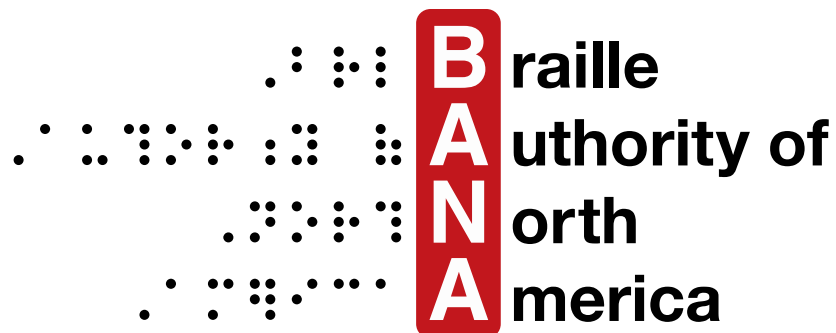


Braille Formats

Principles of Print-to-Braille Transcription, 2016



Developed Under the Sponsorship of the
Braille Authority of North America

Published by
The Braille Authority of North America

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The mission and purpose of the Braille Authority of North America are to assure literacy for tactile readers through the standardization of braille and/or tactile graphics. BANA promotes and facilitates the use, teaching, and production of braille. It publishes rules, interprets, and renders opinions pertaining to braille in all existing codes. It deals with codes now in existence or to be developed in the future, in collaboration with other countries using English braille. In exercising its function and authority, BANA considers the effects of its decisions on other existing braille codes and formats; the ease of production by various methods; and acceptability to readers.

For more information and resources, visit www.brailleauthority.org/.

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Preface to 2016 *Formats*

This updated edition of *Braille Formats: Principles of Print-to-Braille Transcription, 2011* has been created to bring *Braille Formats* into line with Unified English Braille (UEB).

With the implementation of UEB, some of the guidelines set forth in *Braille Formats, 2011* no longer applied and some just needed to be tweaked a bit. As you read through and apply these guidelines, you will find that you agree with some of the decisions made and you will not agree with others. This document was a study in compromise for the committee. We did our best to provide clear, concise guidelines that will allow readers to most accurately receive the information provided in a braille transcription.

As you use this document, please note that sample transcriber's notes are just that—*samples*. They are intended to be used as a guide when writing notes in transcriptions. The exact wording shown in the samples may or may not need to be adjusted to apply to the specific document you are transcribing. Please carefully consider what the note says before including it in any text.

I'd like to thank the committee members for their input and help.

Cindi Laurent, Chair (2014–2016)

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Dorothy Worthington (2007–2016)

Constance Risjord, Consultant (2014–2016)

Saul Garza, BANA Board Liaison (2015–2016)

Preface to 2011 *Formats*

This new edition of *Braille Formats: Principles of Print-to-Braille Transcription, 2011* is more than a revision of the 1997 edition. Extensive changes have been made, and this book now supersedes all previous editions and updates. A partial list of the changes may be found in Appendix A.

The original intent of this revision was that *English Braille American Edition* would be revised at the same time and that all of the formatting decisions for both literary and technical materials would be covered in this document. As EBAE is not yet complete there will be a period during which they overlap. Where there are conflicts follow *Braille Formats: Principles of Print-to-Braille Transcription, 2011*.

Another guideline which is nearing completion is the revised *Foreign Language Guidelines for Braille Transcription*. Again, during the overlapping period, where there are conflicts follow *Braille Formats: Principles of Print-to-Braille Transcription, 2011*.

The basic philosophy behind the changes in *Braille Formats: Principles of Print-to-Braille Transcription, 2011* is simplicity. Decisions were based on readability and comprehension for braille readers. It is expected that these guidelines will be applied unless a situation is not covered. Making the guidelines straightforward allows transcribers to make decisions when confronted with material not specifically addressed within these sections. BANA made the decision that this document is to serve as a set of guidelines. The choice of the word **Section** as a heading has its roots in the idea that this document is a set of guidelines, and there is not a hard and fast rule for everything encountered in print. The committee tried to make *Braille Formats* as simple to follow as possible, to eliminate exceptions, and to minimize cross references. Repetition of some material keeps cross references to a minimum.

We have asked the braille readers on the committee to add a rationale at the beginning of most of the sections to explain why we have made the changes. It is called the Braille Reader's Perspective.

The changes in the layout to *Braille Formats: Principles of Print-to-Braille Transcription, 2011* are obvious immediately.

Presentation of Guidelines. Each section is complete, with few references to other sections. A hierarchy of information is used to present basic material first, followed by more detailed concepts.

Decimal Numbering. The change in numbering connects all elements of the sections and subsections.

Examples. Short examples are embedded within the guidelines and longer examples at the end of each section. This allows the reader to see how the guidelines are intended to be used and eliminates the need to hunt through full-page examples for a few lines.

Sectional Page Numbering. This new page numbering provides a way for updates to be added to *Braille Formats* more easily.

Appendices. There are several appendices covering blank lines, foreign language symbols, interpoint guidelines, agency decisions, and a glossary.

There are four major format changes from the 1997 edition.

Braille Page Numbering. A distinction is made between transcriber inserted pages and print pages, which allows us to retain front matter print page order.

Headings. A new heading level accommodates the need for additional distinction in today's textbooks.

Nested Lists. All multilevel lists are formatted the same and the principles apply for all situations. Each level is indented two cells, with all runovers in the same cell. Readers report that as soon as they get to the first runover line they know how many levels they are reading. This avoids confusion with clashing indent and runovers in the same cell.

Footnotes. Most footnotes are now at the end of the print page. This enables the flow of thought to be preserved. There is a new generic footnote indicator which will be used with all types of footnotes.

Lynnette Taylor, Chair (1998-2011)

Deborah Brown (1998-2011)

Susan Christensen (2001-2011)

Dena Garrett (2003-2011)

Debbie Gillespie (1998-2011)

Ann Kelt (1999-2011)

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Dorothy Worthington (2007-2011)

Acknowledgements

As chair of the Braille Formats Technical Committee of BANA I would like to thank the committee members, consultants, and BANA reviewers for their help in getting this document completed. Special recognition goes to Constance Risjord for her help with grammar and wording issues. I learned a lot through this process, not the least of which is that it takes a village to produce a document of this size!

Cindi Laurent

Section 1

Basic Principles and General Formats

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1.1 Fundamentals

- 1.1.1 *Braille Formats: Principles of Print-to-Braille Transcription, 2016* (called *guidelines* in the following sections) provides a foundation for transcribing content in an accurate and consistent manner. This document is a set of guidelines that should be used to make structuring decisions. As print is evolving constantly, it is neither possible nor practical to provide directives for all potential transcription problems. Today's transcriber will encounter unique print conventions and is expected to use experience and judgment in adapting the best practices provided in these guidelines when encountering situations not covered here.
- 1.1.2 All decisions concerning the formation or placement of braille dots or symbols conform to the most recent editions of *The Rules of Unified English Braille (UEB)* (called UEB in the following sections) and to the rules and usages set forth in these guidelines. Exceptions are noted in *Formats*, §1.2, Technical and Specialized Materials of these guidelines and conform to those codes and any additional specialized braille

rules or guidelines adopted by BANA following the adoption of this document.

- 1.1.3 Agencies may have specific requests for the format of print-to-braille material such as double-spacing, use of contracted or uncontracted braille, interpoint or single-sided embossing, inclusion or exclusion of some materials, and special formatting requests such as interlining.
- 1.1.4 A transcriber does not edit text.
- 1.1.5 Print format cannot always be followed. If a particular format or font attribute cannot be represented in braille, the reader should be made aware of it through the use of a transcriber's note or other device.
- 1.1.6 Clarity of presentation always supersedes concerns about space. Space saving is not the primary consideration.
- 1.1.7 A transcriber examines the print before beginning a transcription in order to structure the text consistently.
- 1.1.8 Text is transcribed as printed, with the wording and sequence retained. Marginal materials are placed where appropriate for their format.
- 1.1.9 Expendable materials follow the same formatting guidelines as permanent materials. An agency may require some modifications, e.g., retaining space for the student's name and date, leaving extra blank lines for writing answers, etc.
- 1.1.10 A transcriber notifies the issuing agency when print cannot be transcribed. An example might be a book that is primarily pictures.
- 1.1.11 Print running headers and footers are ignored in braille. These often include the chapter or lesson title, the book title, etc.
- 1.1.12 **A Braille Reader's Perspective.** These guidelines are written so transcribers can produce the best possible braille for readers. In the past, BANA has issued rules that transcribers have been expected to follow even though many of them have never met a braille reader or seen braille read. We hope *A Braille Reader's Perspective* gives transcribers

direction when interpreting the guidelines, especially in unusual situations.

1.2 Technical and Specialized Materials

- 1.2.1 Transcriptions of technical and specialized material *must* be undertaken *only* by transcribers who are trained in the use of the appropriate braille codes and guidelines, including all updates. See the BANA website at www.brailleauthority.org for the most current code documents. There are guidelines for many different types of materials, including but not limited to, knit/crochet directions, music, tactile graphics, mathematics, and other technical materials. The website will provide additional guidelines as they are developed.
- 1.2.2 **Graphics.** Use the current *Guidelines and Standards for Tactile Graphics* when creating tactile graphics. The guidelines are available at <http://www.brailleauthority.org/tg/index.html>.
- 1.2.3 **Foreign Language.** The use of contractions in foreign language within an English context has been approved by BANA. See *Formats*, §1.16, Foreign Material in English Context, for instructions on transcribing these types of materials.
- 1.2.4 **Linguistics.** The transcription of materials using specialized linguistics symbols of the International Phonetic Alphabet must be done in accordance with the IPA Braille guidelines found at <http://www.brailleauthority.org/ipa/ipa-braille.html>.
- 1.2.5 **Music Notation.** The transcription of all music notation must be done in accordance with the provisions of the current *Music Braille Code*, available at <http://www.brailleauthority.org/music/music.html>.
- 1.2.6 **Mathematics and Science.** When transcribing technical content (e.g., mathematics, statistics, physics, or chemistry) that appears throughout the book, the materials should be transcribed according to UEB or Nemeth based on the specifications of the requesting entity. Consistency within a transcription is required. The following materials are available for reference:

- a. *Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision*, (and applicable updates). See the *Guidance for Transcription Using the Nemeth Code within UEB Context* available at <http://www.brailleauthority.org/mathscience/math-science.html>.
- b. *Unified English Braille Guidelines for Technical Material* is a supplement to the UEB Rulebook that provides additional examples for technical materials transcribed using UEB. This reference is available at [http://www.iceb.org/guidelines for technical material 2014.pdf](http://www.iceb.org/guidelines%20for%20technical%20material%202014.pdf).

1.3 Partially Technical Works

- 1.3.1 Books with occasional mathematical or scientific terminology and notation are transcribed using UEB as the primary code. Consistency within a transcription is required.
- 1.3.2 Text containing technical notation throughout the transcription requires notice of this usage on the Transcriber's Notes page. Samples:

Mathematical content is transcribed according to *The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision*, 2007-2016 updates and the *Guidance for Transcription Using the Nemeth Code within UEB Context*.

Tactile graphics are produced according to the *Guidelines and Standards for Tactile Graphics, 2010*.

- a. Use of these codes requires knowledge and understanding of the code. It is the transcriber's responsibility to seek assistance from a code specialist to ensure an accurate transcription of the technical content.
- b. See *Formats*, §2.6, Transcriber's Notes Page, for detailed information about the Transcriber's Notes page.

1.4 Definitions, Format, and Terminology

- 1.4.1 These guidelines contain definitions that identify print materials for which specific braille formats are provided. Regardless of print terminology, material in the braille edition is identified and transcribed according to the appropriate guideline definition. For example, columnar materials may be referred to as *lists*, *columns*, *tables*, or

even *figures* in print. In braille, the material is identified first as fitting one of the specific definitions given for columnar material, lists, or tables and then transcribed accordingly.

1.4.2 *Blocked* refers to text alignment in which all lines begin at the same left margin.

1.4.3 Formatting patterns of paragraph indentation and runover lines are shown as two numbers separated by a hyphen. The first number is the paragraph indent and the second number is the runover, e.g., use 1-3 format for lists and 3-1 format for indented paragraphs.

1.4.4 A *nested list*, a list within a list, has main entries and at least one level of subentries.

The main entry begins in cell 1. Each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented subentry.

Two levels: 1-5, 3-5

Three levels: 1-7, 3-7, 5-7

Four levels: 1-9, 3-9, 5-9, 7-9

etc.

1.4.5 *Displayed material* refers to text set off by blank lines and/or a different margin.

Example 1-1: Displayed Material (Print Only)

... the story begins with a line from poetry.

The fields are awash in a sea of blue.

The "sea of blue" refers to the wildflowers growing in abundance ...

1.4.6 *Embedded material* refers to text inserted within a paragraph.

Example 1-2: Embedded Material (Print Only)

... the story begins with a line from poetry. *The fields are awash in a sea of blue.* The “sea of blue” refers to the wildflowers growing in abundance ...

1.5 Formatting for Magazines or Newsletters in Noninstructional Material

Where it is desirable to indicate ends of articles, stories, etc., a termination line consisting of a dot 5 followed by 12 consecutive dots 2-5 should be centered on a new line. Do not insert blank lines above or below this line unless required by other formats, e.g., headings, lists, poetry, etc. If there is insufficient room below the termination line for the heading and the first line of text, the new item should begin on a new page.

1.6 Volume Information

1.6.1 **Volume Size.** An agency may specify maximum braille volume size for the transcriptions that it sponsors. The decision may be based on the reading level, especially for lower grades. Volume size is dependent also on output as either single-side or interpoint.

- a. End a braille volume with a logical break in content, e.g., at the end of a unit, part, chapter, or section.
- b. Adherence to this principle is more important than maintaining uniform volume size throughout the braille edition.

1.6.2 **Volume Numbering.** Volumes are given consecutive arabic numbers that are to be:

- a. Placed on all title pages.
- b. Indicated in the table of contents for the first volume. (See *Formats*, §2.10.3, Headings.)
- c. Placed on the cover label. (See *Formats*, §1.17, Volume Labels.)

1.6.3 **Preliminary Volumes.** A volume composed entirely of transcriber-generated pages, the table of contents, and other front matter is labeled as a “Preliminary Volume.”

- a. The volume designation on the title page is "Preliminary Volume."
- b. An arabic number is added if there is more than one preliminary volume, i.e., "Preliminary Volume 2."
- c. An agency may designate "Preliminary Volume" as "Volume 1."

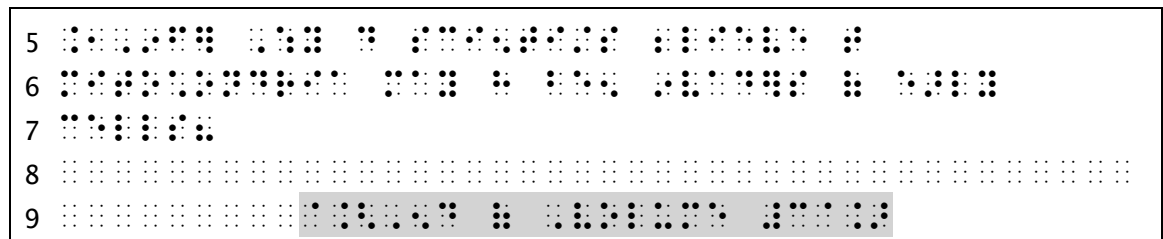
1.6.4 **Supplemental Volumes.** A volume composed entirely of segments of back matter (e.g., glossary, handbook, index, etc.) may be labeled as a supplement. This can be useful when the book is not transcribed from front to back and volume divisions are not known.

- a. The volume designation on the title page is "Supplement" followed by the number of the supplement, e.g., "Supplement 2."
- b. The volume designation may be specific when the entire volume is composed of a single type of back matter. For example, "Supplement 1: Glossary."

1.6.5 **End of Volume.** Indicate the end of each volume on the last page.

- a. In each volume include a centered-and-numbered volume statement enclosed in transcriber's note indicators: End of Volume ____.
- b. In the final volume include a centered end-of-book statement enclosed in transcriber's note indicators: The End.
- c. Whenever possible, precede the end-of-volume statement with a blank line.

Example 1-3: End-of-Volume Statement within Braille Page



- d. When text ends on the next to last line of a page, the end-of-volume statement may be placed on the last line.

- 1.7.2 Double-spacing is often requested when a reader is learning braille.
- a. Use two blank lines wherever there is normally one blank line.
 - b. Insert a blank line before and after a page change indicator.

Exceptions:

- c. Single-space title pages and supplementary title pages.
 - d. Single-space puzzles, such as crosswords and word searches.
 - e. Single-space tables.
 - f. Single-space spatial equations.
 - g. Do not insert any blank lines after a top box line.
 - h. Do not insert any blank lines before a bottom box line.
 - i. Do not insert any blank lines between column headings and the separation line.
- 1.7.3 If print interlining is requested, the print must appear word-for-word above the braille.

1.8 Titles and Running Heads

- 1.8.1 **Titles.** The complete book title, including a grade level (if indicated in print), subtitle, series title, and edition name or number, appears on the first line(s) of braille page 1 in each volume.

- a. Center the title on line 1, and other lines as necessary.
- b. Follow print for capitalization.
- c. Leave a minimum of three blank cells before the start of the title.
- d. Leave a minimum of three blank cells between the end of the title and the print page number.
- e. Insert a blank line following the title information.

- 1.8.2 **Running Heads.** If a braille running head is used, it appears on the first line of every page, except the title page and the first page of text in each volume where the full title is indicated.

The running head is centered on the available cells of the first line, i.e., leaving at least three blank cells at both the beginning of the line and before the print page number.

- a. A blank line is not inserted after a running head unless it is required by other formats, e.g., headings, lists, etc.
- b. The running head is limited to one braille line, and the same wording and capitalization is used on all pages of all volumes in a transcription.
- c. The running head is formed from the title on the print title page.
- d. Follow print for the capitalization.
- e. If a title is too long to use as the running head, either adjust capitalization or choose key words from the title.

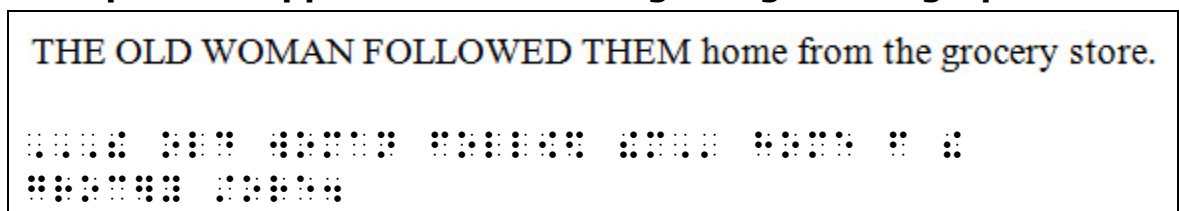
Example 1-7: Running Head



1.9 Paragraph Format

- 1.9.1 Follow print for capitalization at the beginning of a paragraph.

Example 1-8: Uppercase Used at Beginning of Paragraph



- 1.9.2 Use 3-1 margins for indented paragraphs.
- 1.9.3 Use 1-1 margins for blocked paragraphs. A blank line precedes each blocked paragraph, unless it follows a cell-5 or cell-7 heading.

Exception: Use indented paragraphs when an entire text is printed in blocked paragraphs. Note this change on the Transcriber's Notes page.

1.9.4 Numbered or lettered paragraphs that do not indicate a list are indented or blocked as they are in print. In a numbered paragraph the numbers are present typically for discussion. In a list the numbers are present for itemizing.

1.9.5 Follow print when print uses a blank line to show a break in context. Follow print when the break in context is shown using some type of print symbol. Center the braille equivalent on a separate line. If print uses more than one symbol, place a space between each symbol. If print uses a symbol for which there is no braille equivalent, use a transcriber-defined symbol.

1.10 Word Division

1.10.1 Do not divide words at the end of a line except for purposes of instruction (e.g., in grammars or spellers), or in line-numbered prose or poetry. Hyphenated compound words may be divided between lines at an agency's discretion. Follow print for syllabification when words are divided for purposes of instruction. Follow print when words are divided between print pages.

1.11 Print Page Numbers

1.11.1 All print page numbers, including front matter pages, are included in braille. The print page number is located at the end of line 1.

Exception: Pages of text at the end of the book that are not included in the braille volume do not have to be accounted for, e.g., photo credits.

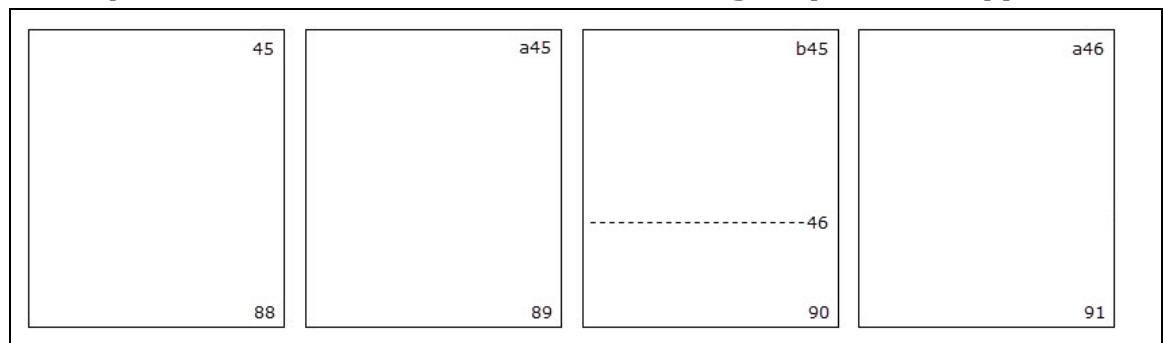
1.11.2 When a print page begins at the top of a braille page, the print page number is placed to end at the right margin on the first line with three or more blank cells left between the end of the text, or running head, and the page number.

1.11.3 When a new print page begins in the middle of a braille page, the print page number is preceded by the *page change indicator*. The indicator, a line of unspaced dots 36,

- 1.11.6 **No Print Page Numbers.** Some books have no page numbers or there are sections of text without numbers. For example, a section of photographs with captions but without page numbers may be inserted between two consecutive page numbers. Sections at the end of the book also may be unnumbered.
- Insert a row of unspaced dots 36 across the width of the line to indicate print page changes.
 - Continue braille page numbering on these pages.
 - If the page change indicator would fall on line 25, move it to the next braille page.
 - The page change indicator can be placed on line 1 if no running head is used.
 - If the page change indicator would fall at the top of a braille page, and a running head is used, place the page change indicator on line 2. No blank line is required between the running head and the page change indicator.

- 1.11.7 **Lettered Continuation Pages.** Material on a print page typically continues on one or more braille pages.
- Place the same print page number to end at the right margin on line 1 of each of these pages.
 - Precede the page number by an unspaced **a** for the first continued page, **b** for the second, etc. These letters are transcribed without the grade 1 indicator, and the usual three blank cells are left between the end of the text or running head and the lettered page number.

Example 1-11: Lettered Continuation Pages (Print Only)



- Use double letters, **aa**, **bb**, etc., when the continuation page number goes beyond **z**.

- 1.11.8 **Combined Print Page Numbers.** When the first page of text does not begin with a page numbered as **i**, **I**, or **1**, or has some other logical sequence of numbers, a combined print page number is inserted to account for the preceding pages. Do not combine different types of numbering systems, e.g., roman and arabic numerals.
- Combine the initial roman or arabic number with the number of the page on which the text section actually begins (e.g., **i-v**, **I-V**, or **1-5**) and place this combined page number at the right margin. If lettered continuation pages are required, they carry only the number of the page on which the text section actually occurs, e.g., **av**, **aV**, or **a5**. (See *Formats*, §2.3.8d, Print Page Information.)
 - When one or more pages contain only headings, such as the book title, part, unit, or chapter, combine the headings with the following text on a single braille page.
 - Include the full pages of material omitted from the braille edition in a combined page number, e.g., **25-29**.
 - When a page is blank or has only an uncaptioned illustration, combine that/those page(s) with the next page on which text occurs. (See [Sample 1-3: Combined Print Page Numbers](#) on page 1-23.)

1.12 **Material Printed Across Facing Pages**

- 1.12.1 Material printed and read across two facing pages of a book, when there is no other material on either page, is treated as if it were on a single print page. The combined print page numbers (e.g., **44-45**) are placed to end at the right margin. If lettered continuation pages are required, they also carry the combined print page numbers, e.g., **a44-45**, **b44-45**, and so forth. (See [Sample 1-4: Material Across Facing Print Pages](#) on page 1-24 and [Sample 1-5: Material NOT Transcribed Across Facing Print Pages](#) on page 1-26.)

1.13 **Letter/Number or Number/Number Combinations**

- 1.13.1 Such pagination is used widely for sections of a classroom text or to identify portions of exercise and laboratory manuals. A speller section may be numbered as **S1-S7**;

pages **IV1-IV5** may identify drills to be used with Chapter IV; or pages in Chapter 6 may be numbered **6-1, 6-2**.

- a. Numbers that identify consecutive pages of text end at the right margin.
- b. Follow print for the sequence of the page numbers, using the continuation letter as needed.
- c. Omit the print hyphen; a transcriber’s note noting this change to print is required.

Example 1-12: Letter and Number Page Numbers

| Print | Combined Page Numbers | Combined/Continued Numbers |
|-------|-----------------------|----------------------------|
| IV49 | IV49-51 | aIV49-51 |
| 77S | 77S-79 | a77S-79 |
| I-65 | I65-66 | aI65-66 |
| 6-12 | 6-12-14 | a6-12-14 |

- d. Words preceding page numbers are changed to an appropriate uppercase letter, e.g., change Reference 1 to **R1**. Note this change on the Transcriber’s Notes page.

Example 1-13: Word and Number Page Numbers

| Word/Number | Combination/Continued Page Numbers |
|----------------|------------------------------------|
| Reference 1 | R1 |
| Reference a1 | aR1 |
| Reference 1-6 | R1-6 |
| Reference a1-6 | aR1-6 |
| Reference 1-a6 | R1-aR6 |

- e. When the page numbers are referenced within the book, such as the table of contents and index, the same method applies. No continuation indicators are used.
- f. **Option:** The letter may be omitted when all the pages within the book have the same letter preceding the

- 1.17.2 Add inclusive letters for dictionaries and other multi-volume alphabetical reference books.
- 1.17.3 Most labels are limited to 30 cells and 2-4 lines.

Example 1-20: Volume Label



1.18 Samples

[Sample 1-1: List at End of Print Page](#), page 1-21

[Sample 1-2: Heading at Beginning of Print Page](#), page 1-22

[Sample 1-3: Combined Print Page Numbers](#), page 1-23

[Sample 1-4: Material Across Facing Print Pages](#), page 1-24

[Sample 1-5: Material NOT Transcribed Across Facing Print Pages](#), page 1-26

Sample 1-5: Material NOT Transcribed Across Facing Print Pages

Workin' on the Railroad



Down by the station early in the morning
See the little pufferbellies all in a row
See the station master turn the little handle
Puff, puff, toot, toot, off we go!



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[\(Return to Text\)](#)

Section 2

Transcriber-Generated Pages and Front Matter

| | | |
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2.1 Fundamentals

2.1.1 Transcriber-generated pages have no corresponding print pages and are distinguished from the book’s front matter by a unique set of braille page numbers.

Front matter and *body matter* are terms that align with publisher source files, and these files are used frequently in braille production. All front matter is transcribed in the same order as print.

2.1.2 **A Braille Reader’s Perspective.** The **t** (transcriber-generated) pages clarify to the reader what the transcriber has added to or gleaned from the print text.

2.2 Transcriber-Generated Page Basics

2.2.1 Transcriber-generated pages include information added for the braille reader and are inserted in the following order:

- Title page
- Second title page(s)
- Special Symbols page
- Transcriber’s Notes page

- a. These pages do not have print page numbers.
- b. Braille page numbers are preceded by the letter **t**, e.g., **t1**, **t2**, etc.
- c. Several titles of a series may be bound together by the publisher, with individual title pages, ISBNs, etc. A title page, and a second title page if necessary, is inserted before the beginning of each title. Each new title page begins with braille page **t1**.

2.3 Title Pages

2.3.1 Copyright law requires that a print copy of the braille title page be included in the braille edition. Place the print title page *before* the braille title page.

2.3.2 The print title page is the preferred source for the braille title page information.

2.3.3 Title Page Basics

- a. All volumes include a transcriber-generated title page with five segments of information. Information is grouped into the following order:
 - Title segment
 - Author segment
 - Publisher and Copyright segment
 - Transcriber/Transcription segment
 - Volume Information segment
- b. The first title page must include text on the first and last lines of the braille page.
- c. Use 1-3 format for all items on the title page unless an agency requires a different format.
- d. There are no blank lines *within* a segment.
- e. One or more blank lines may be inserted *between* segments, depending on the amount of information on the title page. Distribute the blank lines evenly when possible.
- f. An agency may have its own requirements for title pages.

2.3.4 Title Segment

- a. Place the book title, subtitle, series name, and the edition name or number, on the first line or lines of the title page.
- b. Follow print for capitalization of all titles, subtitles, and grade levels.
- c. Space permitting, each element of the title, subtitle, series name, and edition statement begins on a new line.
- d. Some title pages are very dense with text, and there may not be enough space for each item to begin on a new line. The series name and edition may be placed on the same line as the title and grade level or subtitle, separated by semicolons.
- e. A series name may be part of the title. Examine the text to determine what the correct title is. Check the list of the author's works and other places in the book where the title may be used. (See [Sample 2-1: Title with a Series Name](#) on page 2-24.)
- f. A book may have a group of separate ancillary books as part of the set. The primary book title is used as the subtitle for the secondary books when the transcriber has the main text and the ancillary books. (See [Sample 2-2: Titles in a Set](#) on page 2-25.)
- g. **Grade/Level.** A grade level shown in words or numerals is transcribed as printed and placed on the line with or following the book title. If there is room, the grade level goes on the same line as the title, separated by a semicolon. Sometimes this information is found only on the book spine or back cover. Do not include the grade level if it is not clearly apparent. A graphic design of lines, dots, etc., determined to be the grade level is transcribed as an arabic number. (See [Sample 2-3: Grade Level on Back Cover](#) on page 2-26 and [Sample 2-4: Grade Level Indicated by Dots on Spine](#) on page 2-27.)
- h. The publisher's name is included in the full title when it appears with the title of the book. Publishers have stated that the publisher's name is a part of the title in this situation. Typically the publisher's name included as part

Exception: An authorized organization or agency must obtain the publisher's permission for transcription of the following:

- (3) Computer programs, except for those portions that are displayed to users in conventional human language.
- (4) Dramatic works, whether prose or poetry, that are not in the public domain.
- (5) Music and any accompanying lyrics.
- (6) Standardized, secure, or norm-referenced tests and related testing materials.
- (7) Texts produced by foreign publishers, and without U.S. copyrights, that are to be distributed in foreign countries.

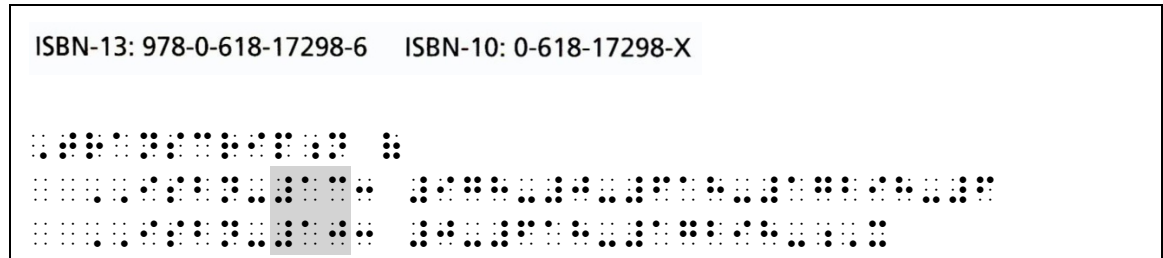
Note: In the U.S. any *unauthorized* organization, government agency without a specific mission for services for the blind, or unaffiliated transcriber must obtain permission of the publisher or copyright owner before beginning the transcription of any text. Sponsoring organizations, agencies, and transcribers in other countries similarly are responsible for determining and observing all applicable copyright laws.

f. **ISBN.** The International Standard Book Number (ISBN) is assigned to identify specifically a particular book. The International Standard Serial Number (ISSN) similarly identifies a magazine, journal, or other periodical publication. This number typically appears on the copyright page or on the book cover.

- (1) Place the ISBN or ISSN on the next line after the reproduction notice.
- (2) Include the ISBN for the appropriate version of the book (hardcover, paperback, etc.). The back of the book typically includes the ISBN and is the easiest location from which to find the accurate number.
- (3) Follow print for capitalization, punctuation, and spacing.
- (4) Precede the ISBN with "Transcription of."

