <b>zoom box</b>       | Two words. Note lowercase.  |



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