- (5) The ISBN may follow "Transcription of" if it will fit on a single line.
- (6) Include both 10- and 13-digit ISBNs if they appear in print, following print for order. Each ISBN begins in cell 3, after the "Transcription of" line.

Example 2-5: 10- and 13-digit ISBNs



- (7) Some books may include a separate ISBN for a state-specific section. This ISBN is also included on the title page.
 - (8) Do not substitute any other number for the ISBN.
 - (9) If there is no ISBN printed in the book, omit the "Transcription of ISBN" line on the braille title page.
- g. **Printing History.** Many books include the printing history, which is a series of numbers usually found on the back of the title page. It indicates the number and year of printings.
- (1) Some publishers may edit the book at the time of a new printing, without changing the copyright and ISBN. Consequently, a book from a newer run may not match an earlier printing. Including the printing history is the way to definitively identify a book.
 - (2) The format of the printing history is an agency decision. It is recommended that print be followed. Precede the printing history letters/numbers with the identifier "Printing history:".

2.5 Special Symbols Page

2.5.1 This page lists symbols found in the volume that may be unfamiliar to the reader. This includes symbols such as shape indicators and transcriber-defined indicators. (See the list of symbols required on the Special Symbols page in *Formats*, Appendix G.)

2.5.2 Format

- a. Place SPECIAL SYMBOLS USED IN THIS VOLUME as a centered heading on lines 1 and 2 (lines 3 and 4 if a running head is used).
- b. Do not repeat SPECIAL SYMBOLS USED IN THIS VOLUME on subsequent pages.
- c. List all symbols using 1-3 margins. Precede each symbol with the dot locator for "mention" (:::), which should be the first symbol listed.
- d. Follow each symbol with a space and its meaning or name, as directed in *UEB*. Begin the meaning or name with a capital letter.
- e. List symbols in braille order. See *UEB*, §1.1.2, Definition of Braille, for an explanation of braille order.
- f. Some agencies may request a printout of the Special Symbols page(s) to accompany the volume.

2.6 Transcriber's Notes Page

2.6.1 This page identifies special formats or usage throughout the volume. If a special format or usage occurs more than once in a volume, include it on the Transcriber's Notes page.

- a. Place TRANSCRIBER'S NOTES as a centered heading on line 1 (line 3 if a running head is used). Do not repeat the heading on subsequent pages.
- b. Transcribe all notes as 3-1 paragraphs. Do not use the transcriber's note indicators.
- c. Include notification of other codes used within the volume. Sample:

Mathematical content is transcribed according to The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision, 2007-2016 updates and the Guidance for Transcription Using the Nemeth Code within UEB Context.

- d. Identify altered print format throughout the book.

Samples:

Double quotation marks are substituted for single quotation marks.

Illustrations without captions are omitted.

The atlas is omitted.

Test questions are moved from the back of the book to the end of the chapter to which they apply.

- e. Some agencies may request a printout of the Transcriber's Notes page(s) to accompany the volume.

- 2.6.2 Advertising copy in magazines and other leisure reading material is omitted. Notice of this omission is given in the first volume only.

2.7 Front Matter Basics

- 2.7.1 Print introductory and/or front matter pages follow the transcriber-generated pages. Some books may not have any front matter pages, while others may be extensive.
 - a. Each item in the front matter begins on a new braille page.
 - b. Precede braille page numbers by **p**, e.g., **p1**, **p2**, etc.
 - c. Include the print page number on all front matter pages. Page numbers may be implied (unnumbered), roman numerals, or arabic numerals.
 - d. Follow print for page order in all volumes. Repeated content (e.g., cast of characters and pronunciation key) is inserted at the end of the front matter. Retain the original print page number on these repeated pages in each volume.
 - e. Print front matter pages may have implied page numbering. The roman **i** or arabic number **1** may not appear on the print title page, however roman **iv** or arabic **4** may be on the fourth page. Implied print numbers are added to all corresponding braille pages.
 - f. Do not add print page numbers when there are no implied or actual print page numbers used in the front matter. See *Formats*, §1.11.6, Print Page Numbers, for

guidelines on formatting pages with no print page numbers.

2.8 Book Covers and Jackets

2.8.1 Include information from the front and/or back covers of a book only in the first volume of the braille edition.

- a. The cover/jacket material is inserted as the first front matter page **p1**, and no print page number is used. Insert a transcriber's note to explain this format. Sample:

The following material is from the back cover of the book.

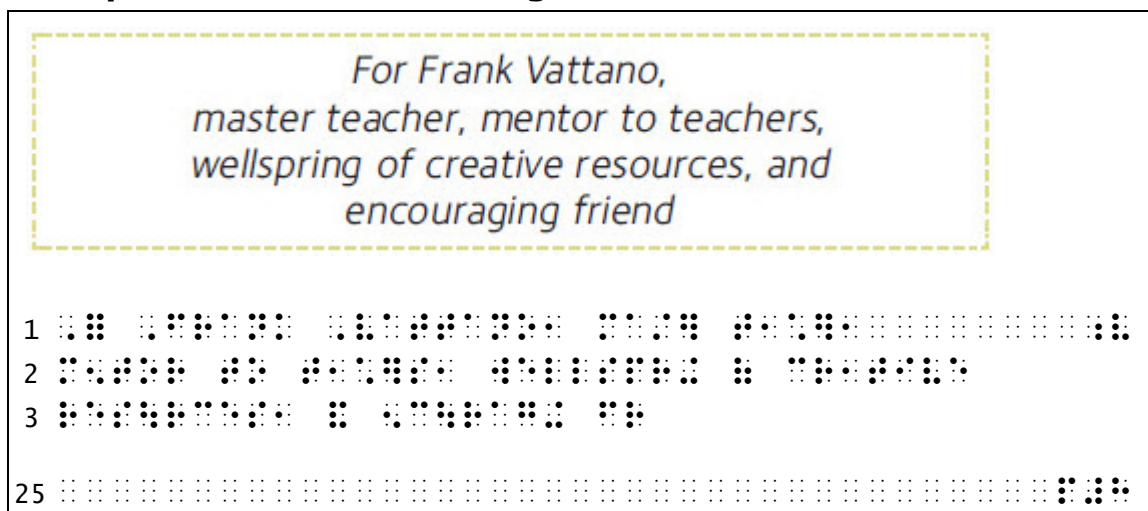
- b. Include book jacket or inside cover information not included within the text, e.g., lists of author's works, author's biography, etc.
- c. Do not include advertising material, reviews by other authors, etc.

2.9 Dedications and Acknowledgements

2.9.1 Dedications and acknowledgements are formatted the same way.

- a. Each begins on a new braille page.
- b. Follow print for placement. The acknowledgements may be in the front or back of the book.
- c. The text begins on line 1, or line 3 if there is a running head.
- d. The dedication is generally treated as a regular paragraph, which may be in 3-1 or 1-1 format. If the dedication is in a format other than a paragraph, follow the guidelines for other formatting, such as poetry.
- e. The acknowledgements are generally treated as a list.
- f. Ignore emphasis unless needed for distinction.

Example 2-16: Dedication Page



2.10 Table of Contents

(See [Sample 2-11: Layout of Table of Contents](#) on page 2-34.)

2.10.1 **Brief Table of Contents.** Some books include a brief table of contents, with page numbers, before the full table of contents.

- a. The entire brief table of contents takes the place of the full table of contents in the first volume.
- b. The brief table of contents begins on a new braille page.
- c. In addition to the entire brief table of contents, the first volume includes, on a new braille page, the portion of the full table of contents that pertains to that volume. **Note:** Volume indicators are not required on the portion of the full contents if a brief table of contents is included.
- d. The brief table of contents is not repeated in subsequent volumes.
- e. All formatting for the brief table of contents follows the guidelines laid out in the remainder of this section. (See [Sample 2-12: Entire Brief Table of Contents in Volume 1](#) on page 2-36.)

2.10.2 **General Provisions**

- a. Include the table of contents when it is in print.
- b. The table of contents begins on a new braille page.
- c. A table of contents may be generated by the transcriber for informal materials such as menus, meeting

documents, etc. A transcriber-generated table of contents has a **t** page number.

- d. The entire table of contents for the book is included in the first volume. Depending on the book, this may be either the brief table of contents or the full table of contents.
- e. Subsequent volumes contain only the portion of the table of contents pertaining to the print pages in that volume.
- f. A table of contents on or inside the cover follows the Transcriber's Notes page(s), and is braille page **p1**, with no text page number assigned. When there is other book cover/jacket information, the table of contents is the last of this information.
- g. Tables of contents frequently include *chapter*, *lesson*, etc., before each of the main numbered entries. In volume 1 this identifier is placed in cell 1 following a blank line after the front matter. When there is no front matter, the identifier is placed in cell 1 on the line following "Volume 1." The identifier is omitted before the individual entries. No identifier is inserted above the entries when none is used in print. **Note:** The word "page" is no longer shown at the right margin of this line.
- h. In subsequent volumes the identifier is located, following a blank line, after the contents heading.
- i. Treat extraneous material on the table of contents pages according to other formatting guidelines, e.g., sidebars, pictures, etc. These materials must retain the six cell right margin. (See *Formats*, §2.10.7b, Table of Contents.)

2.10.3 **Headings**

- a. Center the print contents heading (e.g., Table of Contents, What You Will Study, etc.). This heading is followed by a blank line. Do not insert a heading when a heading is not used in print.
- b. Volume 1, enclosed in transcriber's note indicators, is centered before the beginning of the table of contents in the first volume. It is not followed by a blank line.
- c. A volume number is not indicated when the braille edition consists of a single volume.

- d. Unit and part headings are centered and placed above the chapter headings or other subdivisions to which they apply. Other primary divisions may be centered if appropriate.
- e. Do not repeat headings on succeeding contents pages.

2.10.4 **Blank Lines**

- a. Insert a blank line as a separator between front matter and body matter contents entries.
- b. Insert a blank line as a separator between body matter and back matter contents entries.
- c. When more than one centered heading appears on consecutive lines, a blank line is inserted before only the first one.
- d. The word "Chapter," or other identifier, is inserted in cell 1 after the blank line following the front matter. When there is no front matter, insert the identifier on the line immediately before the first entry that begins with the identifier.
- e. Do not repeat headings on succeeding contents pages.

2.10.5 **Contents Entries.** Table of contents entries may not appear on line 1 or line 25, as these lines contain the print and braille page numbers. Even-numbered (left-hand) pages in interpoint volumes may use line 25 when that page number is suppressed.

A table of contents entry may be split between braille pages.

2.10.6 **Indentation Pattern**

- a. Use 1-3 margins for a table of contents without any subentries.
- b. Use a nested list when the table of contents has at least one subentry level. The main entry begins in cell 1. Each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented subentry.

One level: 1-3

Two levels: 1-5, 3-5

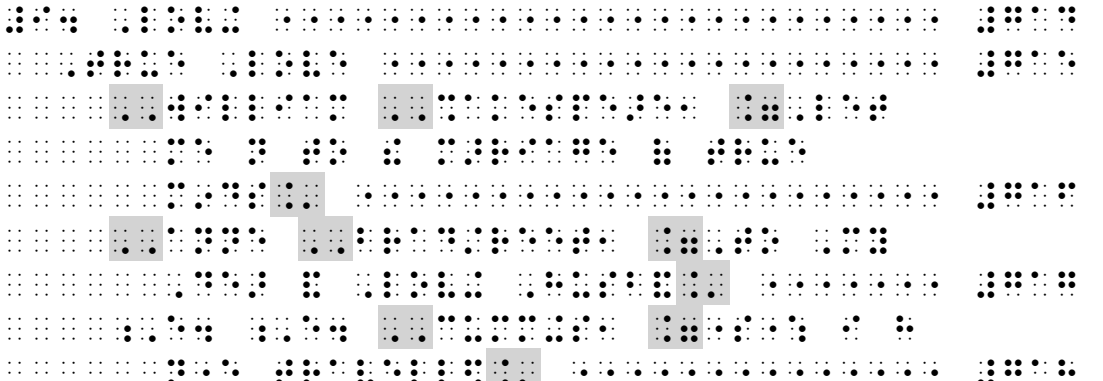
Three levels: 1-7, 3-7, 5-7

Four levels: 1-9, 3-9, 5-9, 7-9

etc.

Example 2-18: Font Attributes Retained

| | |
|--|-----|
| 9. Loving | 714 |
| TRUE LOVE 715 | |
| WILLIAM SHAKESPEARE, <i>Let me not to the marriage of true minds</i> | 716 |
| ANNE BRADSTREET, <i>To My Dear and Loving Husband</i> | 717 |
| E. E. CUMMINGS, <i>somewhere i have never travelled</i> | 718 |



2.10.9 First Volume Numbers and Divisions

- Volume identifiers are enclosed in transcriber's note indicators.
- Center "Volume 1" on the third line (fifth line, if a running head is used) in the first volume.
- Volume divisions are indicated in the first volume's table of contents when volume breaks are known. **Note:** If there is a brief table of contents, the volume divisions are indicated there.
- Complete the contents of the first volume, insert a blank line, and center "Volume 2" before listing the table of contents entries for that volume. No blank line follows the volume indicator. The remaining volumes are indicated in the same manner. (See [Sample 2-15: Layout of Multi-Volume Table of Contents](#) on page 2-41.)
- If volume divisions are not known, insert a blank line after the completion of the Volume 1 entries and center "Following Volumes." No blank line follows the volume indicator.

- 2.10.10 **Following Volumes.** Each subsequent volume contains only the portion of the table of contents pertaining to the print pages in that volume.

- a. When a volume ends in the middle of a unit, part, chapter, etc., the table of contents in the subsequent volume repeats the centered unit or part heading and any listed item(s) in which the volume division occurs. Insert "(cont.)" after the *last listed item only*. Insert the beginning page number for the volume.
 - b. The volume division numbers are *not* indicated in the table of contents in any volume other than the first volume. (See [Sample 2-16: Table of Contents with Continued Items](#) on page 2-42.)
- 2.10.11 **Contents Entries without Page Numbers.** Short-listed or linear contents entries *without* page numbers are listed at the correct subentry level. (See [Sample 2-17: Dots Separating Linear Contents Entries](#) on page 2-43 and [Sample 2-18: Listed Unnumbered Contents Entries](#) on page 2-44.)
- 2.10.12 **Transposed Material.** Text moved from one location in the book to another location is considered transposed. **Note:** This does not include material moved a few pages such as when a figure is relocated in order for it to be near the text to which it applies. It pertains to text such as test questions, answers, endnotes, etc., moved from another location in the book (e.g., the back of the book) to the end of a chapter or volume, etc.
- a. If the full table of contents is included, transposed material is listed in the contents of volume 1 just as it appears in the print table of contents.
 - b. In volumes with only part of the full table of contents, transposed material is listed (with its print page number, if shown) in the order in which it appears in that particular volume.
 - c. The text itself is not repeated in its original print location. Insert a transcriber's note, on the original print page, indicating where the material can be found. (See [Sample 2-19: Transposed Notes](#) on page 2-46.)
- 2.10.13 **Categorized Table of Contents.** Lists of genres or subjects in a separate listing from the main table of contents are included in the first volume only.

- a. Begin a categorized table of contents on a new braille page.
- b. Use a cell-5 heading for the genre/subject identification. This heading may appear on line 1 with the print page number.
- c. All categorized tables of contents (e.g., lists of poetry, maps, graphs, etc.) are transcribed in the order in which they appear.

(See [Sample 2-20: Categorized Table of Contents](#) on page 2-48)

- 2.10.14 **Partial Table of Contents in Body Matter.** Partial tables of contents within the body matter are retained at the print location.
- 2.10.15 **Contents in Other Formats.** A table of contents printed in alphabetical order, rather than in sequential order, is transcribed as an index. No guide words are required. Because the contents items are not shown in normal sequential order, the entire table of contents is included in all volumes. (See *Formats*, §21, Alphabetic References.)

2.11 Other Front Matter

- 2.11.1 A wide variety of material appears in the front matter of textbooks. Use the guidelines throughout this document to determine the best format to use. (See [Sample 2-21: Transcriber-Generated and Front Matter Pages](#) on page 2-50.)

2.12 Body Matter

- 2.12.1 The first item listed in the table of contents is generally considered the first page of the main body of the book.
- a. Text is transcribed in the same order as it appears in print.
 - b. Body matter pages begin with braille page 1 in each volume. Follow print for page number format. See *Formats*, §1.13, Letter/Number or Number/Number Combinations, for more information about unique page numbering.

- c. State-mandated material, and/or an extra section such as a handbook, even if located before the book's front matter in print, is treated as part of the body matter in braille.

2.13 Samples

[Sample 2-1: Title with a Series Name](#), page 2-24

[Sample 2-2: Titles in a Set](#), page 2-25

[Sample 2-3: Grade Level on Back Cover](#), page 2-26

[Sample 2-4: Grade Level Indicated by Dots on Spine](#), page 2-27

[Sample 2-5: Title and Subtitle Including Publisher's Name](#), page 2-28

[Sample 2-6: Title with Edition Number and Subtitle](#), page 2-29

[Sample 2-7: Translator](#), page 2-30

[Sample 2-8: Publisher Website](#), page 2-31

[Sample 2-9: U.S. Title Page](#), page 2-32

[Sample 2-10: Canadian Title Page and Reproduction Notice](#), page 2-33

[Sample 2-11: Layout of Table of Contents](#), page 2-34

[Sample 2-12: Entire Brief Table of Contents in Volume 1](#), page 2-36

[Sample 2-13: Single Volume Table of Contents](#), page 2-38

[Sample 2-14: Table of Contents with Numbered Main Entries](#), page 2-40

[Sample 2-15: Layout of Multi-Volume Table of Contents](#), page 2-41

[Sample 2-16: Table of Contents with Continued Items](#), page 2-42

[Sample 2-17: Dots Separating Linear Contents Entries](#), page 2-43

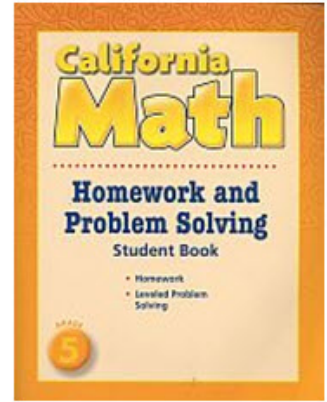
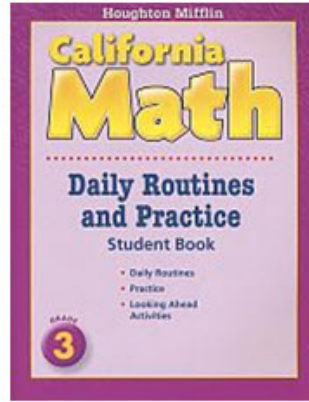
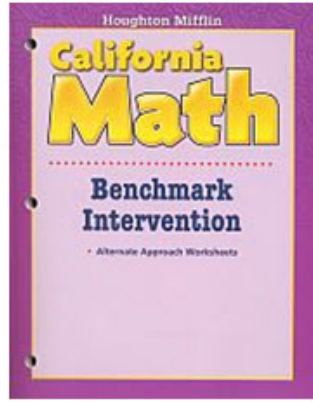
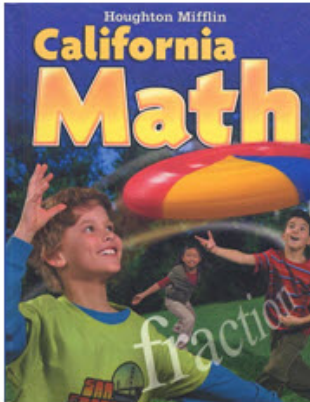
[Sample 2-18: Listed Unnumbered Contents Entries](#), page 2-44

[Sample 2-19: Transposed Notes](#), page 2-46

[Sample 2-20: Categorized Table of Contents](#), page 2-48

[Sample 2-21: Transcriber-Generated and Front Matter Pages](#), page 2-50

Sample 2-2: Titles in a Set



Primary Book Full Title

1 [Braille representation of the primary book full title]

Secondary Book Full Title

2 [Braille representation of the secondary book full title]
3 [Braille representation of the secondary book full title]
4 [Braille representation of the secondary book full title]

Secondary Book Full Title

5 [Braille representation of the secondary book full title]
6 [Braille representation of the secondary book full title]
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Secondary Book Full Title

8 [Braille representation of the secondary book full title]
9 [Braille representation of the secondary book full title]
10 [Braille representation of the secondary book full title]

[\(Return to Text\)](#)

Sample 2-8: Publisher Website

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2 3 4 5 6 7 8 9 10 BM 09 08 07

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Boston, Massachusetts 02210

Or find us on the World Wide Web at:
www.course.com

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Sample 2-9: U.S. Title Page

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Sample 2-10: Canadian Title Page and Reproduction Notice

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—New Braille Page—

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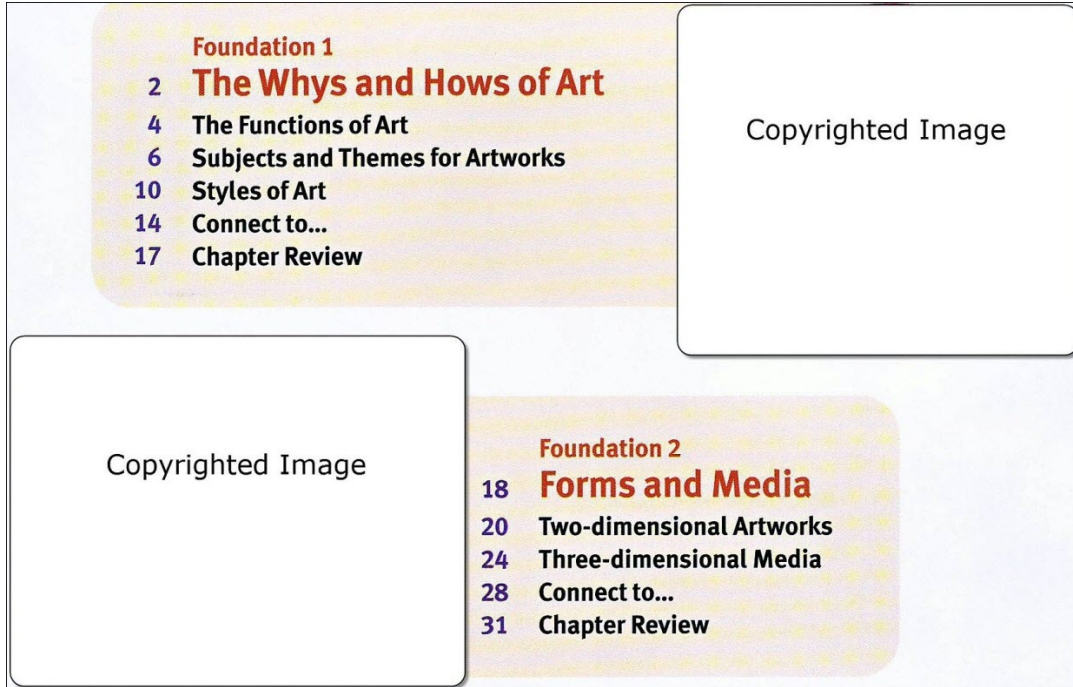
Sample 2-13: Single Volume Table of Contents

| | |
|---|---|
| <p>UNIT 1 Contents</p> <h1>Exploration</h1> <p>Neighborhoods 4 What might we discover in a new neighborhood?</p> <p>Outer Space 26 Why would anyone want to explore space?</p>  <p>2</p> |  <p>OUT IN THE WOODS 52 What can we discover by exploring nature?</p> <p>Sand All Around 72 What can we learn by exploring the desert?</p> <p>WHO CAN WE ASK? 96 When we are searching for answers, who can we ask?</p> <p>Copyrighted Image</p>  <p>3</p> |
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Sample 2-14: Table of Contents with Numbered Main Entries



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Sample 2-15: Layout of Multi-Volume Table of Contents

| | | | |
|----|-------------------------|---------------------------------|----|
| 1 | | CONTENTS | vi |
| 2 | | | |
| 3 | | Volume 1 | |
| 4 | Chapter | | |
| 5 | | | |
| 6 | | Unit Heading | |
| 7 | | Part Heading | 1 |
| 8 | 1 Chapter Heading | | 2 |
| 9 | Subentry | | 5 |
| 10 | Subentry | | 10 |
| 11 | Sub-subentry | | 12 |
| 12 | | | |
| 13 | | Volume 2 (or Following Volumes) | |
| 14 | 2 Chapter Heading | | 16 |

| | | | |
|----|-------------------------|---------------------------------|----|
| 1 | | | vi |
| 2 | | | |
| 3 | | Volume 1 | |
| 4 | Chapter | | |
| 5 | | | |
| 6 | | Unit Heading | |
| 7 | | Part Heading | 1 |
| 8 | 1 Chapter Heading | | 2 |
| 9 | Subentry | | 5 |
| 10 | Subentry | | 10 |
| 11 | Sub-subentry | | 12 |
| 12 | | | |
| 13 | | Volume 2 (or Following Volumes) | |
| 14 | 2 Chapter Heading | | 16 |

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Sample 2-16: Table of Contents with Continued Items

| | |
|--|------------|
| UNIT B Growth and Nutrition | |
| CHAPTER 3 | |
| Growth and Development | |
| LESSON 1 The Body's Support and Control Systems | B4 |
| CONSUMER WISE: Finding the Right Shoes, B6 | |
| HEALTH ONLINE: Skin Cancers, B7 | |
| LIFE SKILLS ACTIVITY: Make Responsible Decisions, B9 | |
| LESSON 2 The Body's Transport Systems | B10 |
| LINK: Science, B12 | |
| LINK: Science, B13 | |
| LIFE SKILLS ACTIVITY: Set Health Goals, B15 | |
| ON YOUR OWN: Analyze Your Sleep, B16 | |
| LESSON 5 Aging in a Healthful Way | B34 |
| LIFE SKILLS ACTIVITY: Practice Healthful Behaviors, B37 | |
| LINK: Science, B38 | |
| MAKE A DIFFERENCE: Dazzling Deed, B39 | |
| CHAPTER 3 REVIEW | B40 |

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Sample 2-17: Dots Separating Linear Contents Entries

Writing About Literature

3.5 Analyzing Character Descriptions 156
Write a Character Analysis; Using Computers; Viewing and
Representing; **Grammar Link**

Writing Process in Action

Descriptive Writing Project 160
Write about an imagined place.
• Prewriting • Drafting • Revising
• Editing/Proofreading • Publishing/Presenting

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Sample 2-18: Listed Unnumbered Contents Entries

1 **WORDS WITH sk, sp, st**.....14

Think and Practice Meaning Clues, Hidden Words

Strategic Spelling Using the Problem Parts Strategy

Proofreading and Writing An Opinion

Vocabulary Building Review: Crossword Puzzle, Word Study: Similes

2 **WORDS WITH ng, nk, th**.....18

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Sample 2-19: Transposed Notes

- Understanding National Security Policymaking 650
 - National Security Policymaking and Democracy* 651
- How You Can Make a Difference: Getting Involved in the Foreign Policy Process 651
 - National Security Policymaking and the Scope of Government* 652
- Summary / Career Profile / Key Terms / Get Connected / Internet Resources / For Further Reading

Part 5 State and Local Government

21 The New Face of State and Local Government 656

- State Constitutions 659
 - Amending State Constitutions* 660
- State Elections 661
 - Gubernatorial Elections* 661
 - State Legislative Elections* 662
 - The Changing Face of State Elected Officials* 666
- Making a Difference: Charlene Marshall 668
- Governors and the Executive Branch 667
 - The Job of Governor* 668
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- State Legislatures 672
- State Court Systems 674
 - State Court Organization* 674

- Selecting Judges* 676
- Direct Democracy 676
- State and Local Government Relations 679
 - How You Can Make a Difference:
 - Direct Democracy 680
- Local Governments 680
 - Types of Local Government* 680
 - Fragmentation, Cooperation, and Competition* 684
- America in Perspective: Urban Planning in Western Europe and the United States 685
- State and Local Finance Policy 687
- Issues of the Times: Fiscal Crisis in the States 688
- Understanding State and Local Governments 691
 - Democracy at the Subnational Level* 691
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 - The Scope of Subnational Government* 693
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Sample 2-20: Categorized Table of Contents

Student Resource Bank

Issues and Viewpoints

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| The Future of Rain Forests | 228 |
| The Public Speaks Out | 588 |

Then and Now

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| New Crop Development | 20 |
| Harappa and Sahiwal, Pakistan: Land of Cotton | 126 |
| The Inuit | 223 |

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Sample 2-21: Transcriber-Generated and Front Matter Pages

PRENTICE HALL

LITERATURE
BRONZE

FOURTH EDITION

HEAVEN'S BOUNTY
Tom Darro
Overland Trail Fine Art Gallery

 **PRENTICE HALL**
Upper Saddle River, New Jersey
Needham, Massachusetts

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1 2 3 4 5 6 7 8 9 10 99 98 97 96 95

Art credits begin on page 809.

 **PRENTICE HALL**
Simon & Schuster Education Group
A VIACOM COMPANY

STAFF CREDITS FOR PRENTICE HALL LITERATURE

Editorial: Ellen Bowler, Douglas McCollum, Philip Fried, Kelly Ackley, Eric Hausmann, Lauren Weidenman

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Title Page Volume 1

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Transcriber's Notes

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Section 3

Transcriber's Notes

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| 3.2 | Format | 3-2 |
| 3.3 | Placement of Transcriber's Notes | 3-3 |
| 3.4 | Technical Codes | 3-4 |
| 3.5 | Sample | 3-4 |

3.1 Fundamentals

3.1.1 Any wording not shown in the print text and inserted by the transcriber is a transcriber's note. The notes should be as brief as possible, be grammatically correct, and use appropriate grade-level vocabulary. Sentence structure and word choice are dictated by the grade level of the material. Use of full sentences is not necessary in all transcriber's notes.

Modifications to the print text or formatting changes of which the reader should be made aware are explained in a transcriber's note.

3.1.2 Sample transcriber's notes used throughout these guidelines are suggestions which should be modified appropriately for the circumstances and reading level of the book.

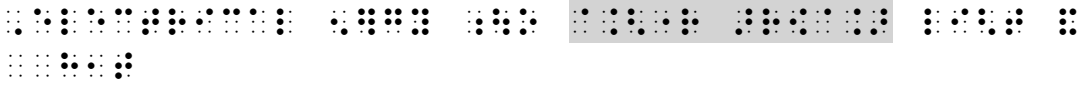
3.1.3 Guidelines from other more technical codes, such as Tactile Graphics, may have specialized requirements.

3.1.4 Transcriber's notes consisting of seven words or fewer are embedded in the text. Longer notes use 7-5 margins. Embedded transcriber's notes may be used in multiple formatting situations, e.g., as headings or in keys, usually with tables or columns (See *Formats*, §11, Tables and Related Columns). Refer to specific sections in these guidelines for the proper way to format transcriber's notes for other situations, e.g., headings, lists, tables, poetry, etc. (See *Formats*, §2.6, Transcriber's Notes Page.)

3.1.5 **A Braille Reader's Perspective.** Transcriber's notes provide information to the reader that is not readily apparent by reading the text alone. Use common sense when deciding what is needed in the transcriber's note, and

Example 3-2: Embedded Transcriber's Note

Electrical energy → light and heat



The image shows the Braille representation of the text "Electrical energy → light and heat". The text is written in Braille. A shaded rectangular area highlights a portion of the Braille, representing a transcriber's note. The note contains the text "Electrical energy → light and heat" in Braille, which is a duplicate of the text above it.

(See [Sample 3-1: Headings Added to Matching Exercise](#) on page 3-5.)

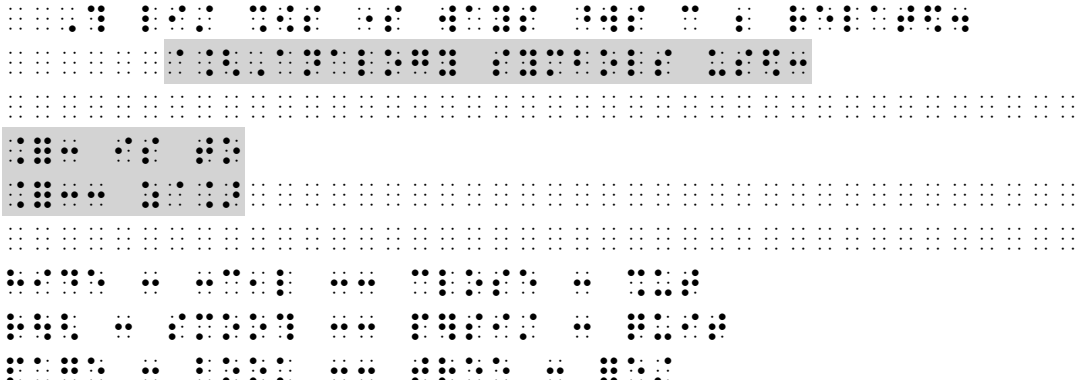
3.3 Placement of Transcriber's Notes

- 3.3.1 Symbols widely scattered throughout the text are explained at the point of use. Symbols used more often, or in closer context, are listed on the Special Symbols page or in a transcriber's note at the point of use.
- 3.3.2 Use 1-3 margins for identifications of two or more abbreviations or symbols, preceded and followed by a blank line. The closing transcriber's note indicator follows the last item.

Example 3-3: Transcriber's Note with List of Special Symbols

This list shows some ways words can be related.

hide : conceal :: close : shut
rough : smooth :: persist : quit
page : book :: tree : forest



The image shows the Braille representation of the text and list. The text "This list shows some ways words can be related." is followed by three lines of analogies: "hide : conceal :: close : shut", "rough : smooth :: persist : quit", and "page : book :: tree : forest". Below the list, there is a shaded rectangular area representing a transcriber's note. The note contains the text "This list shows some ways words can be related." in Braille, which is a duplicate of the text above it.

- 3.3.3 **Continuity.** Whenever narrative text is interrupted by a *full print page* or more of material (e.g., charts, graphs, boxed, or columned information), insert a transcriber's note at the end of the narrative text, before the print page change

indicator. Insert the continuation transcriber’s note before the narrative text continues (frequently on a new print page after the page change indicator). Samples:

Text continues on page 834.

Text continued from page b832.

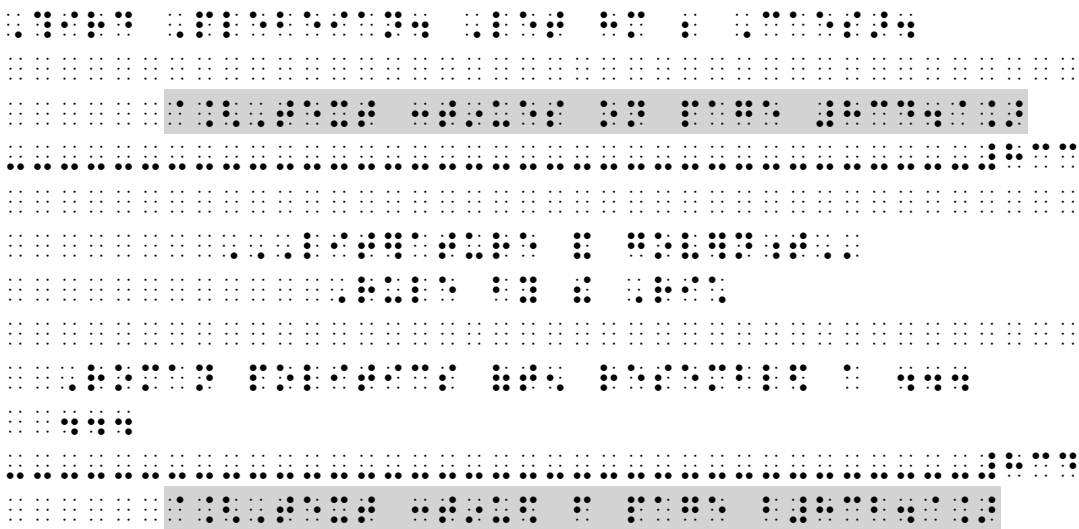
Example 3-4: Continuation Transcriber’s Note

Third Plebeian. Let him be Caesar.
—New Print Page—

833

LITERATURE AND GOVERNMENT
Rule by the Rich

Roman politics often resembled a ...



3.4 Technical Codes

3.4.1 Include a comment on the Transcriber’s Notes page when Nemeth Code, Tactile Graphics, or other technical notation is used in the transcription. Samples:

Mathematical content is transcribed according to *The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision, 2007–2016* including updates and the *Guidance for Transcription Using the Nemeth Code within UEB Context*.

Tactile graphics are produced according to the *Guidelines and Standards for Tactile Graphics, 2010*.

3.4.2 List the technical symbols on the Special Symbols page.

3.5 Sample

[Sample 3-1: Headings Added to Matching Exercise](#), page 3-5

Sample 3-1: Headings Added to Matching Exercise

SAT Vocabulary Quiz: Literary Terms

Directions: Match each term with the proper definition.

- | | |
|----------------|--|
| a. allegory | 1. a wild exaggeration; an overstatement |
| b. allusion | 2. a symbolic story or narrative |
| c. antagonist | 3. an adversary; an opponent; a hero's enemy |
| d. denouement | 4. an implied reference in literature |
| e. hyperbole | 5. the outcome of a complex sequence of events |
| f. irony | 6. the opposite of what would be expected |
| g. oxymoron | 7. a combination of contradictory words |
| h. protagonist | 8. the main character in a literary work |

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[\(Return to Text\)](#)

Section 4

Headings

| | | |
|------|--|------|
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| 4.2 | Heading Hierarchy | 4-2 |
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4.1 Fundamentals

4.1.1 Print books use various methods to distinguish headings: different fonts and font sizes, color, placement on the page, etc. Just as print headings provide a hierarchy structure of levels, an effort should be made to achieve the same type of structure in braille. This is done after a careful examination of headings in the table of contents and the body of text. It is important to be consistent in the treatment of similar print headings throughout the entire transcription. (See [Sample 4-1: Page with Multiple Heading Levels](#) on page 4-14.)

4.1.2 **A Braille Reader’s Perspective.** Headings are one of the most important ways a reader obtains information about the print format of material being presented on the braille page. Headings denote hierarchy, and by doing a quick finger scan one can quickly move to pertinent sections. A reader who finds blank space at the margin will check to see what it means by doing a quick scan of the current line and possibly the next several lines (usually to about the middle) to see if something is indented and if the general indent pattern has changed—such as a change from a paragraph to a list.

Think of blank lines before headings like a stop sign. When readers encounter one, they stop to check. Finding a heading level quickly is the key for the braille reader. The more it stands out, the more important that heading level is.

A centered heading will quickly show an uneven structure somewhere near the middle of the line. Cell-5 and cell-7 headings will show even left margins at their particular indent levels. Readers learn to find common indent levels almost without counting cells.

4.2 Heading Hierarchy

4.2.1 As a general rule, centered headings are used to represent the print headings of major sections of the text, and cell-5 and cell-7 headings are used to represent the print headings for subsections shown within major sections. When there are more than three distinct heading levels in print, cell-7 headings are applied only to the lowest hierarchy level; the use of centered headings is extended to one or more subsection levels as necessary.

Example 4-1: Three Distinct Heading Levels (Print Only)

| | |
|--|------------|
| ◆ Absolutism in Western Europe | ← Centered |
| An examination of seventeenth-century absolutism must begin with western Europe since France during the reign of Louis XIV (1643–1715) has traditionally been regarded as the best example of the practice of absolute monarchy in the seventeenth century. | |
| ✻ <i>France and Absolute Monarchy</i> | ← Cell-5 |
| By the end of the seventeenth century, France had come to play a dominant role in European affairs. French culture, language, and manners influenced all levels of European society. French diplomacy and wars shaped the political affairs of western and central Europe. The court of Louis XIV seemed to be imitated everywhere in Europe. Of course, the stability of Louis's reign was magnified by the instability that had preceded it. | |
| ✻ FOUNDATIONS OF FRENCH ABSOLUTISM | ← Cell-7 |
| The history of France before the reign of Louis XIV was hardly the story of steady, unbroken progress toward the ideal of absolute monarchy that many historians have tended to portray. During the fifty years or so before Louis, royal and ministerial governments had to struggle to avoid the breakdown of the state. The line between order and anarchy was often a narrow one. The situation was especially complicated by the fact that both Louis XIII (1610–1643) and Louis XIV were only boys when they succeeded to the throne in 1610 and 1643, respectively, | |

4.2.2 The order of braille heading hierarchy is as follows: centered, cell-5, cell-7. (See [Sample 4-2: Heading Hierarchy](#) on page 4-17.)

Additional provisions governing the use and placement of headings are given in other sections of these guidelines.

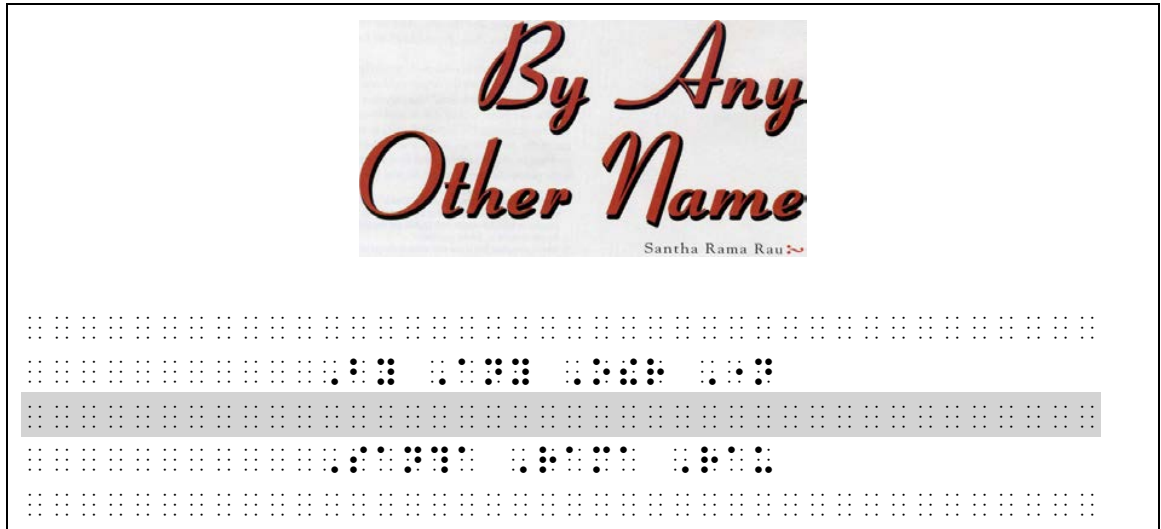
4.3 General Provisions for Centered, Cell-5, and Cell-7 Headings

4.3.1 A heading can be placed on line 1 of the braille page if a running head is not used.

4.3.2 Place a heading on line 3 if a running head is used.

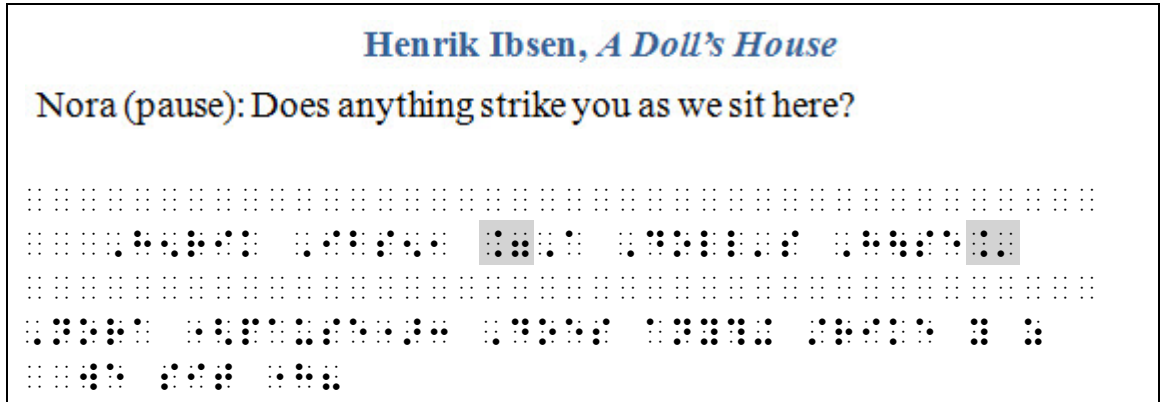
4.3.3 Do not insert a blank line between connected headings.

Example 4-2: Centered Title and Author Headings



- 4.3.7 Follow print capitalization. Ignore font attributes in centered, cell-5, and cell-7 headings, except when required for distinction.

Example 4-7: Heading with Partial Emphasis



- 4.3.8 Follow print for use of punctuation (e.g., hyphen, dash, colon, slash, etc.) in headings.
- 4.3.9 Centered, cell-5, and cell-7 headings must be followed by at least one line of text on the braille page.
- 4.3.10 Centered, cell-5, and cell-7 headings are not repeated when the text that applies to them is continued on the following page.

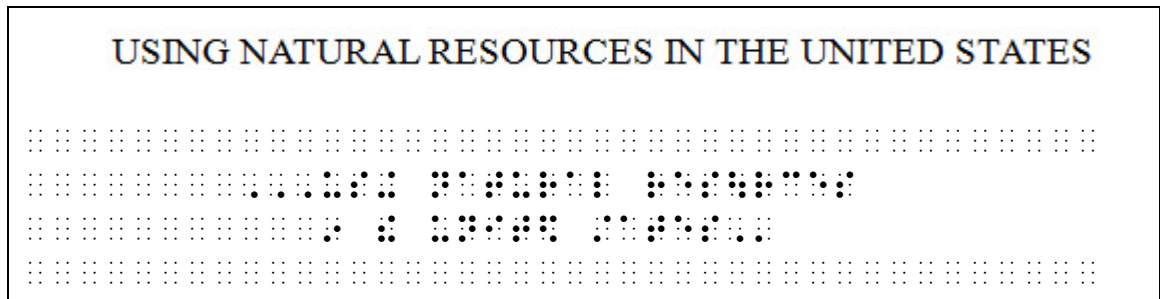
4.4 Centered Headings

The following guidelines are *in addition* to the general provisions in *Formats*, §4.3.

- 4.4.1 A centered heading is preceded and followed by a blank line.
- Exceptions:**
- a. Do not insert a blank line between a centered heading and a related box.
 - b. A centered heading is preceded but not followed by a blank line in a table of contents entry.
 - c. Do not insert blank lines before or after alphabetic divisions in alphabetic references.
- 4.4.2 At least three blank cells must precede and follow a centered heading.

4.4.3 Headings should be balanced and divided at a logical location when longer than one line.

Example 4-8: Balanced Centered Heading



4.5 Cell-5 Headings

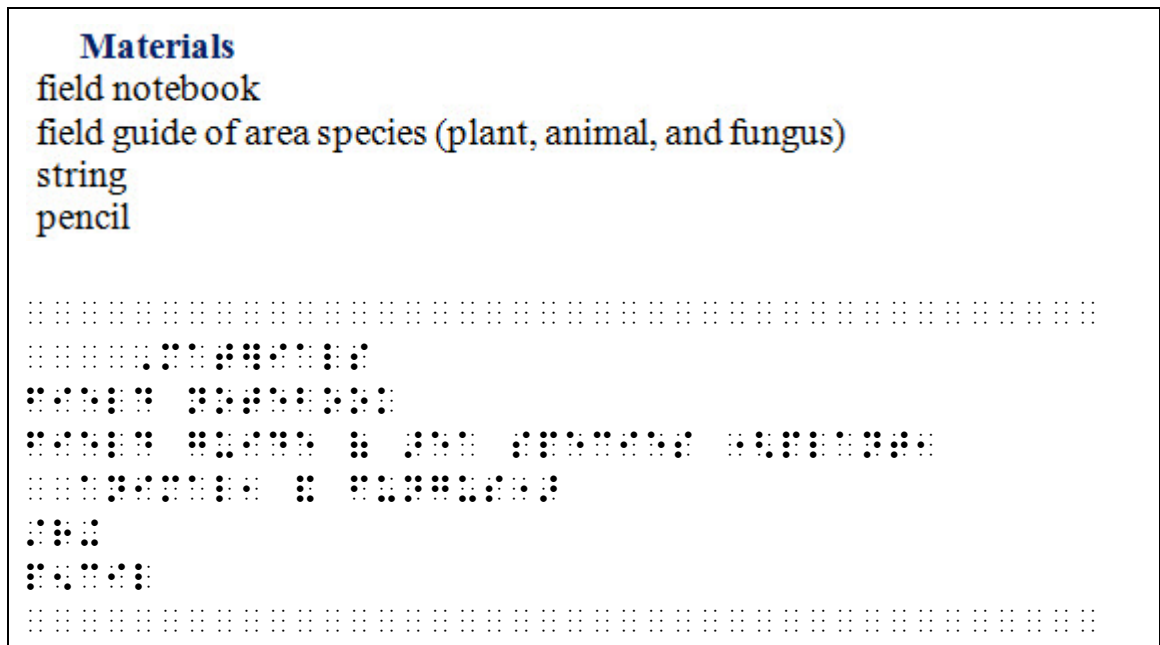
The following guidelines are *in addition* to the general provisions in *Formats*, §4.3.

4.5.1 Precede a cell-5 heading with a blank line.

4.5.2 Block the heading in cell 5.

4.5.3 The heading is usually not followed by a blank line, and takes precedence over the use of blank lines in other formats, such as lists (unless the list is arranged in more than one column). (See *Formats*, §4.5.4, §8.4.1a, Simple Lists in Columns.)

Example 4-9: Cell-5 Heading Before List



4.5.4 Maintaining the hierarchy of headings in a document is important, and there may be times when columned material will follow a cell-5 heading. Insert a blank line to separate the cell-5 heading from the columns so it is clear the heading is related to all columns.

Example 4-10: Cell-5 Heading Before Related Columns

Irregular Adverbs

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| well | better | best |
| badly | worse | worst |
| little | less | least |
| much | more | most |
| far | farther | farthest |

4.5.5 A cell-5 heading cannot be followed by a centered heading.

4.5.6 A cell-5 heading may be followed by an equally important cell-5 heading, without a blank line between the two headings. This format is dictated by the hierarchy of the headings.

4.5.7 A cell-5 heading may be followed by a cell-7 heading, without an intervening blank line. (See [Sample 4-3: Cell-5 Heading Followed by a Cell-7 Heading](#) on page 4-18.)

4.6 Cell-7 Headings

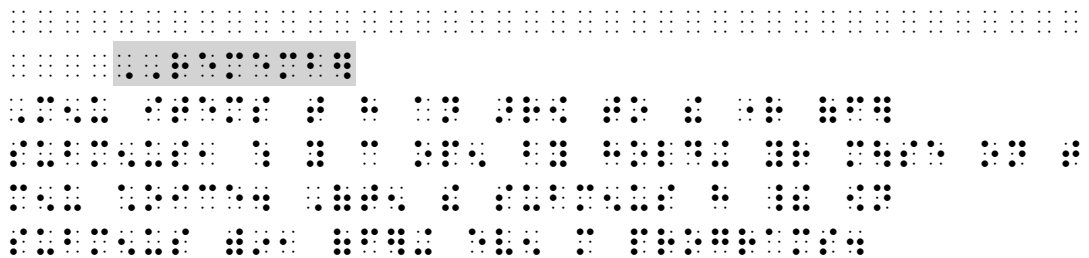
The following guidelines are *in addition* to the general provisions in *Formats*, §4.3.

4.7 Marginal Headings

4.7.1 Unit, chapter, or section headings printed in the margin are placed before the material to which they apply. Use the heading level appropriate to the material.

Example 4-12: Marginal Heading

REMEMBER Menu items that have an arrow to the right offer submenus, which you can open by holding your mouse on that menu choice. Often the submenus have their own submenus within, offering even more programs.



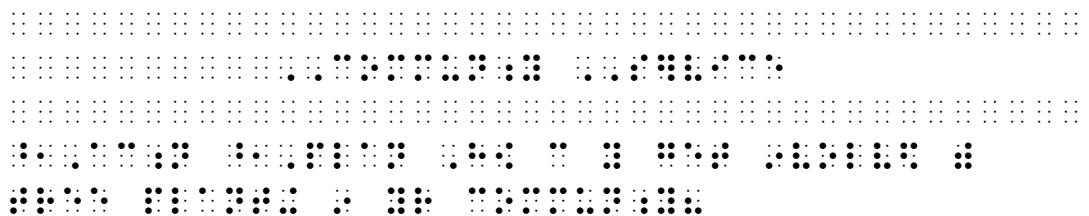
4.8 Paragraph Headings

4.8.1 Paragraph (run-in) headings introduce the focus of the paragraph(s). The heading is typically an emphasized word or phrase and may or may not be followed by punctuation. Follow print for emphasis, capitalization, and punctuation. Use full capitalization for uppercase paragraph headings. No additional emphasis should be used.

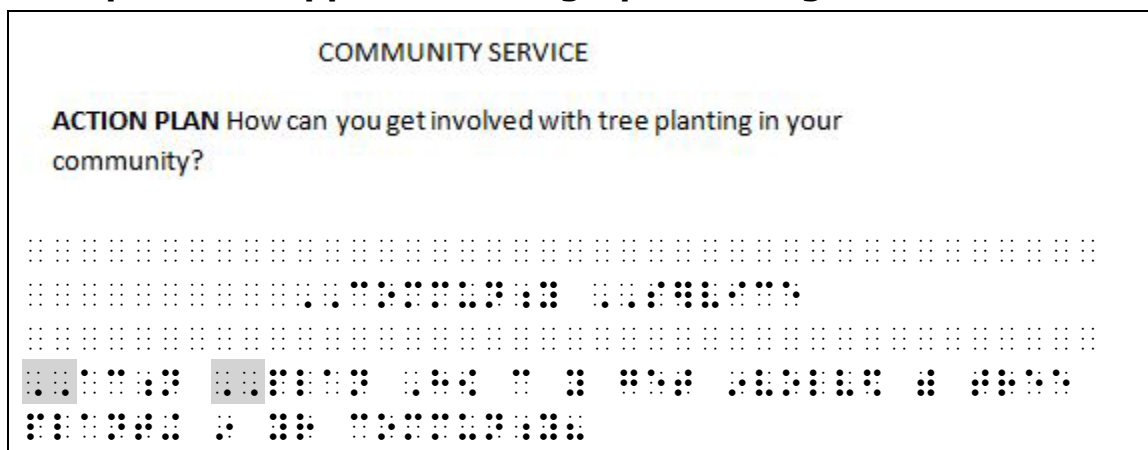
Example 4-13: Paragraph Heading

COMMUNITY SERVICE

Action Plan How can you get involved with tree planting in your community?



Example 4-14: Uppercase Paragraph Heading



4.8.2 **Changing Paragraph Headings to Cell-5 or Cell-7 Headings.** A paragraph heading may provide better navigation for the braille reader when it is separated from the paragraph and changed to a cell-5 or cell-7 heading. (See [Sample 4-5: Paragraph Headings Relocated](#) on page 4-20 and [Sample 4-6: Paragraph Heading Changed to Cell-5 Heading](#) on page 4-21.)

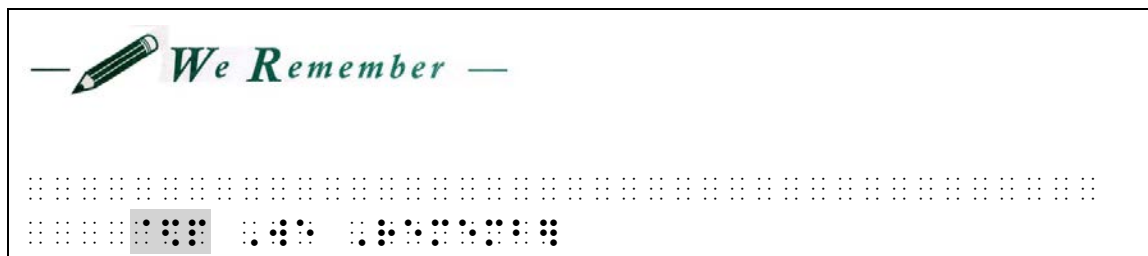
4.8.3 Heading levels may be changed in the braille edition to enhance the importance of a specific heading. A heading level may be changed to another form of heading if:

- More than one kind of paragraph heading is used, distinguishable to the print reader by a different font size or face; or
- The effect of a paragraph heading covers multiple paragraphs or the effect of the heading cannot be readily identified by obvious means, such as another paragraph heading or change in type of material.

4.9 Icons and Headings

4.9.1 Icons may be used with headings or within text to indicate specific types of text, e.g., important facts, essay questions, etc. (See *UEB*, §3.22, Shapes and §11.7.2, Transcriber-Defined Shapes.) The icon (shape indicator and letters) is preceded and followed by a blank space. Icons follow print for placement, e.g., preceding or following a heading.

Example 4-15: Pencil Icon with Heading



4.9.2 The icon symbol may be omitted when a written description has been provided and the information is more logically provided using the available text. It will be necessary to determine the best option for each book.

- a. When appropriate, icon headings may be expressed in words. This may be a better option for earlier grades.
- b. Icons may be devised and print followed for placement, e.g., following a heading. (See [Sample 4-7: Icon Headings with Descriptions](#) on page 4-22.)

4.9.3 List the icon on the Special Symbols page.

4.10 Lengthy Series of Headings

4.10.1 Extremely long series of headings may take an entire braille page without subsequent text, especially on braille page 1 when there is a long full title. The last heading, in its entirety, should be on the same page where text begins.

4.11 Reference Marks and Notes to Headings

See *Formats*, §16, Notes, for the format of notes and reference marks.

4.12

Samples

[Sample 4-1: Page with Multiple Heading Levels](#), page 4-14

[Sample 4-2: Heading Hierarchy](#), page 4-17

[Sample 4-3: Cell-5 Heading Followed by a Cell-7 Heading](#),
page 4-18

[Sample 4-4: Cell-7 Heading with Displayed Quotation](#), page
4-19

[Sample 4-5: Paragraph Headings Relocated](#), page 4-20

[Sample 4-6: Paragraph Heading Changed to Cell-5 Heading](#),
page 4-21

[Sample 4-7: Icon Headings with Descriptions](#), page 4-22

Sample 4-1: Page with Multiple Heading Levels

Section 37.2

Reading Preview

Objectives

- ▶ **Compare and contrast** nonspecific and specific immunity.
- ▶ **Summarize** the structure and function of the lymphatic system.
- ▶ **Distinguish** between passive and active immunity.

Review Vocabulary

white blood cells: large, nucleated blood cells that play a major role in protecting the body from foreign substances and microorganisms

New Vocabulary

complement protein
interferon
lymphocyte
antibody
B cell
helper T cell
cytotoxic T cell
memory cell
immunization

■ **Figure 37.8** These bacteria normally are found on human skin.

Color-Enhanced SEM Magnification: 14,000×

Copyrighted Image

1084 Chapter 37 • The Immune System
David Scharf/Photo Researchers

The Immune System

MAIN Idea The immune system has two main components: nonspecific immunity and specific immunity.

Real-World Reading Link We live with a number of potential pathogens such as bacteria and viruses that can cause disease. Like a fort protecting a city from attack, the immune system protects the body against these and other disease-causing organisms.

Nonspecific Immunity

At the time of birth, the body has a number of defenses in the immune system that fight off pathogens. These defenses are nonspecific because they are not aimed at a specific pathogen. They protect the body from any pathogen that the body encounters.

The nonspecific immunity provided by the body helps to prevent disease. Nonspecific immunity also helps to slow the progression of the disease while the specific immunity begins to develop its defenses. Specific immunity is the most effective immune response, but nonspecific immunity is the first line of defense.

Barriers Like the strong walls of a fort, barriers are used by the body to protect against pathogens. These barriers are found in areas of the body where pathogens might enter.

Skin barrier One of the simplest ways that the body avoids infectious disease is by preventing foreign organisms from entering the body. This major line of defense is the unbroken skin and its secretions. Recall that the skin contains layers of living cells covered by many layers of dead skin cells. By forming a barrier, the layers of dead skin cells help protect against invasion by microorganisms. Many of the bacteria that live symbiotically on the skin digest skin oils to produce acids that inhibit many pathogens. **Figure 37.8** shows some normal bacteria found on the skin that protect the skin from attack.

Chemical barriers Saliva, tears, and nasal secretions contain the enzyme lysozyme. Lysozyme breaks down bacterial cell walls, which kills pathogens.

Another chemical defense is mucus, which is secreted by many inner surfaces of the body. It acts as a protective barrier, blocking bacteria from sticking to the inner epithelial cells. Cilia, discussed in Chapter 7, also line the airway. Their beating motion sends any bacteria caught in the mucus away from the lungs. When the airway becomes infected, extra mucus is secreted, which triggers coughing and sneezing to help move the infected mucus out of the body.

A third chemical defense is the hydrochloric acid secreted in your stomach. In addition to its purpose in digestion, stomach acid kills many microorganisms found in food that could cause disease.

Sample 4-2: Heading Hierarchy

Make Connections

Writing ELA—W 2.3

Write a Report

Some types of bacteria have been used to help clean up oil spills in oceans or in lakes. Gather information about how the bacteria were used, and prepare a report. Share your findings with the other students in your class.

Math SDAP 1.1

Make a Graph

Healthy soil has large numbers of decomposers living in it. One gram of soil (much less than an ounce) can contain 100,000 algae, 1,000,000 fungi, and 100,000,000 bacteria. Make a bar graph comparing the numbers of these types of decomposers in the soil.

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Sample 4-4: Cell-7 Heading with Displayed Quotation

Striking the proper balance between freedom for the individual and the rights of society as a whole is similarly difficult—and vital. Abraham Lincoln once stated democracy’s problem in these words:



“Must a government of necessity be too strong for the liberties of its own people, or too weak to maintain its own existence?”

—Response to a Serenade, November 10, 1864

Human beings desire both liberty and authority.

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Sample 4-7: Icon Headings with Descriptions

Full Text of Icon Descriptions in Front of Book

| | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|
| | Eye Safety Proper eye protection must be worn at all times by anyone performing or observing science activities. | | Clothing Protection This symbol appears when substances could stain or burn clothing. | | Animal Safety This symbol appears when safety of animals and students must be ensured. | | Radioactivity This symbol appears when radioactive materials are used. | | Handwashing After the lab, wash hands with soap and water before removing goggles. |
|--|--|--|---|--|--|--|--|--|--|

Icon Use within Text

Procedure   

1. Read and complete the lab safety form.

Option 1

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Option 2 (Icons are Listed on Special Symbols Page)

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Section 5

Typeforms

| | | |
|------|--|------|
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| 5.2 | Distinctive Typefaces and Font Attributes | 5-2 |
| 5.3 | When Print Font Attributes May Be Ignored..... | 5-3 |
| 5.4 | Retaining Font Attributes | 5-7 |
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5.1 Fundamentals

5.1.1 Font attributes are unique characteristics of a print font, e.g., *italics*, **bold**, **red**, **highlighting**, etc.

A variety of visual techniques are used to attract a reader's attention, including the use of font attributes. Teachers may reference these; consequently it is becoming more important to follow print for educational content.

5.1.2 Retain all font attributes that add meaning to the text and may be referenced by the teacher, another reader, or elsewhere in the book or corresponding workbook/handbook. If it is determined that the emphasis should be retained, follow print.

5.1.3 Omitting attributes entirely may limit the ability of the reader to find necessary information. For example, if a statement is made that all prefixes and suffixes are bold and then the bold is omitted, the student will not be able to identify independently what is or is not a prefix or suffix.

5.1.4 Print Font Attributes

UEB defines symbols for italics, bold, underlining, and script. There are also five transcriber-defined typeform indicators to be used for other print font attributes. Each typeform indicator requires the addition of a symbol, word, or passage indicator. Passage indicators require the use of a typeform terminator. (See *Formats*, Appendix G, for a list of these symbols and *UEB*, §9, Typeforms.)

See [Sample 5-1: Underlined Text](#), page 5-14.

5.1.5 It is not always necessary to indicate a “double” font attribute, such as bold italics or bold highlighting. The primary attribute, such as italics or highlighting, is often sufficient. The transcriber needs to decide if the double attribute is necessary while structuring the braille edition.

5.1.6 **A Braille Reader’s Perspective.** Typeform indicators in braille do not emphasize, i.e., they do not draw our attention to material. They simply indicate that the print shows emphasis. That is why we do not emphasize material in braille that is emphasized for decorative purposes. We also do not emphasize material such as a heading, when format serves the purpose of emphasis to the braille reader.

We use braille typeform indicators for two main reasons:

- a. To show the braille reader a situation in which emphasis is used in print. Foreign words are sometimes emphasized for this reason, as well as paragraph headings.
- b. To give the braille reader an accurate rendition of the print text in situations where the type of print emphasis (e.g., color, italics, bold, underlining, script, etc.) might be mentioned by the print reader. For example, a teacher might mention a blue box or a word in bold.

5.2 Distinctive Typefaces and Font Attributes

5.2.1 Distinctive typefaces include facsimiles of handwriting and hand printing, or any font other than the primary one used in the text. Some font attributes seen frequently in educational material are italics, boldface, small capitals (print capitals the height of lowercase letters), underlining (single and multiple), color, highlighting, etc.

- a. If the use of small capitals is determined to be a required print font, use a transcriber-defined typeform indicator to indicate the small capitals (Example: HORSE). If the small capitals do not need to be distinguished in some way, the word(s) may be fully capitalized in braille. **Note:** Use a capital indicator before the first letter of a word printed in

small capitals when the initial letter of the word is shown in larger font (Example: HORSE).

- b. Roman numerals and similar material in small capitals should be transcribed using an initial capital or the capitalized word indicator (fully capitalized).
- c. Uppercase is *not* a font attribute. Follow print for capitalization.

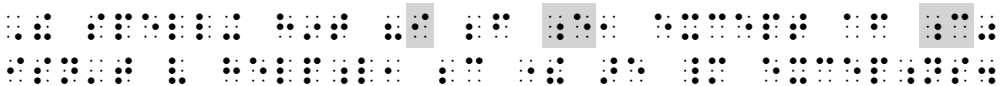
5.3 When Print Font Attributes May Be Ignored

5.3.1 Print font attributes may be ignored when they are used for decorative purposes and do not add information for the reader. In general, font attributes in tables of contents, headings (centered, cell-5, cell-7), dedications, titles, lists, etc., do not reinforce learning or have any additional value for the reader. When these items are *partially* emphasized, however, font attributes must be retained.

5.3.2 Ignore font attributes used for letters that mean letters and are shown standing alone, with or without punctuation. Note this change on the Transcriber’s Notes page.

Example 5-1: Italicized Single Letters

The spelling hint “*i* before *e*, except after *c*” isn’t very helpful, because there are many exceptions.



5.3.3 Ignore font attributes used with word parts standing alone, e.g., prefixes, suffixes, and identified root words. Note this change on the Transcriber’s Notes page.

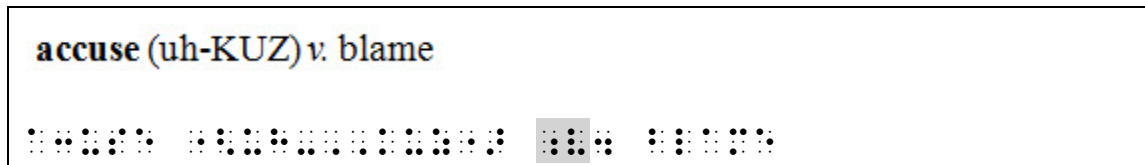
Example 5-2: Prefix and Suffix with Font Attributes

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ible
-ance



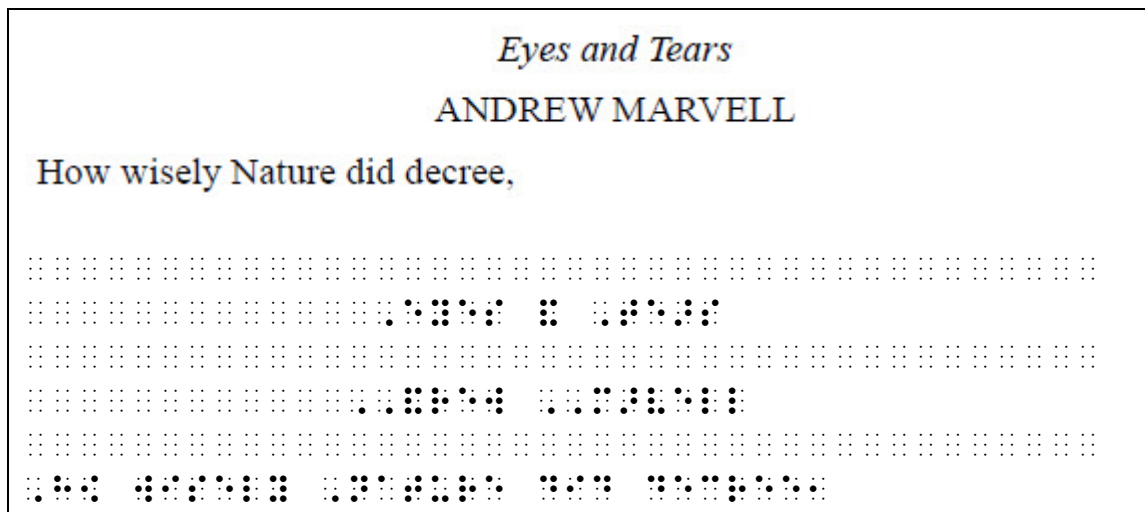
5.3.4 Ignore font attributes used with parts-of-speech abbreviations (with or without punctuation), e.g., v. or v for verb, n. or n for noun, m. or m for masculine, f. or f for feminine in dictionaries and glossaries. Note this change on the Transcriber’s Notes page.

Example 5-3: Part-of-Speech Abbreviation



5.3.5 Ignore font attributes for titles of books, poems, plays, etc., that appear as a complete heading. **Note:** Font attributes are retained when titles of books, poems, plays, etc., are mentioned in the text.

Example 5-4: Ignore Font Attribute for Title



5.3.6 Ignore font attributes when they are used as a simple visual enhancement for print layout, e.g., a heavier font used for instructions, italics used for a dedication, etc.

Example 5-5: Bold Ignored (Print Only)



For additional reading, go to InfoTrac College Edition, your online research library at <http://web1.infotrac-college.com>

Enter the search terms *William Pitt* using Key Terms.

Enter the search terms *Frederick II* or *Frederick the Great* using Key Terms.

Enter the search terms *Joseph II* using Key Terms.

Enter the search terms *Catherine the Great* using Key Terms.

Example 5-6: Italics Ignored (Print Only)

CONCLUSION

The foundation stones for the building of Western civilization were laid by the Mesopotamians and the Egyptians. They developed cities and struggled with the problems of organized states. They developed writing to keep records and created literature. They constructed monumental architecture to please their gods, symbolize their power, and preserve their culture for all time. They developed new political, military, social, and religious structures to deal with the basic problems of human existence and organization. These first literate civilizations left detailed records that allow us to view how they grappled with three of the fundamental problems that humans have pondered: the nature of human

relationships, the nature of the universe, and the role of divine forces in that cosmos. Although later peoples in Western civilization would provide different answers from those of the Mesopotamians and Egyptians, it was they who first posed the questions, gave answers, and wrote them down. Human memory begins with these two civilizations.

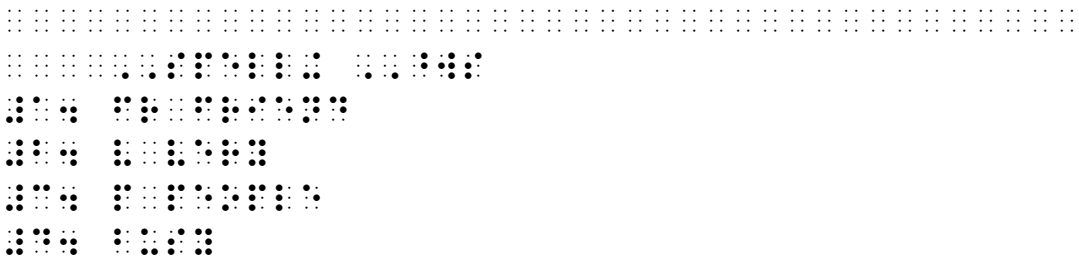
By the middle of the second millennium B.C., much of the creative impulse of the Mesopotamian and Egyptian civilizations was beginning to wane. The invasion of the Sea Peoples around 1200 B.C. ushered in a whole new pattern of petty states and new kingdoms that would lead to the largest empires the ancient Near East had seen.

5.3.7 Ignore font attributes when an entire vocabulary or spelling words list is emphasized.

Example 5-7: Italics Ignored for Spelling Words

SPELLING WORDS

1. *friend*
2. *very*
3. *people*
4. *busy*



5.3.8 Ignore font attributes for scene settings and stage directions in plays or dialogue.

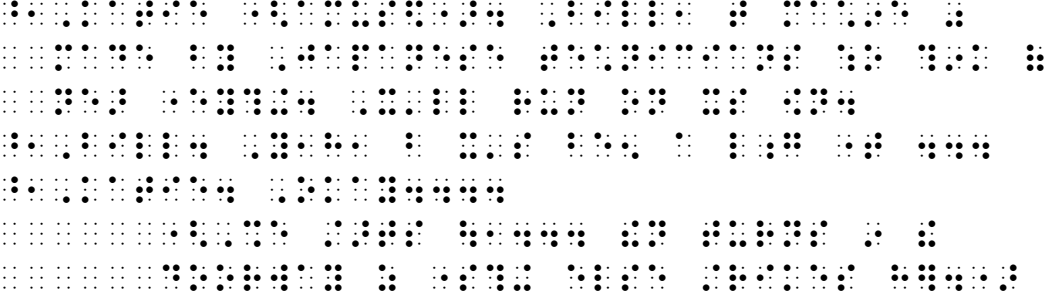
Example 5-8: Font Attributes Ignored in Plays

Katie (*amused*). Bill, that machine was made by Japanese technicians who think of near everything. It'll run on its own.

Bill. Yeah, but it's been a long time since I've seen this one, and . . .

Katie. Okay. Enjoy. I think I'll be awake for a little while. . . .

(She starts out, . . . then turns in the doorway as something else strikes her.)

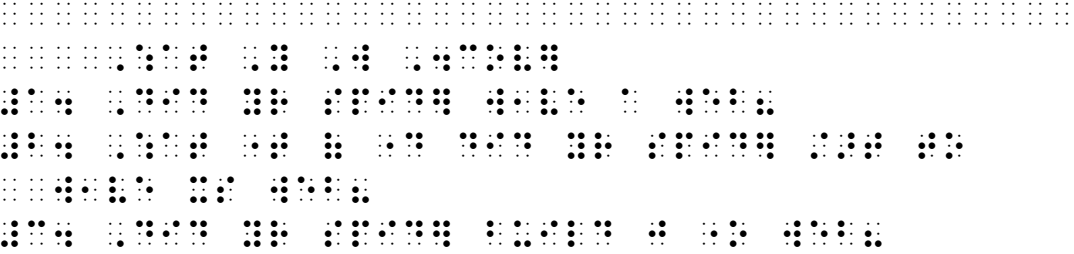


5.3.9 Ignore font attributes for numbers/letters beginning exercise material, alphabetic divisions, etc.

Example 5-9: Font Attribute Ignored for Bold Numbers

What You Will Discover

- 1.** Did your spider weave a web?
- 2.** What time of day did your spider start to weave its web?
- 3.** Did your spider build just one web?



5.3.10 Ignore font attributes used to indicate quoted material enclosed in quotation marks. **Note:** There may be situations when it is better to retain emphasis for the quoted text, and it is the transcriber's responsibility to evaluate each situation

for readability and clarity. (See [Sample 5-2: Ignoring Font Attributes in Quoted Matter](#) on page 5-15.)

- 5.3.11 Ignore font attributes for entry words in alphabetic references, unless required for distinction, e.g., book titles, foreign words, etc.

Example 5-10: Italics Retained for Distinctive Entry Words

G
Gift tax A tax on a gift by a living person. p. 451
Glasnost The Soviet policy of openness under which tolerance of dissent and freedom of expression increased. p. 646

5.4 Retaining Font Attributes

- 5.4.1 Follow print for the meaningful use of italics, bold, color, etc., as they may be part of classroom discussion. For example, a teacher may tell students that all blue words will be on a test. Indicating color in braille lets the student study independently.
- 5.4.2 Follow print when a title is printed in italics or other emphasizing typeface and follows a preposition that is in a different typeface, or when the preposition is in a typeface different from the title.

Example 5-11: Retain Font Attribute for Title

Eyes and Tears
From *Andrew Marvell Revisited*
by Thomas Wheeler

How wisely Nature did decree,

Example 5-12: Retain Font Attribute for Preposition

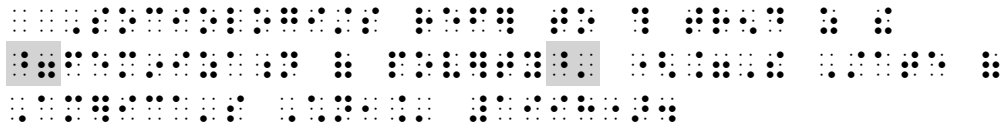
What Makes A Winner
from Seabiscuit: An American Legend
Biography by Laura Hillenbrand

Quiet trepidation settled over the Howard barn in the week before the
Santa Anita Handicap.

5.4.3 Follow print for font attributes used to identify glossary words throughout the text.

Example 5-13: Glossary Words

Sociologists refer to this trend as the **feminization of poverty** (*The State of America's Children*, 1998).



The image shows the Braille equivalent of the text above. It uses specific Braille indicators to represent bold and italics. The word "feminization of poverty" is in bold, and the book title "The State of America's Children" is in italics. The Braille uses a double underline indicator for bold and a double underline terminator for italics.

5.5 Color, Highlighting, and Other Print Fonts

- 5.5.1 The print font for italics, bold type, underlining, and script are represented by specific braille symbols. Other print fonts (e.g., color, double underlining, etc.) are represented in braille using transcriber-defined font indicators. See *Formats*, Appendix G, for a list of these symbols and *UEB* §9.5: Transcriber-Defined Typeform Indicators.
- 5.5.2 Transcriber-defined indicators are used in order: use the first transcriber-defined symbol for the first undefined print font, then the second transcriber-defined symbol, and so on. Be consistent within a transcription regarding the usage of these indicators. If all transcriber-defined indicators are used, other typeform indicators may be used for color or highlighting (if they are not already used within the volume).
- 5.5.3 The transcriber-defined indicator(s) and termination indicator(s) are listed on the Special Symbols page, or in a transcriber's note before the text. Sample:

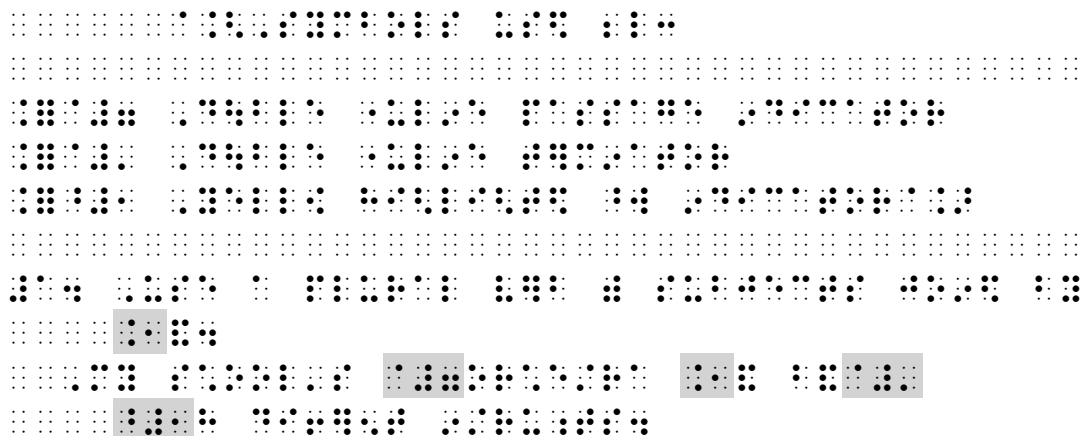
Symbols used in this volume:

- ⠠⠠⠠⠠⠠⠠⠠⠠ Double underline passage indicator
- ⠠⠠⠠⠠⠠⠠⠠⠠ Double underline terminator
- ⠠⠠⠠⠠⠠⠠⠠⠠ Yellow highlighted word indicator

Example 5-14: Use of Transcriber-Defined Indicators

1. Use a plural verb with subjects joined by *and*.

My school's orchestra and band have different instruments.



(See [Sample 5-3: Use of Color as Emphasis](#) on page 5-16.)

5.6 Font Emphasis for One or More Paragraphs

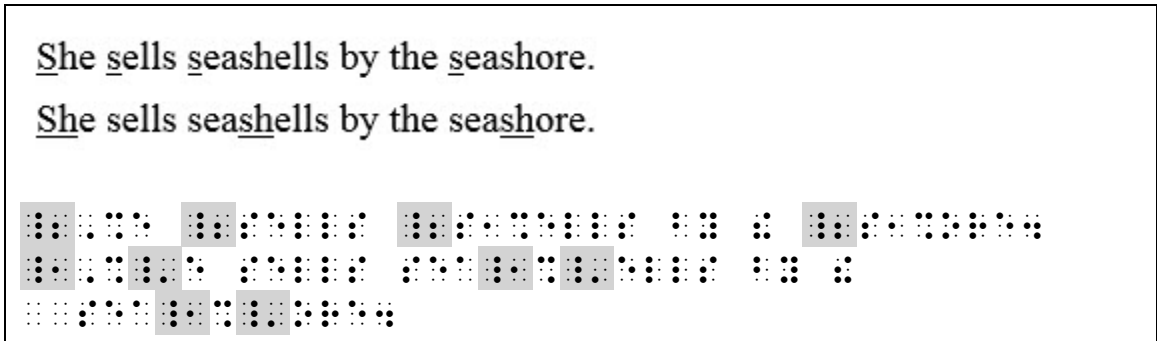
- 5.6.1 Insert the appropriate font passage indicator at the beginning of each paragraph.
- 5.6.2 Insert the passage terminator at the end of the final paragraph. (See *UEB* §9.9.1, Typeform Passages Extending Across Consecutive Same Text Elements.)

5.7 Emphasized Letters within a Word

- 5.7.1 Letters within words are emphasized for a variety of reasons, e.g., to show changes in spelling, additions of prefixes or suffixes, and alliteration. When letters are emphasized with any font attribute (e.g., italics, bold, colored type, underlined letters, etc.):
 - a. Follow print for the emphasis used.
 - b. Use contracted braille for all words with emphasized letters. If the emphasis applies to the initial letter of a contraction, the contraction can still be used.
 - c. Use the typeform word indicator when the emphasis applies to more than one symbol. If the emphasis occurs

within a word and a return to regular type is required, use a terminator to show the return to regular print font.

Example 5-15: Emphasized Letters within a Word

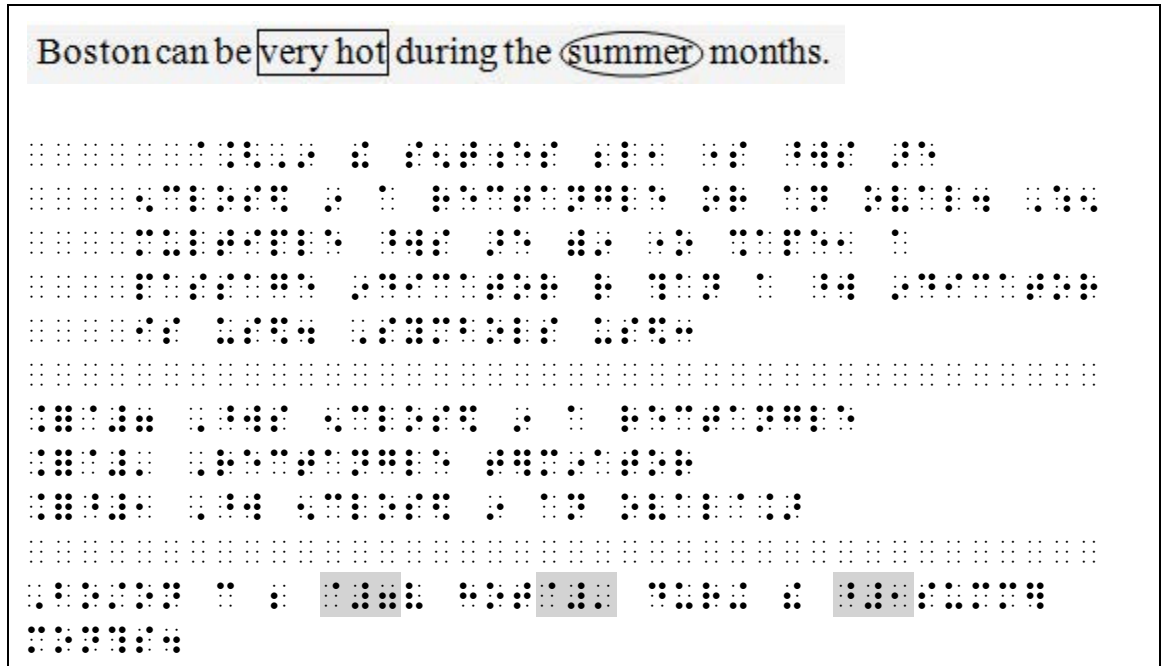


5.8 Multiple Emphasis in Exercise Material

5.8.1 **Exercise Material.** The use of multiple font attributes in quick succession may hinder readability for some students. Transcribers must use their best judgment when opting to show the attributes used in text. It may be beneficial to transcribe a sentence first without the typeform indicators, then repeat the sentence with all the indicators. Explain this technique on the Transcriber’s Notes page or in a transcriber’s note before the exercise. Symbols used should be listed on the Special Symbols page or in a transcriber’s note at the site. Sample:

Each sentence is shown first without emphasis and then repeated with all indicators used.

Example 5-17: Use of Typeform Indicators to Show Words in Shapes



5.10 Samples

[Sample 5-1: Underlined Text](#), page 5-14

[Sample 5-2: Ignoring Font Attribute in Quoted Matter](#), page 5-15

[Sample 5-3: Use of Color as Emphasis](#), page 5-16

Sample 5-1: Underlined Text

On Your Own

15–40. Write the twenty-six prepositional phrases in this part of an encyclopedia entry. Underline each preposition once and its object twice.

Example: Cultured pearls can be found in a variety of colors.

in a variety; of colors

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Sample 5-2: Ignoring Font Attribute in Quoted Matter

Columbus sailed from Spain on August 3, 1492. On October 12 he sighted land, an island in what is now called the **West Indies**. About two weeks later he sighted what he thought was Japan, also called Zipangu at that time.

“All my globes and world maps seem to indicate that the island of Japan is in this vicinity and I am sure that Cuba and Zipangu are one.”

By 1504 Columbus had completed three more expeditions.

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Sample 5-3: Use of Color as Emphasis



Match the colors for facts, reasons, examples, and explanations to see how details are arranged in the paragraph below.

Yesterday our class had a special visitor. His name is Charles Hoover. He was born in 1925, and he is 85 years old. He came to explain what life was like here in Montgomery, Alabama, more than 80 years ago. He talked about old-time cars, Negro baseball leagues, and games he played as a boy. He could tell us a lot about the history of our state. That's what we have been studying this month. Mr. Hoover was part of the Selma-to-Montgomery civil rights march in 1965.

Section 6

Illustrative Materials

| | | |
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| 6.1 | Fundamentals | 6-1 |
| 6.2 | Format | 6-2 |
| 6.3 | Descriptions | 6-4 |
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6.1 Fundamentals

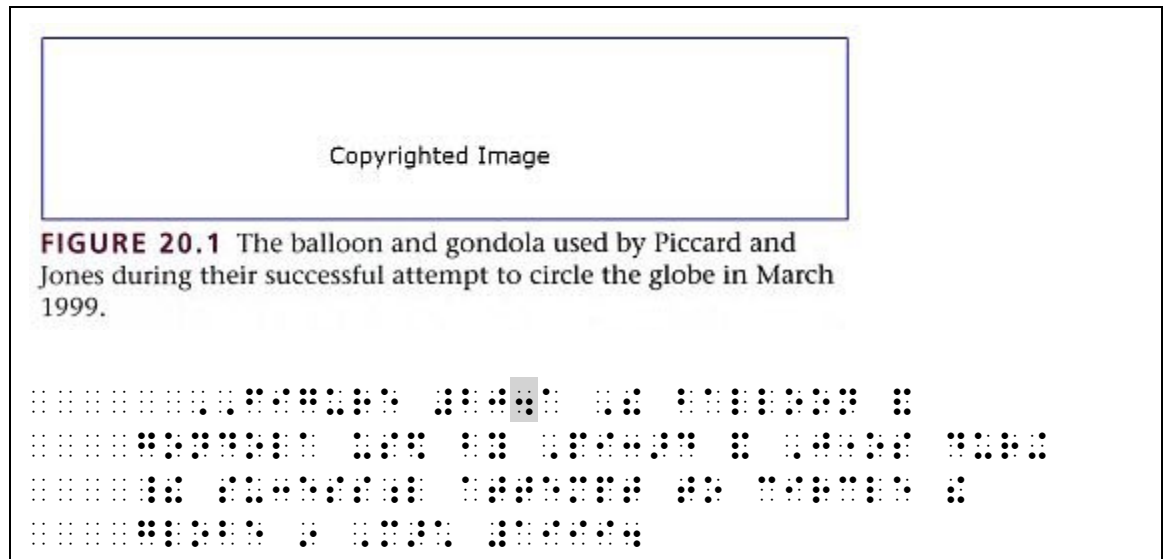
- 6.1.1 For our purposes, *illustrative material* applies to photographs, maps, drawings, etc. Specialty types of graphic materials (e.g., graphic novels and cartoons) are discussed in *Formats*, §14, *Plays*, *Cartoons*, and *Graphic Novels*.
- 6.1.2 The preferred method for conveying information from illustrations (e.g., maps, Venn diagrams, bar charts, etc.) is by using tactile materials. *Guidelines and Standards for Tactile Graphics, 2010* should be followed when producing graphics.
- 6.1.3 **A Braille Reader’s Perspective.** Graphics should be reproduced when possible, especially if the student needs to understand the conventions used in the illustration as part of professional training.

One way of testing a picture description is to see if someone unfamiliar with the book can answer the question, perform the task described, or get the joke without having seen the print book. If a sighted person cannot understand a tactile graphic in a subject with which he is familiar, a similarly knowledgeable braille reader will not understand it either.

description of the illustration is required, begin the source citation on the line following the description.

- d. Follow print for numbering style used for illustrations (e.g., hyphens, decimals, etc.).

Example 6-2: Figure Number and Caption



- e. When both a print caption and a transcriber-generated description are needed, begin the description (enclosed in transcriber’s note indicators) on the line following the caption. (See [Sample 6-1: Figure with Source Information](#) on page 6-13.)

6.2.3 Usually an illustration is inserted as close as possible to corresponding discussion in the text. If an appropriate location is not apparent, place it after the last full paragraph on the page on which it appears. Do not interrupt a sentence for the illustration.

6.2.4 When an illustration is on a page other than where it is discussed, it may be necessary to move it from the original location so that it will appear near the pertinent text. Moving content to another page should be done only after careful consideration, as typically it is best to follow print. When an illustration is moved to a different print page, insert a transcriber’s note at the original location giving the print page number, including the continuation letter, of the new location. Also insert a transcriber’s note before the

Data: Focus on the data and not on extraneous visual elements.

Clarity: The reader should be able to understand the description in one reading.

Drill-Down Organization: Start with a brief description, followed by more specific information. This allows the reader to get the initial concept and read further if desired.

Tables: Some content is better converted to tables than being provided in a narrative description.

Processes: Some processes presented visually can be converted to nested lists.

Narrative Description: Many illustrations are best described in a linear, narrative format. When writing narrative descriptions, follow the first four guidelines: brevity, data, clarity, and drill-down organization.

The following website provides more detail about each of these points.

<http://diagramcenter.org/table-of-contents-2.html#toc>

6.4 Omitted Illustrations

6.4.1 Some illustrations, such as those inserted in print for visual appeal, may be omitted. The relationship of the illustration to the text is what is important. Consult the requesting agency. Include a statement on the Transcriber's Notes page when all illustrations of a particular type (e.g., photographs without captions) are omitted.

6.4.2 Insert a transcriber's note at each point of omission when only some of the images are not included. This is especially important when some numbered illustrations are not included. Sample:

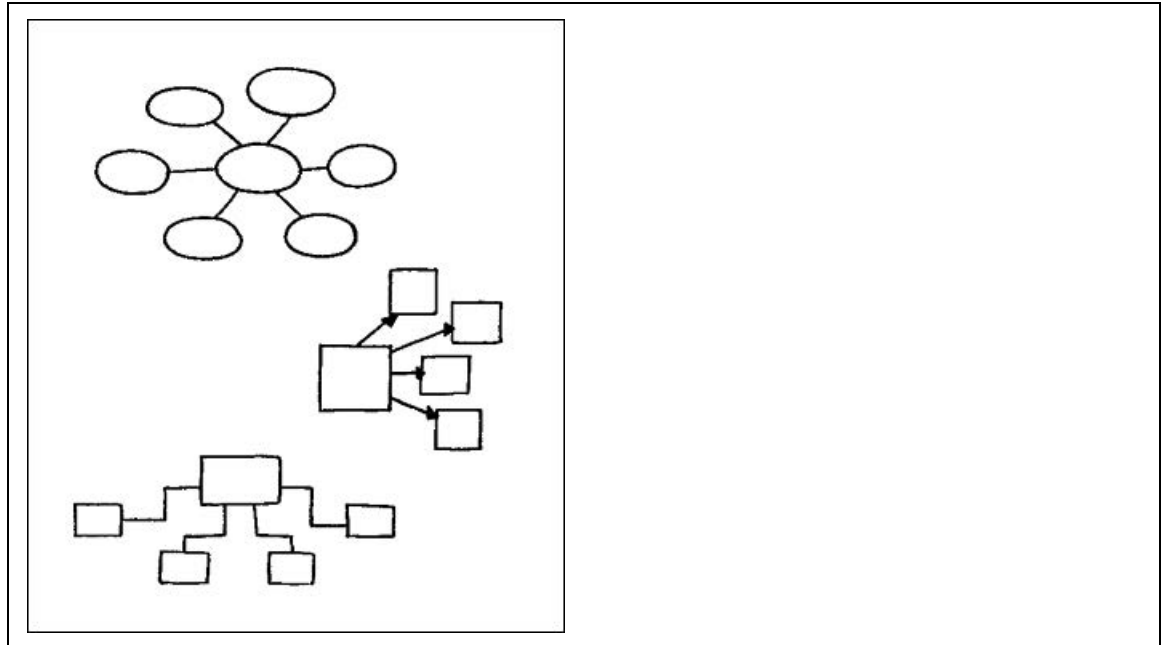
Figure 6.4 TNDiagram is omitted.TN

6.5 Concept Maps, Graphic Organizers, Idea Webs

6.5.1 Concept maps have a central idea with rays branching out to subordinate ideas. Whenever possible, concept maps are done as a tactile graphic. When a request is made for a text-based format, use a nested list (1-5, 3-5; 1-7, 3-7, 5-7;

etc.) to indicate the individual elements of the web. The central idea of the concept map is the first level in the nested list. Other elements are listed in the appropriate level in a logical order, e.g., top to bottom, right to left, etc. A careful reading of the concept map may dictate another placement order. Use three dot 5s to indicate blank elements. Explain this usage in a transcriber's note.

Example 6-4: Samples of Concept Map Outlines (Print Only)



(See [Sample 6-2: Concept Map](#) on page 6-14.)

6.6 Flowcharts

6.6.1

A flowchart is a diagram showing the step-by-step progression through a procedure or system, using connecting lines and symbols. Flowcharts frequently have Yes or No paths to follow. See the *Flowchart Design for Applicable Braille Codes*, available from <http://www.brailleauthority.org/cbc/flowchart.html>, to assist with these situations. Note that the indicators and shapes shown in the 1991 version of this document are out of date, but helpful guidance and examples are given for the layout of a flowchart.

6.7 Forms

6.7.1 Print forms are illustrations of pre-printed documents. Some are informative, others have blanks to be filled in or choices to be made.

6.7.2 When a form is omitted:

- a. Omit forms that are included only for visual interest and are not necessary for understanding of the content.
- b. Use a transcriber's note to identify the form and briefly describe it.

6.7.3 When a form is produced:

- a. Give a brief description of the form first.
- b. Do not reproduce print forms spatially.
- c. Enclose the form in box lines if appropriate. Avoid boxes within boxes unless it is essential for understanding the layout of the form.
- d. Use a 1-3 list or 1-5, 3-5 nested list to present the items in the form.
- e. Use an underscore to represent a blank.

(See [Sample 6-3: Print Form](#) on page 6-16.)

- f. When the lines imply the length of an answer, use an embedded transcriber's note to let the reader know how many write-on-lines appear in print.
- g. Use script indicators to represent "written" responses indicating sample replies.

(See [Sample 6-4: Print Form with Sample Responses](#) on page 6-18.)

6.8 Genealogical and Ancestral Charts

6.8.1 Descendant Charts

- a. Transcribe descendants' genealogical charts using a nested list format (1-5, 3-5; 1-7, 3-7, 5-7; etc.).
- b. Begin descendant charts with the ancestors, and descend to the most current generation.
- c. Follow print for symbols used for marriage or other types of relationships (e.g., twins). **Note:** if line symbols are used, the line terminator may be required.

(See [Sample 6-5: Genealogical Chart](#) on page 6-20.)

6.8.2 **Ascending Ancestral and Pedigree Charts**

- a. Transcribe ancestral and pedigree charts as lists, using 1-3 margins. Begin with the most current item or person and move backward through the generations. Assign a number to each name or item in the chart, beginning with the most current. List them sequentially, moving back through each generation, in the same direction as the chart. Sequential numeric identification allows the ascending parentage to be followed without using a tactile graphic.
- b. Follow each item with any information specific to the item or individual, e.g., dates of birth/death, etc. Immediately follow this information with the two numbers from the list that represents the parent(s). Use a comma to separate the two numbers. Use three dot 5s to represent the missing connection if only one parent is listed.
- c. Insert a transcriber's note about the parentage numbers.
Sample:

Each individual in the list is given an identifying number. The numbers following an individual's name are the identifying numbers for the parents. Three dot 5s rather than a number are used for a missing parent.

(See [Sample 6-6: Ancestral Tree](#) on page 6-22 and [Sample 6-7: Pedigree Chart](#) on page 6-24.)

6.9 **Organizational Charts**

- 6.9.1 For our purposes, an organizational chart is a diagram of the structure and/or personnel of an organization. The principal parts or functions are represented by blocks connected by lines to show hierarchical rank or interrelationships. Transcribe such material using a nested list format (1-5, 3-5; 1-7, 3-7, 5-7; etc.). (See [Sample 6-8: Organizational Chart](#) on page 6-26.)

6.10 **Timelines**

- 6.10.1 Timelines have many visual layouts, from very simple lists to more complex graphics. Treat timelines as lists and transcribe them in chronological order regardless of the order found in print.

- a. Use a 1-3 list format for a simple timeline.
- b. Transcribe the date first, followed by the event, on the same line.
- c. Include the first and last date shown, with or without an associated event.
- d. Omit all other dates without associated events.
- e. Insert captions for images that apply to a specific date at appropriate locations.
- f. For a complex timeline use a nested list (1-5, 3-5; 1-7, 3-7, 5-7; etc.).

6.10.2 **Timeline with Bars.** Insert the range of years when bars are used to indicate a span of time. Usually it is necessary to provide an estimate of the dates. Include a transcriber's note to let the reader know all dates are approximate. Place the note on the Transcriber's Notes page when these types of timelines are used throughout the volume. (See [Sample 6-9: Timeline with Bars](#) on page 6-27.)

6.10.3 **Timelines with Multiple Events in the Same Year.** Use a nested list format when a date has more than one event. Place the date at the left margin (cell 1). Use 3-5 margins for each following event. (See [Sample 6-10: Timeline with Multiple Events](#) on page 6-28.)

6.10.4 **Multipage Timelines.** (**Note:** this refers to timelines that appear on more than two consecutive pages.) Insert the timeline at the most appropriate location on the first page it appears. Precede the timeline with a transcriber's note to indicate the range of pages. Sample:

Timeline is across the bottom of pages 44–47.

6.10.5 **Simple Shared Date Timelines.** Use list format (1-3) for timelines that have a shared date and individual events. (See [Sample 6-11: Simple Shared Date Timeline](#) on page 6-29.)

6.10.6 **Complex Shared Date Timelines.** Use a nested list format (1-5, 3-5; 1-7, 3-7, 5-7; etc.) when print shows several major topics with the timeline. Another option may be to list the events after a cell-5 heading. (See [Sample 6-12: Complex Shared Timeline](#) on page 6-30.)

6.11 When a Tactile Graphic Is Not Produced

- 6.11.1 Although a tactile graphic is preferred, the following guidelines may be used when requested by an agency, if the time frame of the needed material is too short, or if there are multiple samples of the same type of graphic and only one graphic is produced as a sample.
- 6.11.2 It is necessary to present information in an appropriate format when images are not produced as tactile graphics and the content of the diagram is not included in the surrounding text. These options include lists, tables, and descriptions. Refer to the STEM guidelines.
<http://diagramcenter.org/table-of-contents-2.html#toc>
- 6.11.3 A transcriber's note provides information about how the information is presented. (See [Sample 6-13: Bar Graph](#) on page 6-32 and [Sample 6-14: Venn Diagram](#) on page 6-34.)

6.12 Screenshots

- 6.12.1 Screenshots of web pages are used often as a teaching tool in textbooks. The format used to transcribe screenshots depends on the focus of the illustration.
- Enclose all screenshots in a box.
 - Use transcriber's notes to indicate location and color cues as necessary.
- 6.12.2 **Informative Screenshots.** Group content in sections when screenshots are informative, i.e., used to teach Internet research skills.
- Retain headings and separations.
 - Transcribe all information necessary for understanding in a logical order.
 - Ignore color.
- 6.12.3 **Descriptive Screenshots.** These screenshots are used to teach website design.
- A tactile graphic is frequently the best option if the purpose of the screenshot is to show the page design.

- b. A complete and detailed description of the screenshot is provided when a tactile graphic is not possible. Include the following:
 - (1) Divide the web page into sections, e.g., navigation panel on the left, the tool bar on the top, the content area, the footer, etc.
 - (2) Describe text placement as needed.
 - (3) Indicate hyperlinks, which are a word, phrase, or image that can be clicked on to jump to a different location.

(See [Sample 6-15: Screenshot](#) on page 6-36.)

6.13 Slide Presentations

6.13.1 Slide presentations created in Microsoft PowerPoint, Corel Presentations, Keynote, etc., are often requested in braille, especially in a school environment.

- a. Each slide number is treated as the print page number.
- b. As text on slides may be informally structured, it is necessary to determine a format for best readability. Most text is formatted using headings, indented/blocked paragraphs, and lists.
- c. Enclose any transcriber-generated descriptions in transcriber's note indicators.
- d. If speaker's notes are included, use 7-5 margins. Begin a note with the identifier "Note," enclosed in transcriber's note indicators. Continue the note on the same line.

(See [Sample 6-16: Slide Presentation](#) on page 6-38.)

6.14 Samples

[Sample 6-1: Figure with Source Information](#), page 6-13

[Sample 6-2: Concept Map](#), page 6-14

[Sample 6-3: Print Form](#), page 6-16

[Sample 6-4: Print Form with Sample Responses](#), page 6-18

[Sample 6-5: Genealogical Chart](#), page 6-20

[Sample 6-6: Ancestral Tree](#), page 6-22

[Sample 6-7: Pedigree Chart](#), page 6-24

[Sample 6-8: Organizational Chart](#), page 6-26

[Sample 6-9: Timeline with Bars](#), page 6-27

[Sample 6-10: Timeline with Multiple Events](#), page 6-28

[Sample 6-11: Simple Shared Date Timeline](#), page 6-29

[Sample 6-12: Complex Shared Timeline](#), page 6-30

[Sample 6-13: Bar Graph](#), page 6-32

[Sample 6-14: Venn Diagram](#), page 6-34

[Sample 6-15: Screenshot](#), page 6-36

[Sample 6-16: Slide Presentation](#), page 6-38

Sample 6-1: Figure with Source Information

Courtesy of Historical Diving Society, USA

Figure 7-1

Diving's early history.

In the mid 1600s the extremely inventive Italian scientist Giovanni Borelli was the first to visualize a diver as a free-swimming frogman, complete with swim fins.

Copyrighted Image

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Sample 6-2: Concept Map



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Sample 6-3: Print Form

Five Wishes Wallet Card

Important Notice to Medical Personnel:
I have a Five Wishes Advance Directive.

Signature _____

Please consult this document and/or my Health Care Agent in an emergency. My Agent is:

Name _____

Address _____ City/State/Zip _____

Phone _____

My primary care physician is:

Name _____

Address _____ City/State/Zip _____

Phone _____

My document is located at:

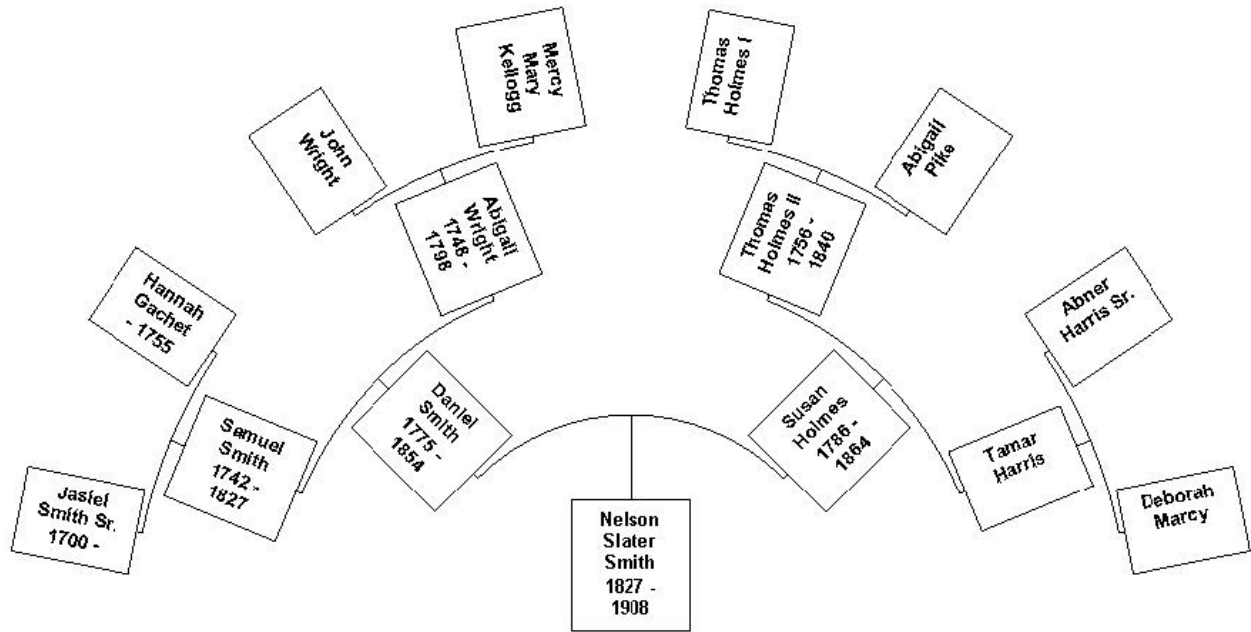
Sample 6-4: Print Form with Sample Responses

Order Form

To order something from a catalog or a magazine, you can use an **order form**. Be sure to include all the information about the item and where to send it.

| | |
|---------------------------------|--|
| Code Number C 8 3 1 | Book Title <i>The Woman Who Outshone the Sun</i> <small>(PLEASE PRINT CLEARLY)</small> |
| Send To <i>Marcos Salazar</i> | School <i>Washington Jr. High</i> |
| Address <i>248 Greenwood</i> | |
| City <i>San Antonio</i> | State <i>TX</i> ZIP <i>78219</i> |
| Teacher <i>Mrs. Lee</i> | Grade <i>6</i> Room <i>8</i> |
| <i>Home Reading Club</i> | Amount \$ <i>6.95</i> |
| | Date <i>March 6, 2001</i> Sales Tax \$ <i>.50</i> |
| | TOTAL \$ <i>7.45</i> |
| P.O. Box 5812 McHenry, IL 65051 | |

Sample 6-6: Ancestral Tree

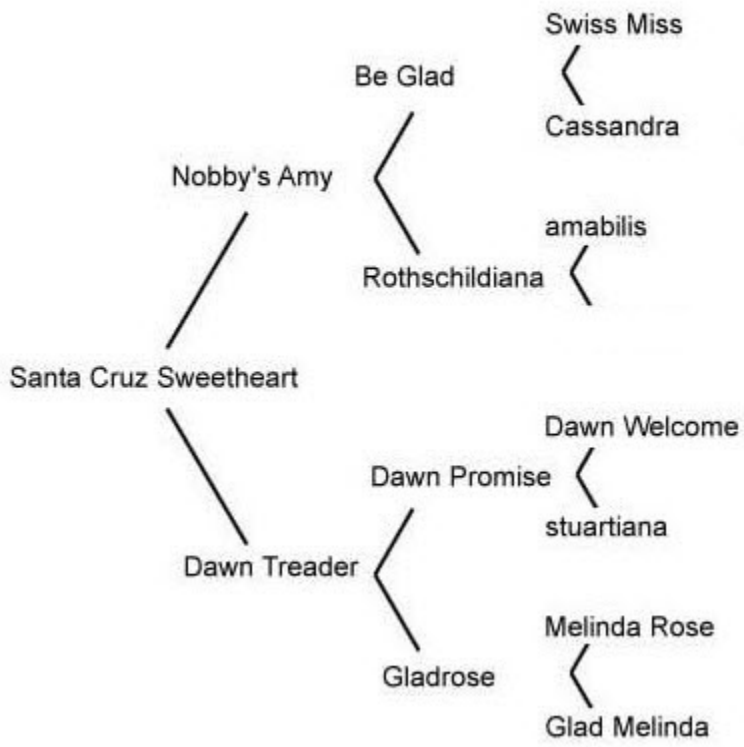


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Sample 6-7: Pedigree Chart

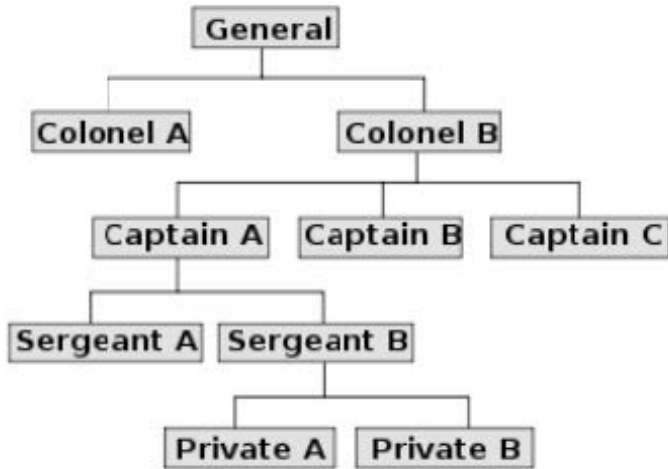
Pedigree of Santa Cruz Sweetheart Orchid



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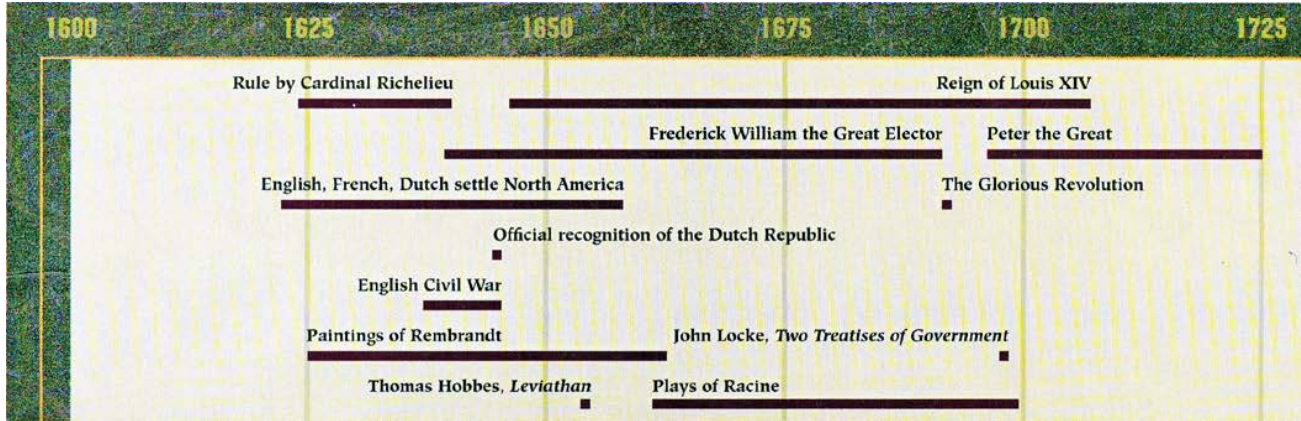
Sample 6-8: Organizational Chart



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Sample 6-9: Timeline with Bars

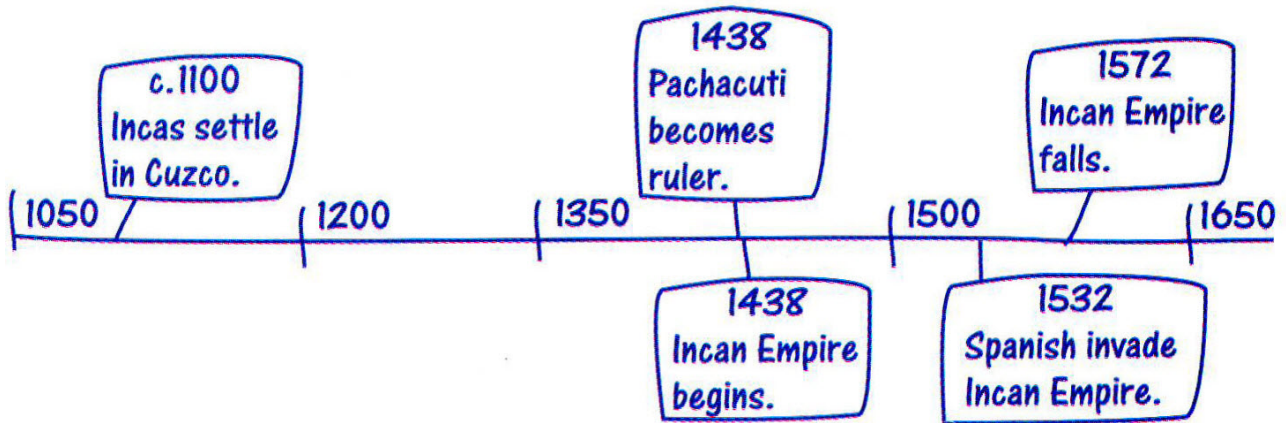


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Sample 6-10: Timeline with Multiple Events

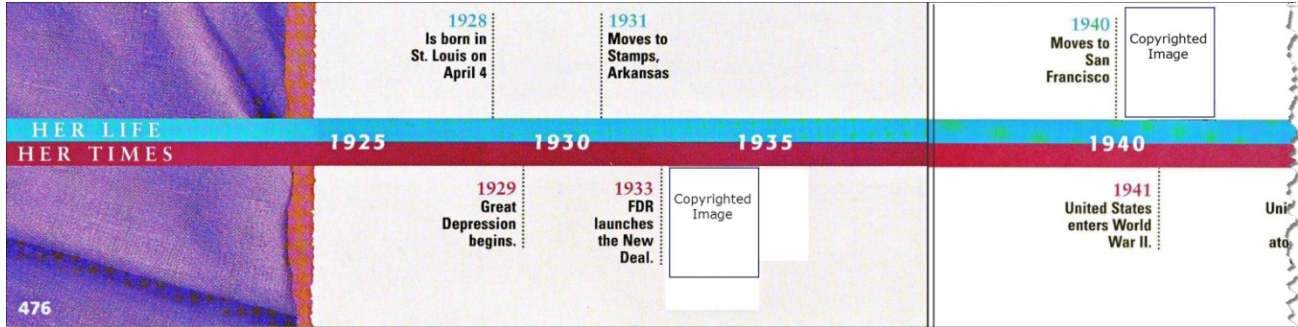
History of the Inca



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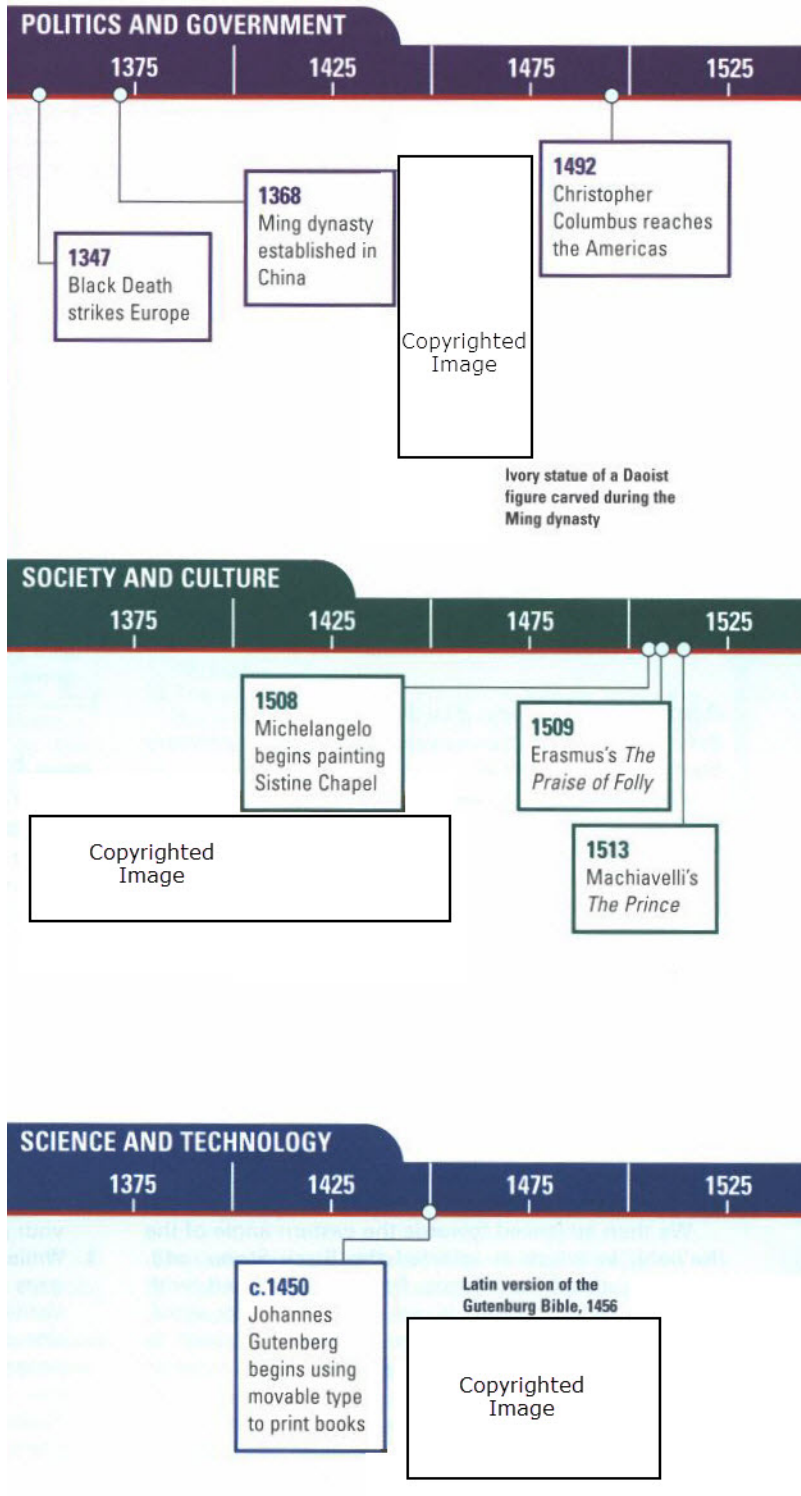
Sample 6-11: Simple Shared Date Timeline



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Sample 6-12: Complex Shared Timeline



Option 1: Nested List

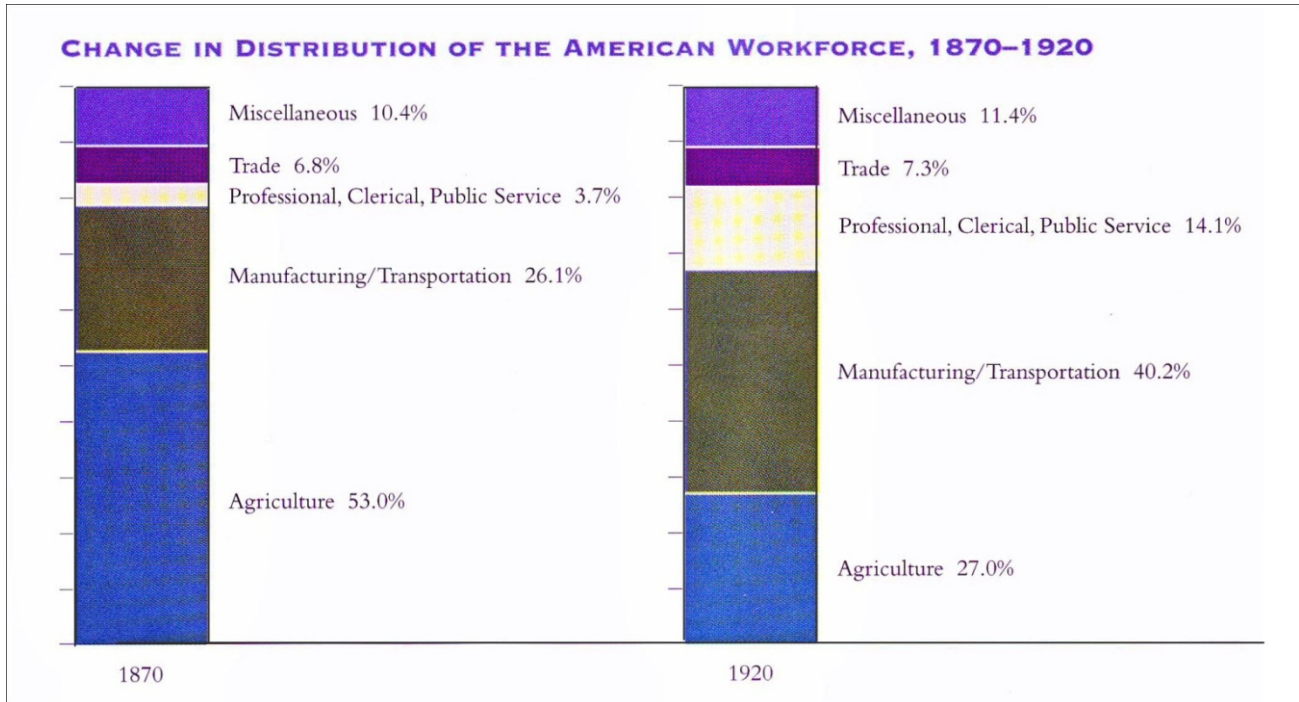
- 1 [Braille]
- 2 [Braille]
- 3 [Braille]
- 4 [Braille]
- 5 [Braille]
- 6 [Braille]
- 7 [Braille]
- 8 [Braille]
- 9 [Braille]
- 10 [Braille]
- 11 [Braille]
- 12 [Braille]
- 13 [Braille]
- 14 [Braille]

Option 2: Heading with List

- 1 [Braille]
- 2 [Braille]
- 3 [Braille]
- 4 [Braille]
- 5 [Braille]
- 6 [Braille]
- 7 [Braille]
- 8 [Braille]
- 9 [Braille]
- 10 [Braille]
- 11 [Braille]
- 12 [Braille]
- 13 [Braille]
- 14 [Braille]
- 15 [Braille]

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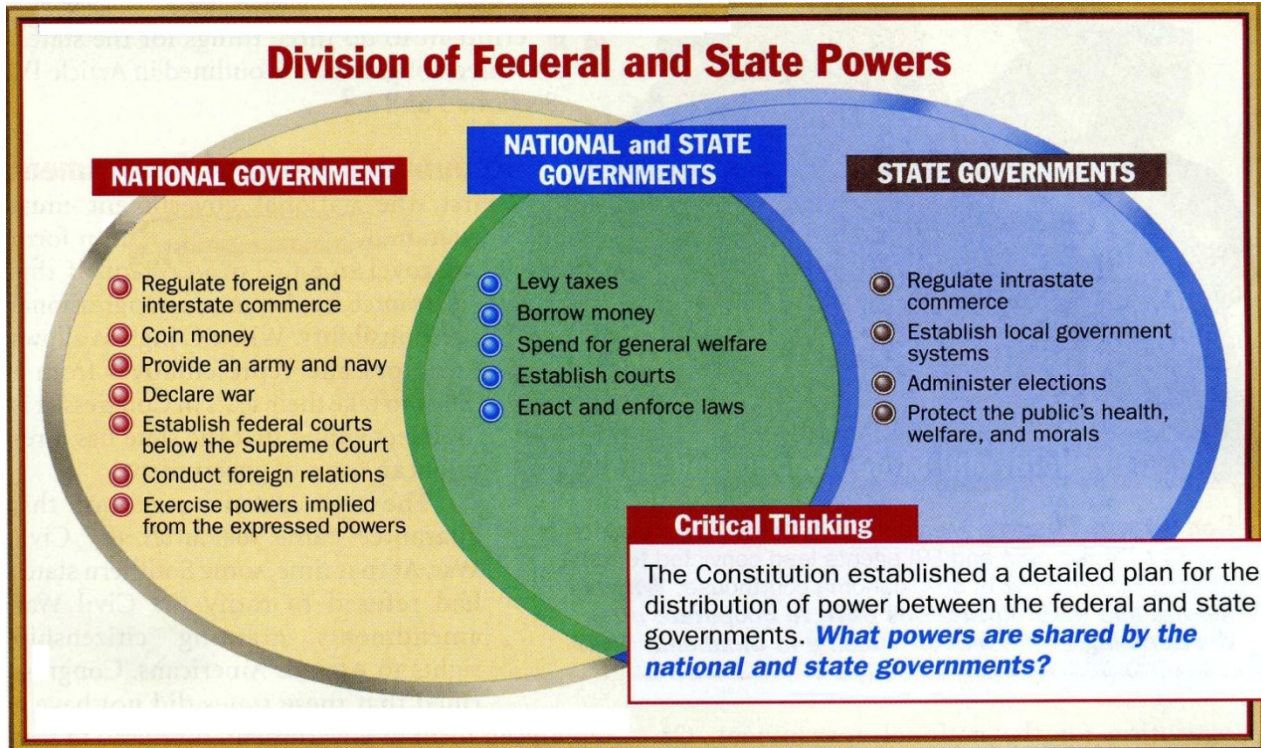
Sample 6-13: Bar Graph



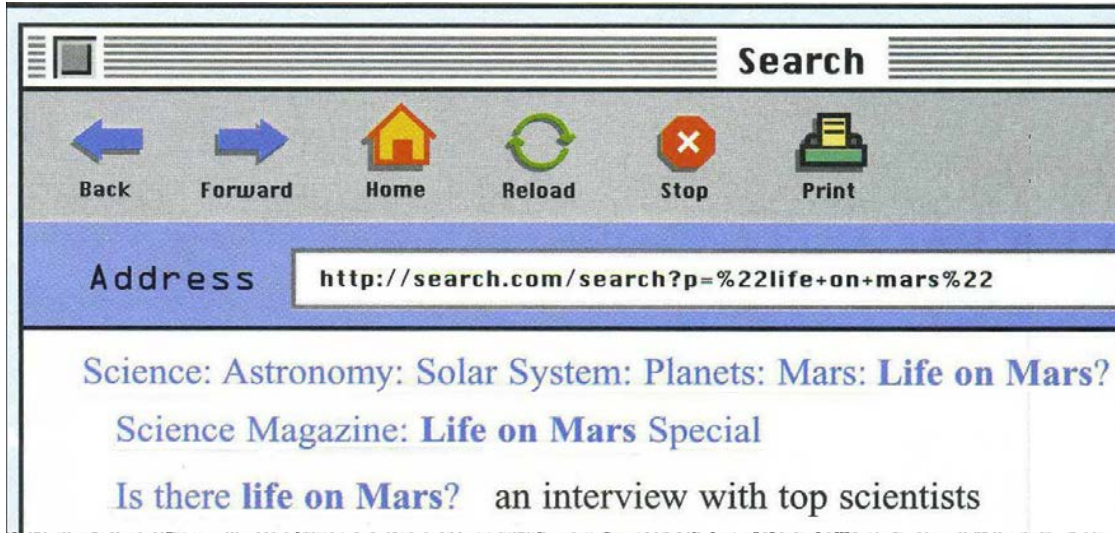
Option 1: List Format

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Sample 6-14: Venn Diagram



Sample 6-15: Screenshot



Screenshot for Information Only

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Screenshot for Web Page Layout

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Sample 6-16: Slide Presentation

Screen Reader

Screen Reader

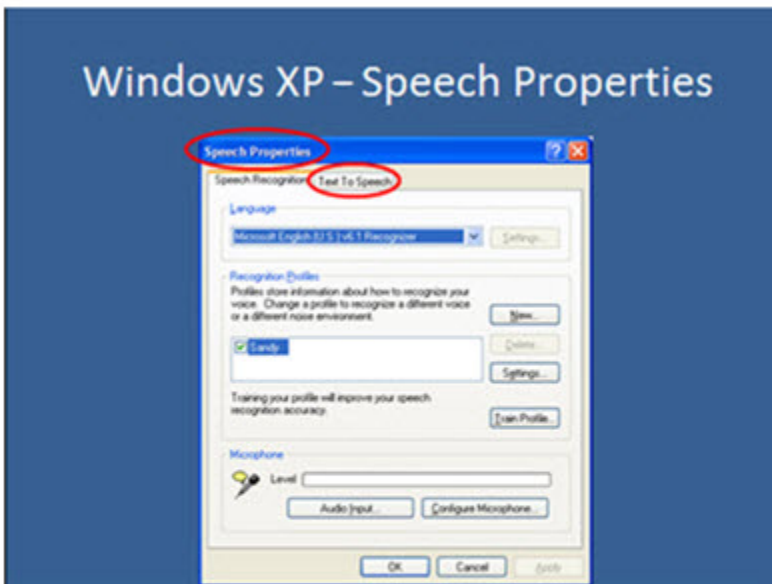
- reads elements on a computer screen
- is necessary to navigate and operate a computer
- uses text to speech to read text on the screen

TTS is a text reader

Text Reader ≠ Screen Reader

The computer's ability as a text reader is often confused with a screen reader. A screen reader will read all the elements on a computer screen and is necessary to navigate and operate a computer. A screen reader uses the text to speech engine to speak text. Text to speech is a text reader and a text reader by itself cannot navigate and operate a computer. It is important to understand that text reader is not a screen reader.

3



Text to speech settings for computers with Windows operating systems can be found in the control panel.

If you are using Windows XP, choose Speech Properties. Then choose the text to speech tab

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—New Braille Page—

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3
4

[\(Return to Text\)](#)

Section 7

Boxed Material

| | | |
|-----|---|-----|
| 7.1 | Fundamentals | 7-1 |
| 7.2 | Blank Lines..... | 7-1 |
| 7.3 | Boxes | 7-2 |
| 7.4 | The Relationship Between Text and Boxes on Facing Print Pages | 7-4 |
| 7.5 | Different Colored Boxes..... | 7-6 |
| 7.6 | Boxes within Boxes..... | 7-6 |
| 7.7 | Samples..... | 7-7 |

7.1 Fundamentals

7.1.1 The provisions of this section apply to materials printed inside boxes, screened materials shown by the use of colors or shaded backgrounds, or material that should be set off from the body of the text. Both boxes and screened materials are referred to as *boxed material* throughout this section.

7.1.2 Box lines are always used when text references material as being in a box. Using box lines in other situations is at the transcriber’s discretion. If the content does not fit well into the flow of text, it is best to retain the box lines.

7.1.3 Box Lines

- ⋮ Top box line
- ⋮ Bottom box line
- ⋮ Top and bottom exterior borders for a set of nested boxes

7.1.4 **A Braille Reader’s Perspective.** A blank line before and after a box helps the reader quickly distinguish a top box line from a bottom box line, especially when boxes are longer than a braille page.

If two separate boxes follow each other, as opposed to appearing as a smaller box in a bigger box, a blank line between boxes helps the braille reader know the difference.

7.2 Blank Lines

7.2.1 Boxes are preceded and followed by blank lines.

- a. A top box line can appear on line 1 when a running head is not used and line 3 when a running head is used.

- b. A blank line separates a page change indicator from a box line.

Exceptions:

- c. Do not leave a blank line following a top box line.
- d. Do not leave a blank line preceding a bottom box line.
- e. Do not leave a blank line between boxed material and any accompanying heading, caption, directions, or source citation.
- f. Do not leave a blank line between adjacent interior and exterior box lines.

See *Formats*, §7.6.1 for use of blank lines for boxes within boxes.

7.3 Boxes

- 7.3.1 **Placement of Boxes.** Insert boxed material into the text where it logically belongs, keeping it on the same print page on which the box occurs in print. Whenever possible, keep boxed material on a single braille page. Place boxes containing general material that has no direct reference to the text at the end of the last paragraph of the print page.
- 7.3.2 Begin each box with a top box line and end it with a bottom box line, regardless of the number of braille pages required for the box.
- 7.3.3 Start the top and bottom box lines at the left margin and extend them across the full width of the braille page, regardless of the width of the print box. The width of the braille page is dependent upon the format of the material being transcribed.
 - a. Separate box lines on the first or last line of a braille page from the page number by at least three blank cells.
 - b. The length of box lines *within* line-numbered text adheres to the required two blank cells before line numbers.

Example 7-1: Box within Line-Numbered Prose

| | | | | | | | |
|--|----|---|----|---|----|--|----|
| gained, and write them out for publication. And he added: | 80 | | | | | | |
| <table border="1"> <tr> <td>"Never say 'We learn' so-and-so, or 'It is reported,' or 'It is</td> <td>81</td> </tr> <tr> <td>rumored,' or 'We understand' so-and-so, but go to</td> <td>82</td> </tr> <tr> <td></td> <td>83</td> </tr> </table> | | "Never say 'We learn' so-and-so, or 'It is reported,' or 'It is | 81 | rumored,' or 'We understand' so-and-so, but go to | 82 | | 83 |
| "Never say 'We learn' so-and-so, or 'It is reported,' or 'It is | 81 | | | | | | |
| rumored,' or 'We understand' so-and-so, but go to | 82 | | | | | | |
| | 83 | | | | | | |

7.3.4 Do not reproduce left and right box lines.

Example 7-2: Boxed Columns

| Forms of <i>be</i> | |
|--------------------|---------------|
| Singular | Plural |
| is (present) | are (present) |
| was (past) | were (past) |

7.3.5 Dividing Boxes Between Braille Pages

- a. A top box line must be followed by at least one line of text on the braille page. If the box line is followed by a

heading, the heading must be followed by at least one line of text.

- b. A bottom box line must be preceded by at least one line of text on the braille page.

7.3.6 **Full Print Page(s) of Boxed Material**

- a. When the body of text is *interrupted* by a full print page or more of boxed material, insert a transcriber's note before the box informing the reader where text resumes. Use print page numbers in the note. Sample:

Text continues on page 45.

- b. Insert a transcriber's note after the box informing the reader where the text was interrupted. Include the continuation letter with the print page number. Sample:

Text continued from page c43.

- 7.3.7 **Wide Boxes Shown Side by Side.** If several boxes are shown in a row across a print page, present them vertically as separate boxes in braille.

- 7.3.8 **Adjoining Vertical Boxes.** Close the first box before opening a second box. Insert a blank line between each box. (See [Sample 7-1: Two Boxes Separated by a Blank Line](#) on page 7-8.)

7.4 **The Relationship Between Text and Boxes on Facing Print Pages**

- 7.4.1 There are four possible situations:

- a. When a single box is shown across print pages and it is read as if it were on a single page, and there is no other text on either page, transcribe it as a single box. Use combined page numbers, e.g., **22-23**, **a22-23**, etc. Box lines may be omitted if the content will fit on a single braille page without them. **Option:** Tables printed across facing print pages may be produced as facing braille pages, if all the material will fit on the two pages. (See *Formats*, §11.13, Wide Tables: Facing Pages.)

Example 7-3: Box Read Across Pages (Print Only)

| 22 | | | 23 | | |
|---------------------------------------|------------------------------|------------------------------|---------------------------------------|------------------------------|------------------------------|
| Indicative | I | you | he, she, it | we | you |
| simple present | play | play | plays (playeth) | play | play |
| intensive present | do play | do play | does play (doth play) | do play | do play |
| simple present progressive | am playing | are playing | is playing | are playing | are playing |
| simple past | played | played | played | played | played |
| intensive past | did play | did play | did play | did play | did play |
| simple past progressive | was playing | were playing | was playing | were playing | were playing |
| simple future | shall/will play | shall/will play | shall/will play | shall/will play | shall/will play |
| simple future progressive | shall/will be playing | shall/will be playing | shall/will be playing | shall/will be playing | shall/will be playing |
| present perfect | have played | have played | has played (hath played) | have played | have played |
| present perfect progressive | have been playing | have been playing | have been playing (hath been playing) | have been playing | have been playing |
| past perfect (pluperfect) | had played | had played | had played | had played | had played |
| past perfect (pluperfect) progressive | had been playing | had been playing | had been playing | had been playing | had been playing |
| future perfect | shall/will have played | shall/will have played | shall/will have played | shall/will have played | shall/will have played |
| future perfect progressive | shall/will have been playing | shall/will have been playing | shall/will have been playing | shall/will have been playing | shall/will have been playing |

- When full-page boxes are on adjoining pages and are read as two separate boxes, transcribe them as separate boxes. Retain the box lines to convey the change in context. Individual page numbers are used, e.g., **44**, **a44**, **45**, **a45**, etc.
- When a box reads across facing pages, but there is other text outside the box, place it at the most logical place on one of the two pages. Insert a transcriber's note before the box, informing the reader of the location. Sample:

The following box appears across the bottom of pages 100-101.

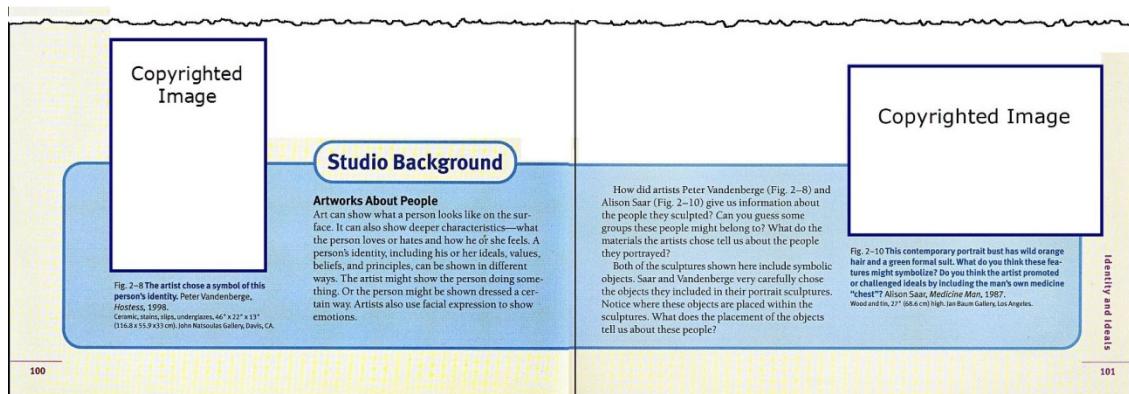
Example 7-4: Box Read Across Pages (Print Only)

| | | | |
|----------------|--|------------------|--|
| See a Problem? | <p>Students noticed that a factory wasn't using 1 to remove ashes. Also, it didn't have bins for 2 cans.</p> <p>Often people leave water running or waste it in other ways. They should know that it is expensive to clean 4, or waste water.</p> <p>Food and other things we buy have a lot of packaging. This turns into garbage and other 6 that fills up 7.</p> <p>The roads are crowded with cars that cause 9. Most cars on the road have only one person in them.</p> | Find a Solution! | <p>They invited the factory manager to school to see their recycling project and a display showing how sunlight is turned into 3.</p> <p>Suggest taking a field trip to the 5 to see how sewage is cleaned.</p> <p>Write to a town official. Ask if your community has enough landfills to bury garbage or 8 for burning it.</p> <p>Plan with your friends to ride together in 10.</p> |
|----------------|--|------------------|--|

- A box designed to be read first on the left page and then continued on the next page needs to remain intact.

Transcribe the text on the first page, then the boxed material. Insert the page change indicator and complete the boxed material before returning to the remainder of the text. Note, if the box breaks the flow of text on the first page (e.g., mid-paragraph), insert the box at the most appropriate location and include a transcriber's note, as in the previous example.

Example 7-5: Box Across Facing Pages (Print Only)



7.5 Different Colored Boxes

7.5.1 Books may use boxes in various colors, also called screened materials, to distinguish types of content. Indicate the box color unless all the boxes are the same color. The book may not reference the color, but it is possible a corresponding workbook will make note of it, colors may identify the level of activity difficulty, or a teacher may reference the box color for study purposes, etc.

7.5.2 Insert the name of the color, enclosed in transcriber's note indicators, at the beginning of the opening box line. A blank cell separates the embedded transcriber's note from the box line. (See [Sample 7-2: Screened Word Lists](#) on page 7-10.)

7.6 Boxes within Boxes

7.6.1 One or more boxes within a box are transcribed in a different manner than regular boxes. Include a transcriber's note explaining how the boxes are related if necessary.

- ⋮ Top and bottom exterior borders
- ⋮ Top interior box line
- ⋮ Bottom interior box line

- a. Do not insert a blank line between a top exterior border and a top interior box line.
- b. Do not insert a blank line between a bottom interior box line and a bottom exterior border.
- c. Insert a blank line before a top interior box line when it begins on any line other than immediately after the top exterior border.
- d. Insert a blank line after a bottom interior box line when it ends on any line other than immediately before the bottom exterior border.
- e. Consecutive interior boxes are opened and closed with top and bottom interior box lines.
- f. Consecutive box lines between interior boxes are separated by a blank line.

(See [Sample 7-3: Box within a Box](#) on page 7-12.)

7.7 Samples

[Sample 7-1: Two Boxes Separated by a Blank Line](#), page 7-8

[Sample 7-2: Screened Word Lists](#), page 7-10

[Sample 7-3: Box within a Box](#), page 7-12

Sample 7-1: Two Boxes Separated by a Blank Line

| Potential Energy | Example |
|-------------------------|-------------------|
| Chemical | battery |
| Elastic | compressed spring |
| Mechanical | rock on a ledge |

| Kinetic Energy | Example |
|-----------------------|------------------------------------|
| Sound | vibrating object |
| Thermal | hot cocoa |
| Mechanical | falling rock |
| Electrical | electrons in an electrical current |

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Sample 7-2: Screened Word Lists

STUDY Say each word. Then read the meaning phrase.

1. *army* an **army** trained for battle
2. *starve* **starve** without food to eat
3. *scar* a **scar** on his arm from a burn
4. *garbage* put **garbage** in the trash can
5. *hamburger* ate a **hamburger** with catsup
6. *return* before you **return** home
7. *purpose* the **purpose** of the lesson
8. *surface* painted the **surface** of the table
9. *courage* have **courage** to face danger
10. *journal* a **journal** entry about a vacation

11. *argue* **argue** about which team is better
12. *apartment* an **apartment** in this building
13. *guitar* strummed the strings of a **guitar**
14. *Arkansas* the governor of **Arkansas**
15. *curl* cut a **curl** of hair
16. *purse* kept money in her **purse**
17. *furniture* chairs and other **furniture**
18. *courtesy* the **courtesy** of the helpful waiter
19. *nourish* milk to **nourish** the baby
20. *journey* a **journey** from Africa to America

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[\(Return to Text\)](#)

Sample 7-3: Box within a Box

| Top Nine States by Population | | |
|-------------------------------|--------------|------------|
| Rank | State | Population |
| 1 | California | 36,457,549 |
| 2 | Texas | 23,507,783 |
| 3 | New York | 19,306,183 |
| 4 | Florida | 18,089,888 |
| 5 | Illinois | 12,831,970 |
| 6 | Pennsylvania | 12,440,621 |
| 7 | Ohio | 11,478,006 |
| 8 | Michigan | 10,095,643 |
| 9 | Georgia | 9,363,941 |

The top nine states in population contain half of the total population. The twenty-five lowest-population states contain less than one-sixth of the total population.

The following is the state-by-state population count (July 1, 2006 estimates).

| | | | |
|----|-------|-------|-------|
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
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| 12 | | | |
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Section 8

Lists

| | | |
|------|---|------|
| 8.1 | Fundamentals | 8-1 |
| 8.2 | Simple Embedded Lists | 8-2 |
| 8.3 | Simple Vertical Lists..... | 8-2 |
| 8.4 | Simple Lists in Columns..... | 8-5 |
| 8.5 | Nested Lists | 8-6 |
| 8.6 | Bulleted Lists | 8-6 |
| 8.7 | Lists with Only Some Items Bulleted | 8-7 |
| 8.8 | Outlines | 8-9 |
| 8.9 | Annotated Lists | 8-11 |
| 8.10 | Samples | 8-12 |

8.1 Fundamentals

- 8.1.1 Lists can be a series of words, phrases, or sentences. A simple list can be embedded within a paragraph, appear as a single vertical list, be divided into columns, appear with a variety of bullets, or be numbered or lettered. A list may be preceded by a heading.
- 8.1.2 For our purposes, a simple list has no subentries. A nested list—a list within a list—has at least one subentry.
- 8.1.3 Lists appear in many different guises, including a table of contents, timelines, word/vocabulary lists, exercise material, plays, bibliographies, alphabetical references, etc. There are subtle differences in how they are formatted, but the basic concepts start here with the simple and nested lists. See *Formats*, §17, *Spelling Lists and Activities*, for additional information about a variety of lists found in spelling books.
- 8.1.4 Follow print for capitalization and punctuation of all items in a list.
- Omit emphasis when the entire list uses the same print font attribute.
 - Retain emphasis for items in the list such as titles, and when necessary for distinction, e.g., some items are italicized.

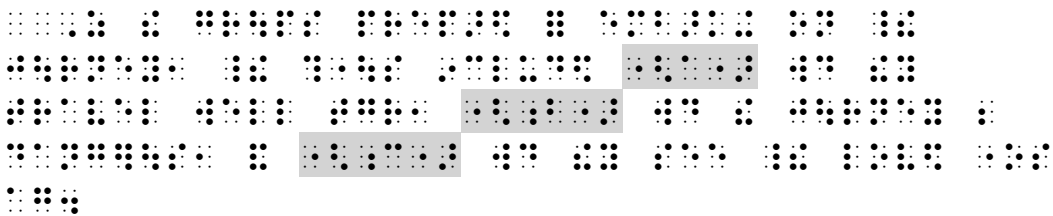
8.1.5 **A Braille Reader's Perspective.** The runover level for all entries or subentries is two cells to the right of the farthest indention. This indicates to the reader fairly quickly the structure of the list. A list may go on for pages. In some lists with subentries, such as an index, a main entry may not appear for several pages. It is handy for the braille reader to identify the indent level quickly at a braille or print page change.

8.2 Simple Embedded Lists

Paragraph lists consist of a series of short numbered or lettered items embedded within a paragraph. Retain the paragraph format and punctuation.

Example 8-1: Embedded List

As the groups prepared for embarking on their journey, their thoughts included (a) would they travel well together, (b) would the journey be dangerous, and (c) would they see their loved ones again.



The image shows the Braille equivalent of the text above. The list items (a), (b), and (c) are indented within the paragraph. The Braille uses the appropriate indicators for lowercase letters and list markers. The list items are indented by two cells relative to the start of the paragraph.

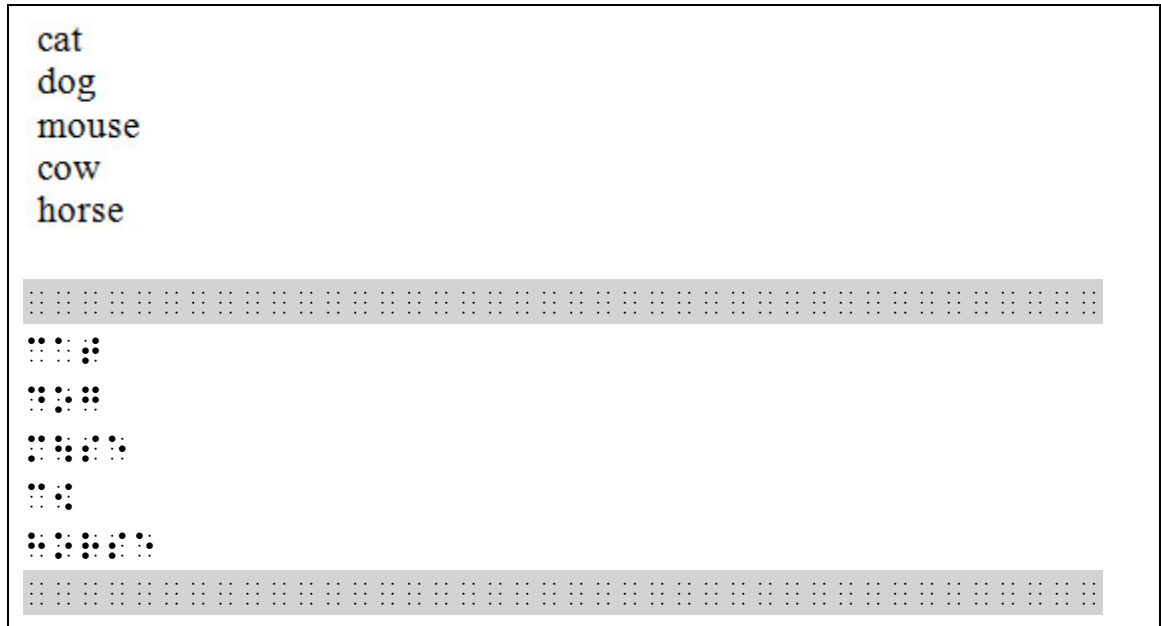
8.3 Simple Vertical Lists

8.3.1 The most basic list is a simple vertical listing. Use 1-3 margins for each item.

8.3.2 **Blank Lines.** A print list typically is separated from surrounding text by the use of space or slight change in margin. Do not confuse lists with displayed materials. Begin lists in cell 1.

a. A list is preceded and followed by a blank line in most situations.

Example 8-2: Simple List



- b. Insert a blank line between a page change indicator and a list. (See [Sample 8-1: List After Page Change Indicator](#) on page 8-13.)
- c. Insert a blank line between a list and a page change indicator. (See [Sample 8-2: List Before Page Change Indicator](#) on page 8-14.)
- d. When format requires a blank line before and after a page change indicator, retain only the blank line after the page change indicator. (See [Sample 8-3: Heading After Page Change Indicator](#) on page 8-15.)

8.3.3

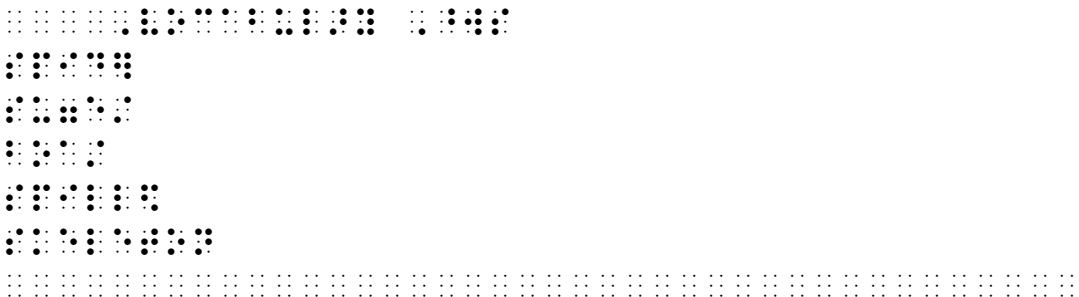
A list is not preceded by a blank line:

- a. When it follows a cell-5 or cell-7 heading.

Example 8-3: Cell-5 Heading Followed by a Simple List

Vocabulary Words

- spider
- suggest
- boast
- spilled
- skeleton



b. When it follows a top box line. (See *Formats*, §7, Boxed Material.)

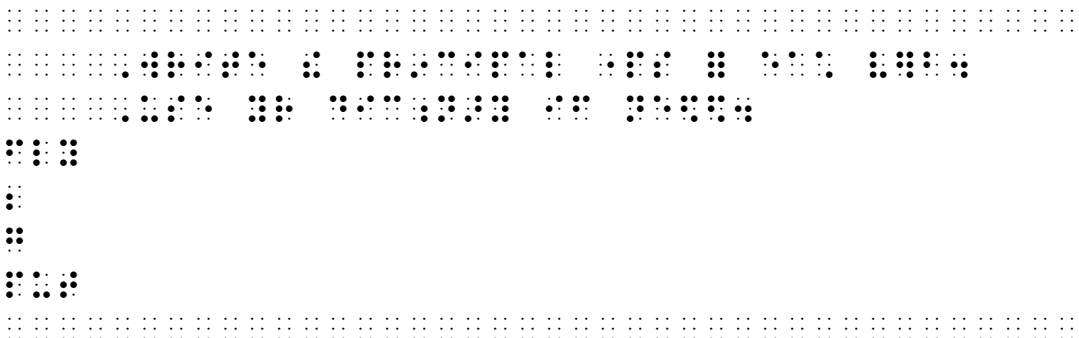
(See [Sample 8-4: Simple Boxed List](#) on page 8-16.)

c. When it follows directions. (See *Formats*, §10, Exercise Material.)

Example 8-4: Simple List After Directions

Write the principal parts for each verb. Use your dictionary if needed.

- fly
- be
- go
- put



8.3.4 **Lists Starting at the Top of Braille Pages**

- a. Start the list on line 1 when a running head is not used, if there are two or more blank lines at the bottom of the previous page. Start the list on line 2 when braille is on the last or next-to-last line of the previous page.
- b. Start the list on line 3 when a running head is used.

8.3.5 **Lists Starting at the Bottom of Braille Pages**

- a. A list may be divided between braille pages, if necessary.
- b. The first item of a list may begin on the next-to-last line of a page if it will fit on one braille line.
- c. A list may not begin on the last line of a page.
- d. A heading must be followed by at least one complete list item before the list is continued on a new braille page.

8.4 Simple Lists in Columns

8.4.1

Simple listed items may appear in columns. When it is obvious the list has been printed in side-by-side columns to save space, the arrangement can be retained if it fits, but it does not have to be duplicated. Multiple column lists may also be presented in a single column. Such rearrangement does not require an explanation.

- a. Insert a blank line to separate a cell-5 or cell-7 heading from columns. (See *Formats*, §4, Headings.)
- b. Always begin the first column in cell 1. Leave two blank cells between the end of the longest item in the first column and the left-hand margin of the second column. Do not use guide dots between unrelated columns. (See *Formats*, §11, Tables and Related Columns.)
- c. Keep a columned list on a single page when possible. (See [Sample 8-5: Two-Column List](#) on page 8-17.)
- d. Preserve print alphabetic or numeric order, whether horizontal or vertical. (See [Sample 8-6: Two-Column List Changed to Vertical List](#) on page 8-18.)
- e. Change the number of columns if the print layout does not fit. Insert a transcriber's note explaining the change.
- f. Do not rearrange the order of words. (See [Sample 8-7: Six Columns Changed to Three Columns](#) on page 8-19.)

- g. When a columned list is too long for a single braille page, list the words in columns and fill the page with as many words as will fit. List the words vertically in alphabetic or numeric order. Continue listing the words in columns on the next braille page. (See [Sample 8-8: Long List on Two Braille Pages](#) on page 8-20.)

8.5 Nested Lists

8.5.1 A *nested list*—a list within a list—has main entries and at least one level of subentries.

- a. A centered, cell-5, or cell-7 heading may precede a nested list.
- b. The main entry begins in cell 1. Each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented subentry.

One level: 1-3

Two levels: 1-5, 3-5

Three levels: 1-7, 3-7, 5-7

Four levels: 1-9, 3-9, 5-9, 7-9

etc.

(See [Sample 8-9: Simple Nested List](#) on page 8-22.)

- c. All items within the section with subentries are treated as a nested list, even if some items do not have a subentry. (See [Sample 8-10: Nested List](#) on page 8-23.)
- d. Nested lists are always transcribed in a single column. (See [Sample 8-11: Columned Nested List Changed to Vertical List](#) on page 8-24.)

See *Formats*, §10, Exercise Material, for more information about nested lists.

8.6 Bulleted Lists

8.6.1 Print bullets are used to draw attention to specific items or the location of material. They may be hollow dots, filled-in dots, squares, triangles, or other symbols.

8.6.2 Retain bullets whenever they are used in lists.

- a. Follow print for the symbol used as a bullet. If the print symbol does not have a corresponding symbol in braille, devise a symbol using a transcriber-defined symbol indicator. (See *UEB*, §3.26, Transcriber-Defined Symbols.) Examples:

⠠⠠⠠ Dot
⠠⠠⠠⠠ Hollow square [will require a grade 1 indicator]
⠠⠠⠠⠠⠠ Solid square
⠠⠠⠠ Hollow circle [will require a grade 1 indicator]
⠠⠠⠠ Triangle [will require a grade 1 indicator]
⠠⠠ Checkmark

- b. List all bullet symbols except the primary bullet indicator (dots 456, 256) on the Special Symbols page, or in a transcriber's note before the text.
- c. Transcribe bulleted subentries as a nested list.

(See [Sample 8-12: Bulleted List](#) on page 8-25, [Sample 8-13: Nested List with Bulleted Subentries](#) on page 8-26, [Sample 8-14: Bulleted Nested List](#) on page 8-27, and [Sample 8-15: Two Distinct Bullets in a Simple List](#) on page 8-28.)

8.7 Lists with Only Some Items Bulleted

8.7.1 To indicate that only some items in the list have bullets or other print indicators, such as pictures:

- a. Follow print for the symbol used as a bullet. The bullet begins in cell 1 and is followed by a space. Symbols used must be listed in a transcriber's note or placed on the Special Symbols page.
- b. Align the beginning character of all items. Runovers are two cells to the right of the beginning of the items.

Example 8-5a: List with One Bulleted Item

1. THE LIFE AND TIMES OF SHERLOCK HOLMES
• 2. MURDER ON THE SNIKREP CAMPUS
3. THE MARCH SKY

5
6
7
8
9

Example 8-5b: List with One Bulleted Item

1. THE LIFE AND TIMES OF SHERLOCK HOLMES
■ 2. MURDER ON THE SNIKREP CAMPUS
3. THE MARCH SKY

25

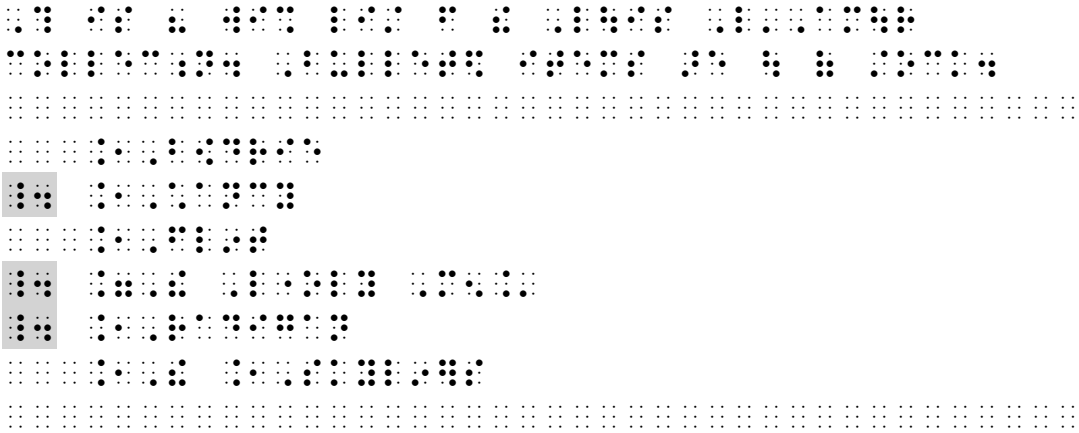
1
2
3
4
5
6

c. When multi-column lists have some items bulleted, transcribe them vertically.

Example 8-6: Two Columns Changed to Vertical List

This is his wish list from the Louis L'Amour collection. Bulleted items are out of stock.

| | |
|-----------------|-------------------------|
| <i>Bowdrie</i> | • <i>The Lonely Men</i> |
| • <i>Chancy</i> | • <i>Radigan</i> |
| <i>Flint</i> | <i>The Skyliners</i> |



8.8 Outlines

8.8.1 Use a nested list for outlines.

Two levels: 1-5, 3-5

Three levels: 1-7, 3-7, 5-7

Four levels: 1-9, 3-9, 5-9, 7-9

etc.

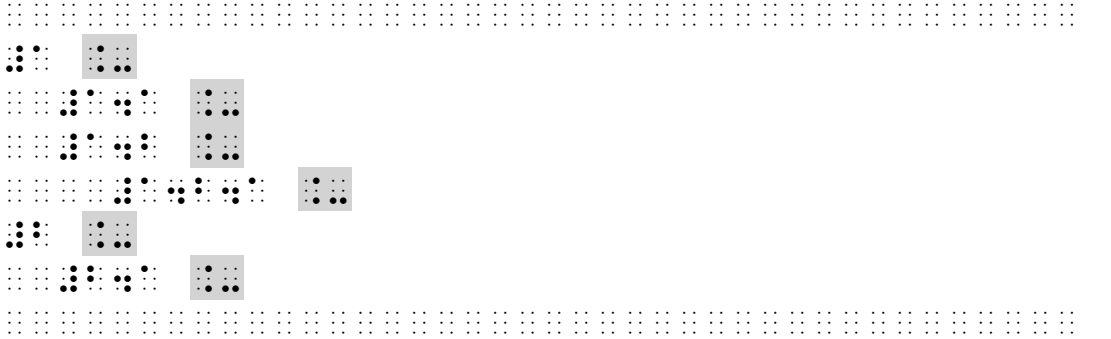
8.8.2 Follow print for the symbol used to represent blanks in a skeleton outline. Insert three dot 5s to represent blank space (no print symbol). A transcriber's note is required to explain the use of the dot 5s.

8.8.3 **Outlines Using Letters and Numbers**

Follow print for capitalization and punctuation. (See [Sample 8-16: Outline](#) on page 8-29.)

8.8.4 Outlines Using Decimal Enumeration

Example 8-7: Decimal Enumeration Skeleton Outline

| |
|--|
| 1 _____ 1.1 _____ 1.2 _____ 1.2.1 _____ 2 _____ 2.1 _____ |
|  |

8.8.5 **Guide Text for Entire Documents in Outline Format.** To aid the reader when an entire document is printed in outline format, center the last division number used on each braille page on line 25. This is similar to guide words used in an index.

- Center guide text on the last line of every braille page.
- Leave at least three blank cells before the outline division entry.
- Leave at least three blank cells between the outline division entry and the braille page number.
- Leave at least three blank cells after the outline division entry when there is no braille page number, if even page numbers are suppressed for interpoint.
- Use the last outline division entry from the previous page(s) followed by "(cont.)" when no new outline entry occurs on the braille page.

8.10 Samples

[Sample 8-1: List After Page Change Indicator](#), page 8-13

[Sample 8-2: List Before Page Change Indicator](#), page 8-14

[Sample 8-3: Heading After Page Change Indicator](#), page 8-15

[Sample 8-4: Simple Boxed List](#), page 8-16

[Sample 8-5: Two-Column List](#), page 8-17

[Sample 8-6: Two-Column List Changed to Vertical List](#), page 8-18

[Sample 8-7: Six Columns Changed to Three Columns](#), page 8-19

[Sample 8-8: Long List on Two Braille Pages](#), page 8-20

[Sample 8-9: Simple Nested List](#), page 8-22

[Sample 8-10: Nested List](#), page 8-23

[Sample 8-11: Columned Nested List Changed to Vertical List](#), page 8-24

[Sample 8-12: Bulleted List](#), page 8-25

[Sample 8-13: Nested List with Bulleted Subentries](#), page 8-26

[Sample 8-14: Bulleted Nested List](#), page 8-27

[Sample 8-15: Two Distinct Bullets in a Simple List](#), page 8-28

[Sample 8-16: Outline](#), page 8-29

[Sample 8-17: Annotated List](#), page 8-30

Sample 8-1: List After Page Change Indicator

... calm, noncompetitive setting for education.

—New Print Page—

-41-

How might a dress code help create a safe school environment?

What are two common causes of fires in the home?

What should you do if you are outside and a tornado strikes?

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

[\(Return to Text\)](#)

Sample 8-2: List Before Page Change Indicator

Where can you find reliable sources of health information?

What medical services are covered by health insurance?

What influences a teen's buying decisions?

—New Print Page—

-65-

Internet-based health care allows a patient to communicate ...

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

[\(Return to Text\)](#)

Sample 8-3: Heading After Page Change Indicator

Where can you find reliable sources of health information?

What medical services are covered by health insurance?

What influences a teen's buying decisions?

—New Print Page—

-65-

Internet-Based Health Care

A patient communicates ...

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

[\(Return to Text\)](#)

Sample 8-4: Simple Boxed List

Interrogative Pronouns

Who wants more cake?
What time is it?
When are you arriving?
Where did John go?
Why were you late for class?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

[\(Return to Text\)](#)

Sample 8-5: Two-Column List

Canadian Provinces/Territories

| | |
|------------------|-----------------------|
| Alberta | Prince Edward Island |
| British Columbia | Quebec |
| Manitoba | Saskatchewan |
| New Brunswick | Northwest Territories |
| Newfoundland | Yukon Territory |
| Nova Scotia | Nunavut |
| Ontario | |

- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23

[\(Return to Text\)](#)

Sample 8-6: Two-Column List Changed to Vertical List

| | |
|------------|------------|
| Baseball | Soccer |
| Basketball | Swimming |
| Football | Track |
| Hockey | Volleyball |

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

[\(Return to Text\)](#)

Sample 8-8: Long List on Two Braille Pages

| | | | | | |
|------------|------------|-----------|-----------|------------|---------|
| a lot | conscious | excited | let's | stationery | until |
| again | Dad's | favorite | maybe | stopped | upon |
| always | decided | finally | Mom | that's | usually |
| and | definitely | friend | off | their | want |
| another | didn't | friends | one | then | we're |
| beautiful | different | further | our | there | went |
| because | discrete | getting | outside | there's | were |
| before | doesn't | Halloween | piece | they | when |
| believe | don't | happened | principle | they're | where |
| buy | elude | heard | probably | thought | which |
| caught | especially | I'm | really | through | whole |
| character | everybody | into | said | to | you're |
| Christmas | everyone | it's | school | too | your |
| clothes | everything | knew | something | tried | |
| complement | except | know | sometimes | TV | |

Sample 8-9: Simple Nested List

Apple Inc.

1 Infinite Loop

Cupertino, CA 95014

Microsoft Corporation

One Microsoft Way

Redmond, WA 98052-6399

Sun Microsystems

4150 Network Circle

Santa Clara, CA 95054

- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15

[\(Return to Text\)](#)

Sample 8-11: Columned Nested List Changed to Vertical List

Birding Basics

| Size | Shape | Behavior |
|--------|---------------------|----------|
| Small | Body shape | Foraging |
| Medium | Bill shape | Flight |
| Large | Head and neck shape | Perching |
| | Legs and tail shape | Nesting |
| | | Vocal |

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17

[\(Return to Text\)](#)

Sample 8-12: Bulleted List

Health Plan Tiers

- Primary Care Physician Office Visit
- Specialist Office Visit
- Inpatient Hospital Care
- Outpatient Surgery
- Emergency Room

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

[\(Return to Text\)](#)

Sample 8-13: Nested List with Bulleted Subentries

1. Read all instructions before beginning.
2. Pay attention to the following features:
 - √ the wording of the text
 - √ the style of the letters used in headings
 - √ the way the information is organized into columns

7

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15

16

17

18

19

[\(Return to Text\)](#)

Sample 8-15: Two Distinct Bullets in a Simple List

FOCUS QUESTIONS

- Where did the Neolithic agricultural revolution occur, and how did it affect the lives of men and women?
- What are the characteristics of civilization, and what are some explanations for why early civilizations emerged?
- How did geography contribute to the civilizations that arose in Mesopotamia and Egypt?
- In what ways were the civilizations of Mesopotamia and Egypt alike? In what ways were they different?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

[\(Return to Text\)](#)

Sample 8-16: Outline

I. Background of 1893 Columbian Exposition

A. Continued tradition of big fairs

1. Previous world's fairs

a. London and the Crystal Palace, 1851

b. Philadelphia, 1876

2. Chicago fair to be larger than earlier fairs

B. Emphasized cultural achievements

1. Planners D. H. Burnham and F. L. Olmsted

2. Nation's top artists, inventors, industrialists

II. Background of George W. G. Ferris

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18

[\(Return to Text\)](#)

Sample 8-17: Annotated List

Room 257

Located on the fourth floor of the Taylor Hall on the Lower Campus Classroom with 25 desks, blackboard, projector, screen, and internet connection.

Room 456

Located on the second floor of Brown Hall on the Middle Campus Lecture hall with 100 seats, podium, microphone, projector, screen, and internet connection

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

[\(Return to Text\)](#)

Section 9

Displayed Material, Attributions, and Source Information

| | | |
|-----|---|------|
| 9.1 | Fundamentals | 9-1 |
| 9.2 | Format for Displayed Material | 9-2 |
| 9.3 | Epigraphs | 9-5 |
| 9.4 | Attributions..... | 9-6 |
| 9.5 | Source Citations and Permission to Copy | 9-6 |
| 9.6 | Cross-References and Incidental Notes..... | 9-7 |
| 9.7 | Correspondence and Diary Entries | 9-9 |
| 9.8 | Samples | 9-10 |

9.1 Fundamentals

9.1.1 Displayed material appears within the flow of regular text and is set off from the body of the text by blank lines, change of margins, or emphasis. *Pull quotes* are material restated from the body of the text. These are typically larger and use a distinctive font attribute. They are not repeated in braille.

Example 9-1: Displayed Material (Print Only)

Notice the simple nouns Singer uses to describe Berl and Bercha's home in "The Son from America."

The **hut** consisted of one **room**, which contained all their **belongings**: the **table**, the **shelf** for meat, the **shelf** for milk foods, the two **beds**, and the clay **oven**.

You may recall that a **noun** is a word that refers to a

Example 9-2: Pull Quote (Print Only)

black man's heritage. Up and down the district people were telling anecdotes, reminding each other of things that had happened to them.

"But I saw it myself, I tell you. It was a puff-adder bite. The kaffir's^s arm was swollen to the elbow, like a great shiny black bladder. He was

The scientist explained how humanity might benefit if this new drug could be offered for sale.

to lunch, and they told the story all over again, for the hundredth time. Little Teddy was there too, his blue eyes sparkling with health, to prove the truth of it. The scientist explained how humanity might benefit if this new drug could be offered for sale; and the Farquars were even more pleased: they were kind, simple people, who liked to think of something good coming about because of them. But when the scientist began talking of the money that might result, their manner showed discomfort. Their feelings over the miracle (that was how they thought of it) were so strong and deep and religious, that it was distasteful to them to think of money. The scientist, seeing their faces, went back to his first point, which was the advancement of humanity. He was perhaps a

groggy after a half a minute. He was dying.

9.1.2 For formatting purposes, lists, boxed material, and tables are not considered displayed material. **Exception:** Lists *within* displayed material are part of that displayed material and must use adjusted margins. (See *Formats*, §7, Boxed Material; §8, Lists; and §11, Tables and Related Columns.)

Note: Text displayed in the margin is considered a sidebar. (See *Formats*, §12, Sidebars.)

9.1.3 **A Braille Reader's Perspective.** When doing a finger scan down the left margin, remember that the blank lines before and after the text signal to the reader that the material is set apart from the surrounding text.

9.2 Format for Displayed Material

9.2.1 Transcription of displayed material needs to maintain the difference shown in print between the regular text and the displayed text.

9.2.2 The adjusted margin is 2 cells to the right of the runover position for the material that precedes displayed matter. Use cell 3 as the adjusted left margin for most displayed material. To accommodate various print formats, it may be necessary to change this left margin for some types of displayed material, e.g., displayed material within a nested list that has margins 1-7, 3-7, 5-7 would begin in cell 9. The goal is to provide clarity and readability while reinforcing the distinction from the surrounding text.

- a. Insert a blank line before and after displayed material.
- b. Do not insert blank lines between individual items in displayed material unless required by other formats, e.g., between a heading and a paragraph.
- c. **Headings.** Cell-5 and cell-7 headings within displayed material are based on the *adjusted* left margin. Consequently the margins for cell-5 headings are blocked in 7-7, and cell-7 headings are blocked in 9-9. Centered headings remain based on the non-adjusted left margin, i.e., the full width of the line. However, there must be at least three blank cells between the adjusted left margin and the centered heading.
- d. Blocked paragraphs are blocked at the adjusted left margin; indented paragraphs begin 2 cells to the right of the adjusted left margin.
- e. Multiple displayed sentences are treated as a list beginning at the adjusted left margin; e.g., if the adjusted left margin is 5, displayed sentences would be placed with margins 5-7.

Example 9-3: Displayed Single Sentence

In the third person, the correct form is *doesn't*, whether the subject is singular or plural.

Cathy (doesn't, don't) like movies with sad endings.

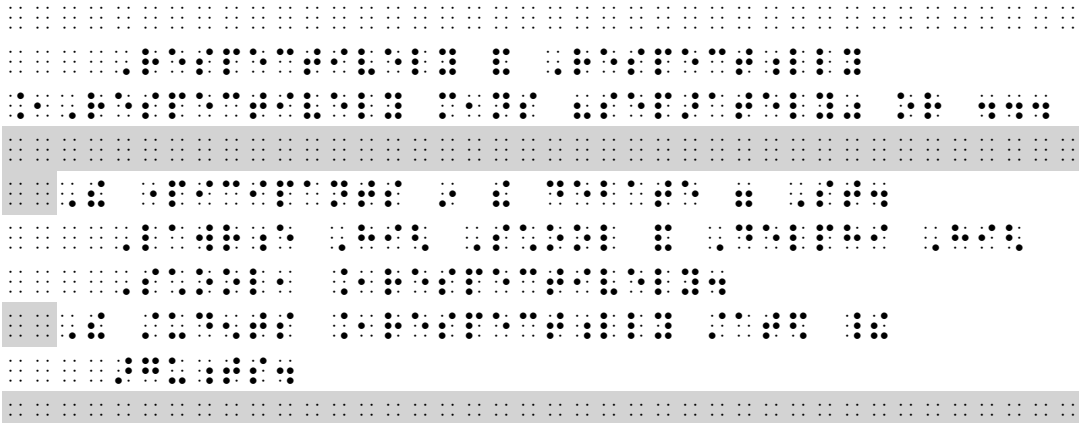
The correct form is *doesn't*: Cathy *doesn't* like movies with sad endings.

The Braille representation shows the text converted into Braille cells. It includes a line of Braille for the first sentence, a line for the second sentence with an indented start, and a line for the third sentence. Below these are several lines of Braille representing the correct and incorrect forms of 'doesn't' and their placement relative to the adjusted left margin, with shaded areas indicating the margin boundaries.

Example 9-4: Displayed Multiple Sentences

Respectively and Respectfully
Respectively means “separately” or “individually”; *respectfully* means “full of respect”

The participants in the debate were St. Lawrence High School and Delphi High School, *respectively*.
The students *respectfully* stated their arguments.



- f. Displayed material may be relocated to the end of a paragraph when it interferes with the flow of text. If the page has no paragraph breaks, the displayed material may be placed at the end of a sentence.

(See [Sample 9-1: Displayed Quote](#) on page 9-12.)

9.2.3 Font Attributes in Displayed Material

- a. Retain font attributes when individual words or phrases are emphasized. Follow print for emphasis used.
- b. Omit font attributes when the entire section of displayed material is emphasized.

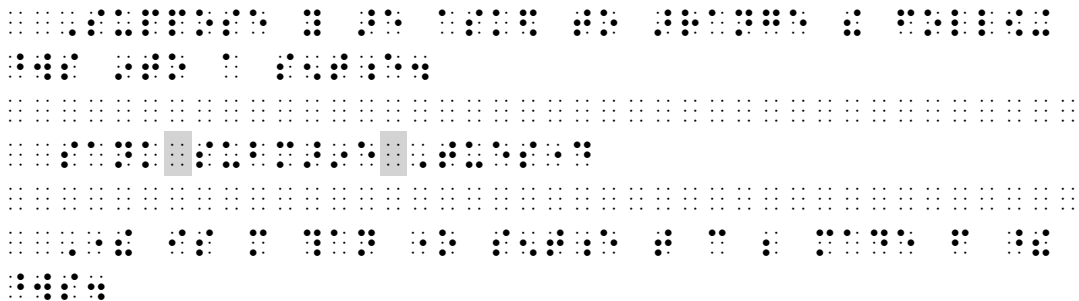
(See [Sample 9-2: Italicized Displayed Verse](#) on page 9-13.)

- 9.2.4 **Format for Displayed Short Word Lists.** Horizontal word lists across the print page must fit on a single braille line, with each word separated by a blank cell. (See *UEB*, §3.23.1, Space.) Present phrases vertically. The first word begins at the adjusted left margin.

Example 9-5: Displayed Horizontal Word List

Suppose you are asked to arrange the following words into a sentence.
sank submarine Tuesday

There is more than one sentence that can be made from these words.



9.2.5 Format for Displayed Long Word Lists

- Change word lists that do not fit on a single braille line to columns, listing the words from left to right.
- Leave two blank cells between the end of one column and the beginning of the next column.
- Do not use guide dots between unrelated columns. (See *Formats*, §11, Tables and Related Columns.)
- Transcribe word lists that contain phrases vertically, with each phrase beginning in cell 1.

(See [Sample 9-3: Displayed Word List in Columns](#) on page 9-14 and [Sample 9-4: Displayed Vertical List](#) on page 9-15.)

9.3 Epigraphs

9.3.1 An *epigraph* is a short introduction, often a quotation, at the beginning of a poem, short story, book chapter, or other piece of literature. The epigraph introduces or refers to the larger themes of the piece.

- Epigraphs at the beginning of the body matter are text pages, not front matter.
- Transcribe epigraphs according to their formats, i.e., a poem in poetry format, 3-1 margins for indented paragraphs, etc.
- Do not treat epigraphs as displayed material.
- Insert a blank line before and after an epigraph.

- e. Omit font attributes unless needed for distinction.
(See [Sample 9-5: Epigraph](#) on page 9-16.)

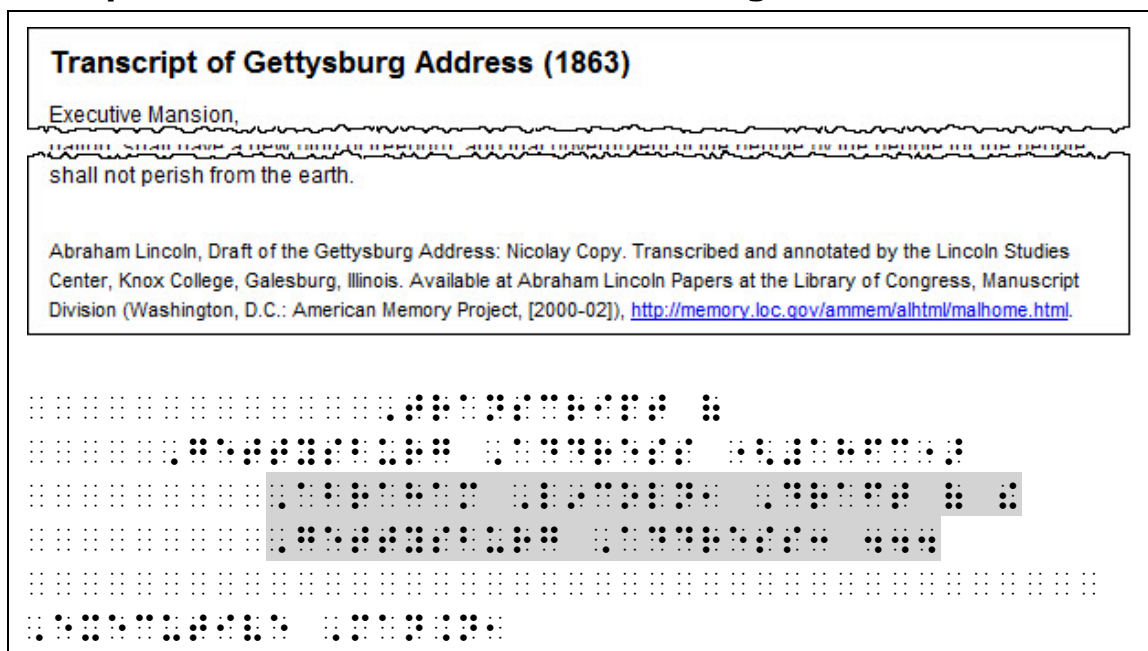
9.4 **Attributions**

- 9.4.1 An *attribution* is the identification of the source or author of material, and often appears *after* the completion of the quote, poem, story, etc. When an attribution follows text:
 - a. Do not start the attribution on a new braille page. If necessary, carry the last line of text, followed by the attribution, to a new braille page.
 - b. Block attributions in the fifth cell to the right of the beginning of the previous line.
 - c. Retain font attributes for titles or other text requiring distinction.
 - d. Always leave a blank line following an attribution.(See [Sample 9-6: Attribution](#) on page 9-17.)

9.5 **Source Citations and Permission to Copy**

- 9.5.1 *Source citations* provide information about the origin of the material. They appear in a number of locations on the print page, e.g., at the bottom of the page, after a table or chart, etc.
 - a. Source citations are inserted at the most appropriate location.
 - b. Block a source citation in the fifth cell to the right of the beginning of the previous line. At least one line of the source citation must be on the same page as the material to which it applies. **Exception:** See *Formats*, §6.2.2c, *Format*, for source citations on illustrations.
 - c. Do not insert a blank line before a source citation or permission to copy.
 - d. Always leave a blank line following a source citation or permission to copy notice.
- 9.5.2 **Headings.** Do not insert a blank line between a heading and a source citation.

Example 9-6: Source Citation to a Heading



- 9.5.3 **Tables/Charts.** Insert the source citation on the next line after the completion of the table. Follow print if the source is after the bottom box line. Do not insert a blank line between the bottom box line and source information. (See *Formats*, §11, Tables and Related Columns, for examples.)
- 9.5.4 **Images.** Place any associated source citation or copyright information appearing with an image in a new 7-5 paragraph following the caption. Follow print for wording and sequence of information. (See [Sample 9-7: Source Citation to an Image](#) on page 9-18.)
- 9.5.5 **Permission to Copy.** Permission notes frequently appear at the bottom of the print page, but may be found elsewhere on the page. In braille, place the note on the line following the title/heading. Block the note in the fifth cell to the right of the beginning of the previous line. (See [Sample 9-8: Copyright Information with Permission to Use](#) on page 9-19.)

9.6 Cross-References and Incidental Notes

Cross-reference: *Cross-references* direct the reader to another location in the same book.

Incidental note: An *incidental note* directs the reader to another source, e.g., an accompanying handbook, a website, etc.

- 9.6.1 These notes are formatted in the same way.
- Do not use a reference mark.
 - Ignore font attributes except when they are necessary for distinction.
 - A blank line precedes and follows the note to avoid the impression that it is “attached” to the previous or following paragraphs.
 - When the note includes a heading, do not insert a blank line between the heading and the note. Use 7-7 margins for the heading. Transcribe the note on the next line using 5-5 margins.
 - Use 7-5 margins for a note without a heading.
 - Insert the notes at the most appropriate location on the page.

Example 9-7: Cross-Reference

Publishing and Presenting
Publish in a print medium. Submit your narrative to a school newspaper or national magazine that publishes student writing. Consult your teacher or librarian for suggestions.

Speaking Connection
For instruction about narrative presentations, see the Listening and Speaking Workshop on page 120.

positions of headings, closings, the body of the letter, etc. Insert a blank line before and after the letter if it is not enclosed in a box. These types of letters are not considered displayed material and use the entire width of the braille line. (See [Sample 9-11: Sample Letter for Instructional Purposes](#) on page 9-22.)

9.8 Samples

[Sample 9-1: Displayed Quote](#), page 9-12

[Sample 9-2: Italicized Displayed Verse](#), page 9-13

[Sample 9-3: Displayed Word List in Columns](#), page 9-14

[Sample 9-4: Displayed Vertical List](#), page 9-15

[Sample 9-5: Epigraph](#), page 9-16

[Sample 9-6: Attribution](#), page 9-17

[Sample 9-7: Source Citation to an Image](#), page 9-18

[Sample 9-8: Copyright Information with Permission to Use](#),
page 9-19

[Sample 9-9: Displayed Letter](#), page 9-20

[Sample 9-10: Letters with Signatures as Attributions](#), page
9-21

[Sample 9-11: Sample Letter for Instructional Purposes](#), page
9-22

Sample 9-4: Displayed Vertical List

How are you at comparing things for different sizes? Read the words. Under which heading would you write each word?

house skyscraper airplane hot-air balloon rubber raft bear

Big **Bigger** **Biggest**

- 8 house skyscraper airplane hot-air balloon rubber raft bear
- 9 house skyscraper airplane hot-air balloon rubber raft bear
- 10 house skyscraper airplane hot-air balloon rubber raft bear
- 11 house skyscraper airplane hot-air balloon rubber raft bear
- 12 house skyscraper airplane hot-air balloon rubber raft bear
- 13 house skyscraper airplane hot-air balloon rubber raft bear
- 14 house skyscraper airplane hot-air balloon rubber raft bear
- 15 house skyscraper airplane hot-air balloon rubber raft bear
- 16 house skyscraper airplane hot-air balloon rubber raft bear
- 17 house skyscraper airplane hot-air balloon rubber raft bear
- 18 house skyscraper airplane hot-air balloon rubber raft bear
- 19 house skyscraper airplane hot-air balloon rubber raft bear
- 20 house skyscraper airplane hot-air balloon rubber raft bear
- 21 house skyscraper airplane hot-air balloon rubber raft bear
- 22 house skyscraper airplane hot-air balloon rubber raft bear
- 23 house skyscraper airplane hot-air balloon rubber raft bear

[\(Return to Text\)](#)

Sample 9-6: Attribution

The Constitutional Issue

In reviewing the case the Court said:

“Its resolution is a matter of national concern, requiring sensitivity both to the Government’s right to protect itself from unlawful subversion and attack and to the citizen’s right to be secure in his privacy against unreasonable government intrusion.”

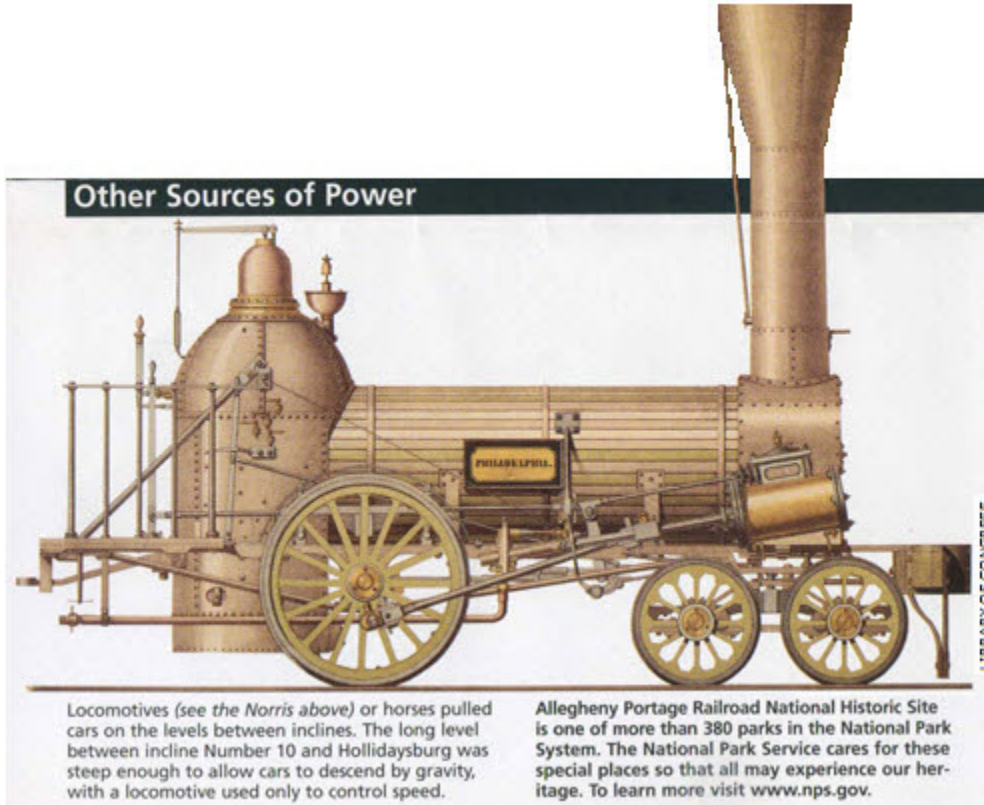
—Justice Lewis F. Powell, Jr., 1972

The government argued that such surveillance was a reasonable exercise of the president’s power

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Sample 9-7: Source Citation to an Image



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- 12
- 13
- 14
- 15

[\(Return to Text\)](#)

Sample 9-8: Copyright Information with Permission to Use

690 *America, the Beautiful*

Katharine Lee Bates

MATERNA
Samuel A. Ward
Descant by Fred Bock



© Copyright 1976 by Fred Bock Music Company. All rights reserved. Used by permission.

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- 12

[\(Return to Text\)](#)

Sample 9-11: Sample Letter for Instructional Purposes

A sample business letter is presented below. Note the parts of the letter include the 1) heading (return address) and date; 2) inside address; 3) greeting; 4) body; 5) close; 6) signature and identification.

| | |
|---|--|
| | Jane Doe 1234 State Street Any Town, State 11111 July 8, 2010 |
| Steve Smith CEO Smith Distributors 6522 Fifth Avenue Any Town, State 11111 | |
| Dear Mr. Smith: | |
| Your inability to complete our order, reference number AC0965, placed on February 22, 2010, has left us with no choice but to cancel the entire order. We regret we cannot extend our deadline any further. | |
| | Sincerely, <i>Jane Doe</i> Jane Doe Purchasing Manager |

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Section 10

Exercise Material

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10.1 Fundamentals

- 10.1.1 An exercise set may include headings, directions, examples, questions, and answer choices. Each exercise set is formatted individually.
- 10.1.2 This section contains general provisions for transcribing exercise material found in textbooks, workbooks, handbooks, etc. There is a wide variety of print formats and it is not possible to discuss all of them. The transcriber needs to determine the best format for each situation.
- 10.1.3 Omit information repeated on each page, e.g., name, date, publisher and/or copyright information. **Exception:** Name and date may be retained in expendable material. Directives for use by the teacher or parent, etc., are omitted unless their inclusion is required by the requesting agency.
- 10.1.4 When transcribing expendable material, these guidelines should be followed as closely as possible. Accommodations may be requested by the agency and/or teacher.
- 10.1.5 Notify the requesting agency when content is unsuitable for braille production, e.g., a workbook that is primarily illustrations.

10.1.6 **General Format**

- a. Follow print for sequence, punctuation, and capitalization of all arabic numerals, roman numerals, and letters in exercise material.
- b. Do not change the wording for directions or exercise material.

10.1.7 When possible, keep all answer choices on the same braille page as the question(s) they accompany.

- a. Question and answer choices should appear on a single page whenever space permits, regardless of the amount of blank space resulting on a page.
- b. When question and answer choices are too long to fit on a single page, all answer choices should appear together on one page whenever space permits.
- c. When answer choices are too long to fit on a single page, do not split an answer choice between pages.
- d. When questions and answers are divided in interpoint production, it is up to each agency to decide if questions and answer choices should be shown on facing pages or not.
- e. Exercise material in higher grades may have answer choices requiring additional pages. It is necessary to determine the best location for each page break if an answer choice is longer than a single page.

10.1.8 **A Braille Reader's Perspective.** It is important to keep the format consistent throughout the exercise material. The reader uses the format as a guide to understanding the layout of the exercises being presented.

10.2 **Blank Lines**

10.2.1 Each exercise set, with accompanying directions or headings, is preceded and followed by a blank line. Begin directions on line 1 if no running head is used. Directions begin on line 3 when a running head is used.

10.2.2 Insert a blank line between a page change indicator and the directions to, or the beginning of, exercise material.

page, do not divide a single answer choice between braille pages.

- 10.3.2 Use 5-5 margins for unnumbered or unlettered directions. Use 7-5 margins for additional paragraphs.

Example 10-2: Directions with Three Paragraphs

Write each sentence.
Draw one line under the adjective.
Draw two lines under the noun it describes.

1. The chalkboard is green.
2. Sometimes the erasers are dusty.
3. Our chalk is new.

The image shows a Braille transcription of the text above. The first line is a header line. The second line is a header line. The third line is a header line. The fourth line is a header line. The fifth line is a header line. The sixth line is a header line. The seventh line is a header line. The eighth line is a header line. The ninth line is a header line. The tenth line is a header line. The eleventh line is a header line. The twelfth line is a header line. The thirteenth line is a header line. The fourteenth line is a header line. The fifteenth line is a header line. The sixteenth line is a header line. The seventeenth line is a header line. The eighteenth line is a header line. The nineteenth line is a header line. The twentieth line is a header line. The twenty-first line is a header line. The twenty-second line is a header line. The twenty-third line is a header line. The twenty-fourth line is a header line. The twenty-fifth line is a header line. The twenty-sixth line is a header line. The twenty-seventh line is a header line. The twenty-eighth line is a header line. The twenty-ninth line is a header line. The thirtieth line is a header line. The thirty-first line is a header line. The thirty-second line is a header line. The thirty-third line is a header line. The thirty-fourth line is a header line. The thirty-fifth line is a header line. The thirty-sixth line is a header line. The thirty-seventh line is a header line. The thirty-eighth line is a header line. The thirty-ninth line is a header line. The fortieth line is a header line. The forty-first line is a header line. The forty-second line is a header line. The forty-third line is a header line. The forty-fourth line is a header line. The forty-fifth line is a header line. The forty-sixth line is a header line. The forty-seventh line is a header line. The forty-eighth line is a header line. The forty-ninth line is a header line. The fiftieth line is a header line. The fifty-first line is a header line. The fifty-second line is a header line. The fifty-third line is a header line. The fifty-fourth line is a header line. The fifty-fifth line is a header line. The fifty-sixth line is a header line. The fifty-seventh line is a header line. The fifty-eighth line is a header line. The fifty-ninth line is a header line. The sixtieth line is a header line. The sixty-first line is a header line. The sixty-second line is a header line. The sixty-third line is a header line. The sixty-fourth line is a header line. The sixty-fifth line is a header line. The sixty-sixth line is a header line. The sixty-seventh line is a header line. The sixty-eighth line is a header line. The sixty-ninth line is a header line. The seventieth line is a header line. The seventy-first line is a header line. The seventy-second line is a header line. The seventy-third line is a header line. The seventy-fourth line is a header line. The seventy-fifth line is a header line. The seventy-sixth line is a header line. The seventy-seventh line is a header line. The seventy-eighth line is a header line. The seventy-ninth line is a header line. The eightieth line is a header line. The eighty-first line is a header line. The eighty-second line is a header line. The eighty-third line is a header line. The eighty-fourth line is a header line. The eighty-fifth line is a header line. The eighty-sixth line is a header line. The eighty-seventh line is a header line. The eighty-eighth line is a header line. The eighty-ninth line is a header line. The ninetieth line is a header line. The ninety-first line is a header line. The ninety-second line is a header line. The ninety-third line is a header line. The ninety-fourth line is a header line. The ninety-fifth line is a header line. The ninety-sixth line is a header line. The ninety-seventh line is a header line. The ninety-eighth line is a header line. The ninety-ninth line is a header line. The hundredth line is a header line.

- 10.3.3 Transcribe numbered or lettered directions in a nested list format. Begin additional paragraphs two cells to the right of the runover position.

Example 10-3: Lettered Directions with Two Paragraphs

A. Use each of the following words in a complete sentence.
Use adjectives to describe what each dwelling looks like.

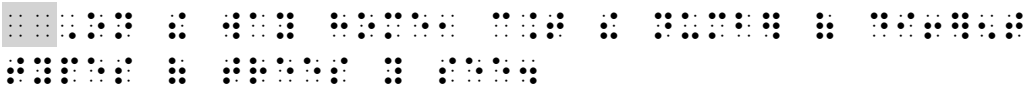
1. house
2. farm
3. ranch

The image shows a Braille transcription of the text above. The first line is a header line. The second line is a header line. The third line is a header line. The fourth line is a header line. The fifth line is a header line. The sixth line is a header line. The seventh line is a header line. The eighth line is a header line. The ninth line is a header line. The tenth line is a header line. The eleventh line is a header line. The twelfth line is a header line. The thirteenth line is a header line. The fourteenth line is a header line. The fifteenth line is a header line. The sixteenth line is a header line. The seventeenth line is a header line. The eighteenth line is a header line. The nineteenth line is a header line. The twentieth line is a header line. The twenty-first line is a header line. The twenty-second line is a header line. The twenty-third line is a header line. The twenty-fourth line is a header line. The twenty-fifth line is a header line. The twenty-sixth line is a header line. The twenty-seventh line is a header line. The twenty-eighth line is a header line. The twenty-ninth line is a header line. The thirtieth line is a header line. The thirty-first line is a header line. The thirty-second line is a header line. The thirty-third line is a header line. The thirty-fourth line is a header line. The thirty-fifth line is a header line. The thirty-sixth line is a header line. The thirty-seventh line is a header line. The thirty-eighth line is a header line. The thirty-ninth line is a header line. The fortieth line is a header line. The forty-first line is a header line. The forty-second line is a header line. The forty-third line is a header line. The forty-fourth line is a header line. The forty-fifth line is a header line. The forty-sixth line is a header line. The forty-seventh line is a header line. The forty-eighth line is a header line. The forty-ninth line is a header line. The fiftieth line is a header line. The fifty-first line is a header line. The fifty-second line is a header line. The fifty-third line is a header line. The fifty-fourth line is a header line. The fifty-fifth line is a header line. The fifty-sixth line is a header line. The fifty-seventh line is a header line. The fifty-eighth line is a header line. The fifty-ninth line is a header line. The sixtieth line is a header line. The sixty-first line is a header line. The sixty-second line is a header line. The sixty-third line is a header line. The sixty-fourth line is a header line. The sixty-fifth line is a header line. The sixty-sixth line is a header line. The sixty-seventh line is a header line. The sixty-eighth line is a header line. The sixty-ninth line is a header line. The seventieth line is a header line. The seventy-first line is a header line. The seventy-second line is a header line. The seventy-third line is a header line. The seventy-fourth line is a header line. The seventy-fifth line is a header line. The seventy-sixth line is a header line. The seventy-seventh line is a header line. The seventy-eighth line is a header line. The seventy-ninth line is a header line. The eightieth line is a header line. The eighty-first line is a header line. The eighty-second line is a header line. The eighty-third line is a header line. The eighty-fourth line is a header line. The eighty-fifth line is a header line. The eighty-sixth line is a header line. The eighty-seventh line is a header line. The eighty-eighth line is a header line. The eighty-ninth line is a header line. The ninetieth line is a header line. The ninety-first line is a header line. The ninety-second line is a header line. The ninety-third line is a header line. The ninety-fourth line is a header line. The ninety-fifth line is a header line. The ninety-sixth line is a header line. The ninety-seventh line is a header line. The ninety-eighth line is a header line. The ninety-ninth line is a header line. The hundredth line is a header line.

10.3.4 **Assignments or Activities.** Follow print format for instructions without specific question/answer activities. Paragraphs may be indented (3-1) or blocked (1-1).

Example 10-4: Paragraph Instructions

On the way home, count the number of different types of trees you see.



10.4 Exercise Questions

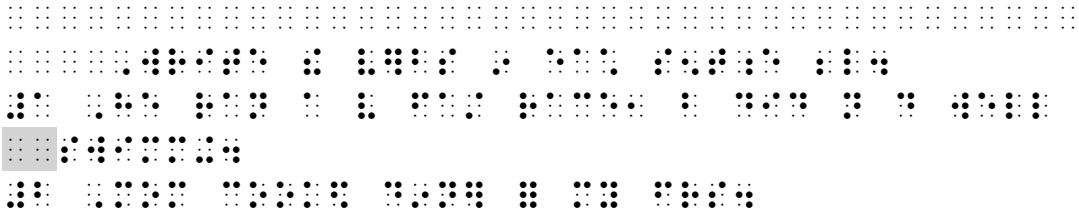
10.4.1 Use 1-3 margins for an exercise set that has no subentries.

Example 10-5: Main Entries Only

Write the verbs in each sentence below.

1 He ran a very fast race, but did not do well swimming.

2 Mom cooked dinner for my friends.



10.4.2 **Exercise Questions with Answer Choices**

- a. Treat an exercise set with subentries as a nested list.
- b. The main entry begins in cell 1. Each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented subentry.

Two levels: 1-5, 3-5

Three levels: 1-7, 3-7, 5-7

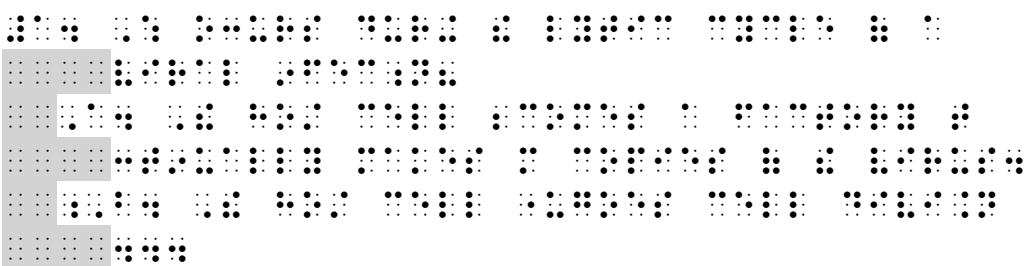
Four levels: 1-9, 3-9, 5-9, 7-9

etc.

Example 10-6: Question and Answer Choices

1. Which occurs during the lytic cycle of a viral infection?

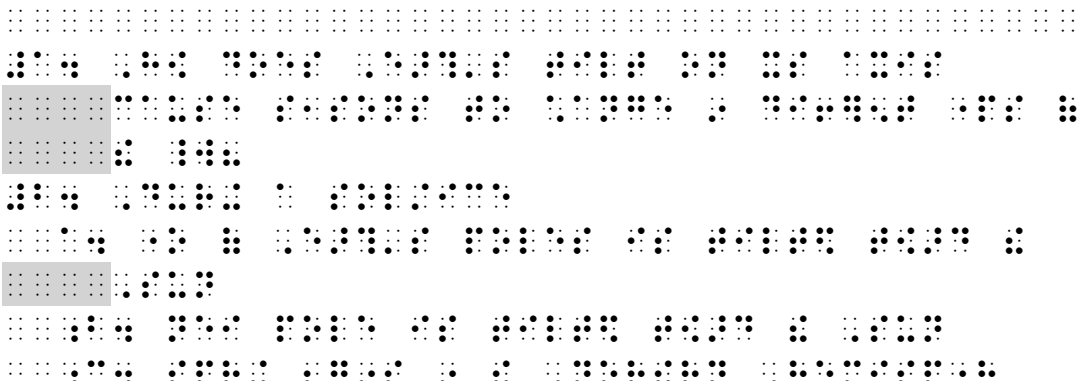
- A. The host cell becomes a factory that continually makes more copies of the virus.
- B. The host cell undergoes cell division that makes more copies of the virus.
- C. The virus incorporates its nucleic acid into the DNA of the host cell.



10.4.3 Each new exercise set determines the indentation pattern for the associated material. **Note:** A review section may continue the question numbers from one exercise set to the next, throughout the entire section. In some situations the transcriber may choose to be consistent for the entire review section and format all questions/answers as a nested list if any of the questions have subentries.

Example 10-7: Nested List Used for Exercise Set

1. How does Earth's tilt on its axis cause seasons to change in different parts of the world?
2. During a solstice
 - a. one of Earth's poles is tilted toward the Sun
 - b. neither pole is tilted toward the Sun
 - c. spring begins in the Northern Hemisphere

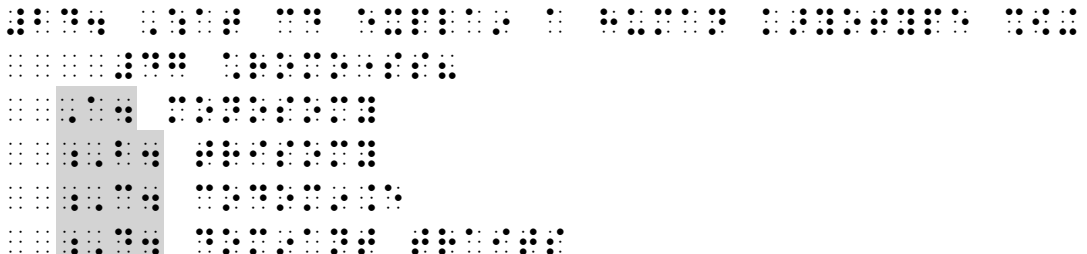


- 10.4.4 List all answer choices vertically and begin each in the same cell.
- a. Preserve print alphabetic or numeric order, whether horizontal or vertical. (See [Sample 10-1: All Answer Choices Begin in the Same Cell](#) on page 10-20.)

Example 10-8: All Answer Choices are Vertical

24. What could explain a human karyotype showing 47 chromosomes?

A. monosomy C. codominance
 B. trisomy D. dominant traits



- b. It is necessary to make a judgment call when answer choices are unnumbered/unlettered, and there is no discernible order. Be consistent once it has been decided to list items in horizontal or vertical order. (See [Sample 10-2: Answer Choices without Discernible Order](#) on page 10-21.)

10.5 Write-on-Lines Before or After Questions

- 10.5.1 Omit lines, dashes, circles, boxes, or other print devices printed before or after questions, indicating where students are to answer questions.

Example 10-9: Omit Write-on-Lines Before Questions

6. Every congressional term is divided into
a. four sessions per year.
b. twelve months.
c. two one-year sessions.

7. Turnover among members of Congress is usually
a. high.

Braille representation of the text above, including the handwritten answer 'a. high' for question 7.

Example 10-10: Omit Write-on-Lines After Questions

A Song for Sailors

Follow your teacher's instructions to answer the following questions about "The Lorelei."

1. Who were the characters? _____

2. What was the setting? _____

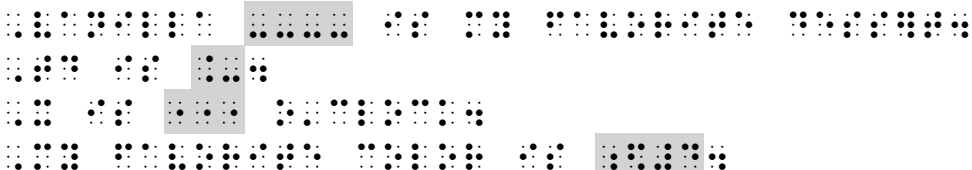
Braille representation of the text above, including the blank lines for answers.

10.5.2 Print may use unnumbered/unlettered print lines, boxes, etc., to indicate the number of expected answers. When this number is not referenced in the text, insert the number of expected answers in an embedded transcriber's note following the question.

10.6.2 Punctuation is unspaced from the underscore or other symbols.

Example 10-13: Various Symbols Used to Indicate Missing Words

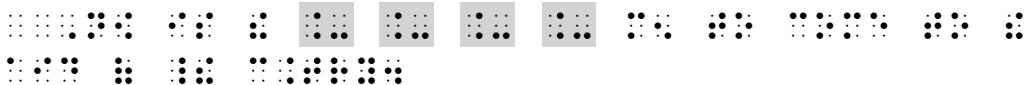
Vanilla ---- is my favorite dessert.
Today is ____.
It is o'clock.
My favorite color is .



10.6.3 Follow print for each write-on-line representing a word (underscore, dash, etc.).

Example 10-14: Multiple Write-on-Line Words

Now is the _____ men to come to the aid of their country.




10.6.4 Follow print for punctuation and location of answer cues.

10.6.5 Insert a space between the symbol used for answer blanks and answer numbers or cues.

Example 10-15: Follow Print for Answer Cues in Parentheses


What is ____ (to go) on right now? (going)



10.6.6 Follow print for answer cues that appear on the write-on-line.

Example 10-16: Answer Cue on Write-on-Line


What is (to go) on right now?



10.6.7 Insert the symbol for answer blanks before answer cues written above or below the write-on-line.


Example 10-17: Answer Cue Above Write-on-Line

(to go)
What is _____ on right now?



Example 10-18: Answer Cue Below Write-on-Line

What is _____ on right now?
(to go)

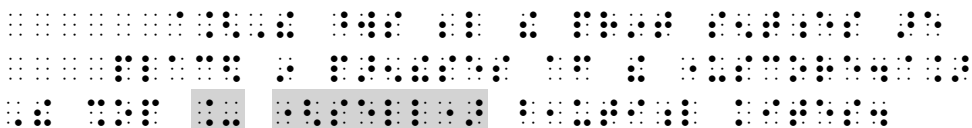


10.6.8 When a word or phrase without enclosure symbols is shown above or below a printed line to indicate an insertion is to be made, use an underscore or dash followed by the word or phrase with enclosure symbols. Insert a transcriber’s note to explain this usage. Sample:

The words below the sentences are placed in parentheses after the underscore.

Example 10-19: Answer Cue Below Write-on-line

The shop _____ beautiful kites.
sell



10.6.9

Numbered or Lettered Answer Cues within Questions

Follow print when only the answer number placed in symbols of enclosure is shown.

Example 10-20: Numbered Answer Cue in Parentheses

What is (4) on right now?

10.6.10

Answer Cues with Question Marks. Follow print when a question mark is shown standing alone representing a write-on-line. When print uses both a question mark and a low line or dash, ignore the question mark and use the underscore or dash. Insert a transcriber’s note explaining this usage. Sample:

Print shows a question mark over an underscore. In braille, the question mark is omitted.

Example 10-21: Freestanding Question Mark (See UEB, §5.2.1, Grade 1 Symbol Indicator)

What is ? right now?

Example 10-22: Question Mark Above Line

What is ? right now?

10.6.11

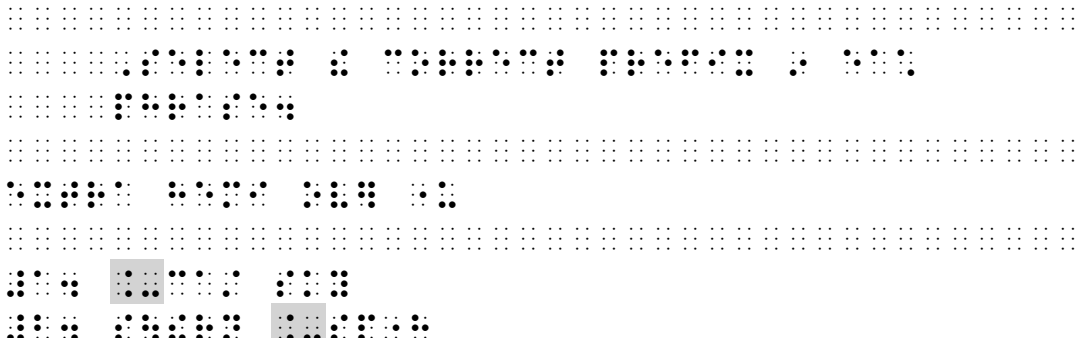
Words or Sentences with Regular or Superscript Numbers or Letters

- a. Follow print for placement and punctuation used with a number/letter answer cue within an exercise.

Example 10-26: Partial Words

Select the correct prefix in each phrase.
extra hemi over under


1. ___ cast sky
2. southern ___ sphere
3. ___ curricular sports



- b. Follow print when the underscore is part of a compound hyphenated word.

Example 10-27: Compound Hyphenated Write-on-Lines

Driving on a ___ - ___ highway makes me nervous.



10.7 Displayed Text in Exercise Material

10.7.1 The adjusted left margin (2 cells to the right of the runover position) for displayed text in exercise material is based on the material to which it applies.

For further information on displayed material see *Formats*, §9, Displayed Material, Attributions, and Source Information.

(See [Sample 10-3: Displayed Paragraph](#) on page 10-22 and [Sample 10-4: Displayed Poem](#) on page 10-23.)

10.7.2 **Word List for Multiple Questions**

- a. Treat a word list for multiple questions as a list or multi-columned list, beginning in cell 1.
- b. Insert a blank line before and after the word list.

- c. Follow print if the word list is in columns. Do not use guide dots. (See [Sample 10-5: Word List for Multiple Questions](#) on page 10-24.)
- d. Follow print if the word list is in alphabetical order.
- e. Regardless of print location, place the word list before the first question.
- f. When answer choices are in a box, insert a blank line before and after the box.

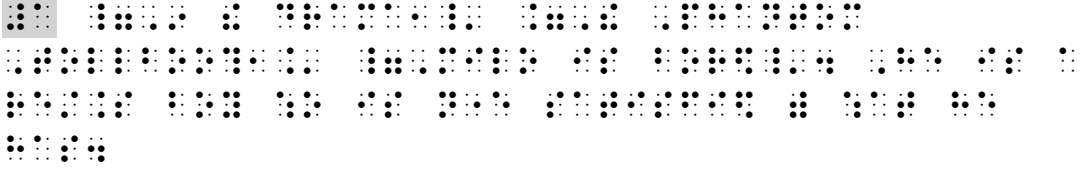
(See [Sample 10-6: Word List Moved](#) on page 10-25.)

10.8 Exercise Examples, Sample Questions with Answers

- 10.8.1 Retain emphasis for labels identifying examples, models, samples of questions with answers, etc., when the label *is not* followed by punctuation.
- 10.8.2 Do not retain emphasis for labels identifying examples, models, samples of questions with answers, etc., when the label *is* followed by punctuation. (See Sample 10-9 provided in *Formats*, §10.8.6.)
- 10.8.3 A blank line is required before and after exercise examples.
- 10.8.4 Format exercise examples in the same manner as the following questions/answers. (See [Sample 10-7: Exercise Example with Bold Labels](#) on page 10-26.)
- 10.8.5 When a label is followed by a numbered item on the same line, move the numbered item to the next line so all numbered items begin in the same cell. Keep the label in cell 1. (See [Sample 10-8: Numbered Sentences Begin in Same Cell](#) on page 10-27.)
- 10.8.6 When a label is followed by more than one sentence, each sentence begins in cell 1. (See [Sample 10-9: Sentences Begin in Same Cell](#) on page 10-28.)
- 10.8.7 **Text with Numbers Above or Below the Sentence, Word, or Phrase**
 - a. When a number or letter is printed above or below a sentence, place it before the sentence to which it applies.
 - b. Follow print for emphasis in the sentence(s).

Example 10-28: Number Above Sentence

1
In the drama, *The Phantom Tollbooth*, Milo is bored. He is a restless boy
who is never satisfied with what he has.



10.9 Matching

10.9.1 **Matching Narrow Columns.** Columns of matching items are not treated as displayed material.

- Insert a blank line between the directions and the columns. Begin the first column in cell 1.
- Follow print if columns can fit across the width of the line without any runovers.
- Leave two blank cells between the end of the longest item in the first column and the left-hand margin of the second column.
- Do not use guide dots to fill out the first column.
- Follow the guidelines in *Formats*, §11, Tables and Related Columns for column headings and separation lines when matching columns have headings.

(See [Sample 10-10: Matching Narrow Columns](#) on page 10-29.)

10.9.2 Matching Wide Columns

- If the columns are too wide to fit side by side across the width of the page, change the columns to list format with each list beginning in cell 1.
- Treat column headings that precede each list as cell-5 headings. When there are no print headings, insert a heading, enclosed in transcriber's note indicators, using terms suggested in the directions.
- Place all columns on the same braille page whenever possible.
- Do not divide a list between braille pages.

e. Use facing pages in interpoint transcriptions when all of the lists do not fit on a single page.

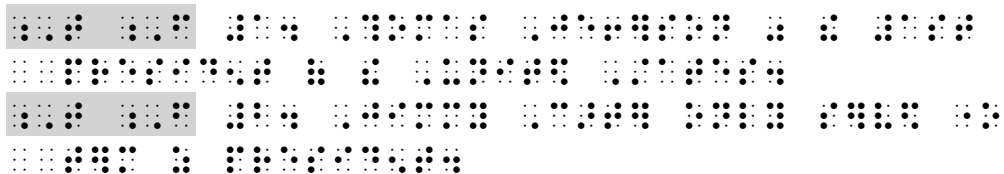
(See [Sample 10-11: Wide Columns Changed to Lists](#) on page 10-30 and [Sample 10-12: Headings Added to Matching Lists](#) on page 10-31.)

10.10 True/False Exercises

10.10.1 Always include print abbreviations or wording, e.g., T/F, True/False, etc. Follow print placement.

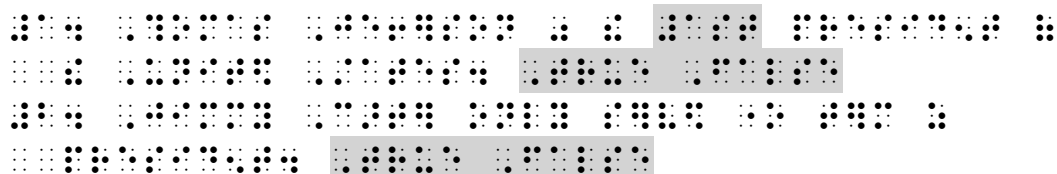
Example 10-29: True/False Abbreviations Before Sentences

T F 1. Thomas Jefferson was the 1st president of the United States.
T F 2. Jimmy Carter only served one term as president.



Example 10-30: True/False after Sentences

1. Thomas Jefferson was the 1st president of the United States. True False
2. Jimmy Carter only served one term as president. True False



Note: Ordinal endings on numbers often appear raised from the baseline in print. Ordinal endings are not considered superscript.

10.11 Formats for Pictures in Exercise Material

10.11.1 Many texts use pictures in exercises. An embedded transcriber's note (TN) with a brief description is used in material that is partially or totally pictures.

10.12 Samples

[Sample 10-1: All Answer Choices Begin in the Same Cell,](#)
page 10-20

[Sample 10-2: Answer Choices without Discernible Order,](#)
page 10-21

[Sample 10-3: Displayed Paragraph,](#) page 10-22

[Sample 10-4: Displayed Poem,](#) page 10-23

[Sample 10-5: Word List for Multiple Questions,](#) page 10-24

[Sample 10-6: Word List Moved,](#) page 10-25

[Sample 10-7: Exercise Example with Bold Labels,](#) page
10-26

[Sample 10-8: Numbered Sentences Begin in Same Cell,](#)
page 10-27

[Sample 10-9: Sentences Begin in Same Cell,](#) page 10-28

[Sample 10-10: Matching Narrow Columns,](#) page 10-29

[Sample 10-11: Wide Columns Changed to Lists,](#) page 10-30

[Sample 10-12: Headings Added to Matching Lists,](#) page
10-31

[Sample 10-13: Transcriber's Note for Picture Descriptions,](#)
page 10-32

Sample 10-3: Displayed Paragraph

A. Choose the answer that shows the best way to write the italicized part. Write that letter. If a part needs no change, write the letter for “Correct as is.”

Tamara did a good job starring in the school play. She was the lead actress. She had to work hard to master the part.

- 1 a. Tamara did a good job. Starring in the school play.
- b. Tamara did a good job starring. In the school play.
- c. Tamara did a good job. She was starring in the school play.
- d. Correct as is.

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Sample 10-4: Displayed Poem

41. Read the stanza from the poem.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

What does the speaker want to show about his feelings for the children?

- A. He wants the children to leave him alone.
- B. He enjoys playing make-believe games with them.
- C. He will cherish them eternally.
- D. He wants them to stay young always.

4
5
6
7
8
9
10
11
12
13
14
15
16
17
18

[\(Return to Text\)](#)

Sample 10-5: Word List for Multiple Questions

Use the words below to fill in the blanks.

Nixon Jefferson Washington
Clinton Carter Lincoln

1. Thomas _____
2. George _____
3. Jimmy _____
4. Bill _____

8
9
10
11
12
13
14
15
16


[\(Return to Text\)](#)

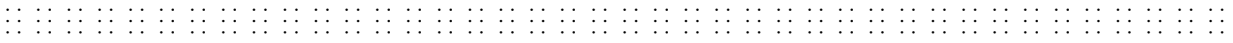
Sample 10-6: Word List Moved


Write the word that completes each sentence.


1. Something that you do well is called a _____.
2. Feeling good about yourself means you have _____.
3. The way your body reacts to something new or difficult is called _____.


self-esteem talent stress

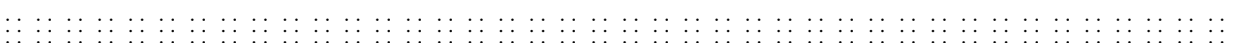
7 


8 


9 


10 


11 


12 

13 

14 

15 

16 

17 

[\(Return to Text\)](#)

Sample 10-11: Wide Columns Changed to Lists

See if you know what each word below means. Match each word in column 1 with its meaning in column 2.

1

2

- | | |
|------------|---|
| 1. skimmed | a. any natural substance, such as coal, that is not a plant or animal |
| 2. mineral | b. removed floating matter from the surface of liquid |
| 3. fuel | c. something that produces energy |

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17

[\(Return to Text\)](#)

Sample 10-12: Headings Added to Matching Lists

Who did what? Before each name below, write the letter of the statement you associate with that person.

- | | |
|---------------------|---|
| 1. Prince Henry | a. was the first man to sail to the tip of Africa from Europe |
| 2. Columbus | b. was the first man to find a sea route to India |
| 3. Vasco de Gama | c. was an Italian who made great discoveries for Spain |
| 4. Bartholomew Diaz | d. set up a school for the study of navigation and geography |

- 5 a b c d
- 6 a b c d
- 7 a b c d
- 8 a b c d
- 9 a b c d
- 10 a b c d
- 11 a b c d
- 12 a b c d
- 13 a b c d
- 14 a b c d
- 15 a b c d
- 16 a b c d
- 17 a b c d
- 18 a b c d
- 19 a b c d
- 20 a b c d
- 21 a b c d
- 22 a b c d

[\(Return to Text\)](#)

Section 11

Tables and Related Columns

| | | |
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11.1 Fundamentals

11.1.1 A table is an orderly arrangement of data, especially one in which the data are arranged in columns and rows in an essentially rectangular form.

Tables are transcribed as they are in print if possible and alternate methods are used when that is not possible. Clarity for the reader, intended use, and the information contained in a table are all considered when selecting an alternative table format.

11.1.2 **Spreadsheets.** Data-only spreadsheets are considered tables and transcribed according to this section.

11.1.3 **A Braille Reader's Perspective.** It is easy to find a particular column in a print table. In braille, this ease of reading works only if each entry will fit on one line. When columns have runovers, this ease of use is compromised. If too many rows and columns have runovers, the reader cannot even determine by touch that the layout is tabular. Although guide dots help the reader move from row heading

to column entry, sometimes a comparison between column entries is desirable, such as in price comparisons of listed items. This is difficult to do if large amounts of blank space appear between rows.

11.2 Table Basics

11.2.1 The distinction between tables and related columns is explained below. However, to enhance readability, tables and related columns are referred to as tables and treated identically in braille.

11.2.2 **Parts of a Table.** For our purposes, the parts of a table are:

Column Headings: Headings across the top of the table

Separation Line: Line between a column heading and column entry

Row Headings: Headings listed vertically on the left and/or right side of the table

Column Entries: Intersections of a row and a column

Guide Dots: A series of dot 5s leading the reader from one column to the next or indicating an empty column entry.

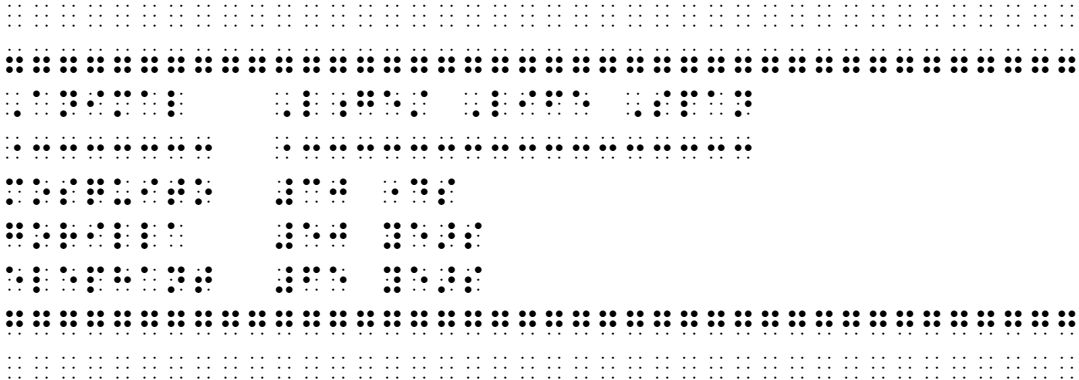
Example 11-1: Parts of a Table (Print Only)

| | Column Heading | |
|----------------|-------------------|-------------------|
| | Column Subheading | Column Subheading |
| Row Heading | Column Entry | Column Entry |
| Row Subheading | Column Entry | Column Entry |
| Row Heading | Column Entry | Column Entry |

11.2.3 *Tables* have a relationship between columns and rows. Entries are compared with entries in other columns and rows to analyze data. Not all print identified as tables fit these criteria.

Example 11-2: Simple Table

| Animal | Longest Life Span |
|----------|-------------------|
| mosquito | 30 days |
| gorilla | 50 years |
| elephant | 65 years |



11.2.4 *Related columns* show a relationship between entries across a row of columns but no relationship between entries in one row with entries in another row.

Example 11-3: Related Columns

| Infinitive | Past | Past Participle |
|------------|-----------|-----------------|
| awake | awoke | awoken |
| be | was, were | been |
| bear | bore | born |
| beat | beat | beat |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |

11.2.5 General Format

- Begin the first column of a table in cell 1. Tables are not treated as displayed material.
- Each column is separated from a following column by two blank cells.
- The width of a column is determined by the widest entry in the column on that braille page, which may be the column heading or a column entry. Column widths do not need to match the column widths on the previous or following page of long tables.
- Leave a blank line before and after tables that are not enclosed in boxes.
- When a table is enclosed in a box, follow the guidelines for box lines in *Formats*, §7, Boxed Material. Box lines

may be omitted when a table will fit on a single page without them.

- f. Insert print notes pertaining to a table after the table title/label, but before the body of the table and any transcriber's notes. (See *Formats*, §16.8, Notes in Tables and Columned Material.)
- g. Place source citations on the next line after completion of the table blocked four cells to the right of the material it follows. Follow print for placement above or below the bottom box line. A blank line should follow a source citation when it appears immediately after the bottom box line.

11.2.6 **Placement of Tables**

- a. As a general rule, tables are placed after the paragraph(s) of reference.
- b. Place the table where it most logically fits when no mention of it is made on the page. Put the table after the last complete paragraph on the print page when an obvious location cannot be identified.
- c. Place tables on a single braille page whenever possible.
- d. If necessary, a table may be divided between pages at the most appropriate place, taking into consideration clarity for the reader. Insert the page break at the beginning of a new row if possible.
- e. A table may have a row on the last line of the braille page if the information in the row does not intrude into the three blank cells before the braille page number. The full width of the last line of the braille page can be used when the braille page number is omitted on even pages (interpoint).

11.2.7 **Moving Tables.** In some situations it may be preferable to move a table from its print location to a different location in braille. For example, when a table is printed on a page other than the page discussing the table, it may better serve the reader to move it.

- a. Insert a transcriber's note at the original site, letting the reader know the table has been moved and where it is

located. Include the continuation letter with the print page number. Sample:

Table moved to page a61.

- b. Insert a transcriber's note before the table letting the reader know where the table was originally located.

Sample:

Table moved from page 60.

11.2.8 **Table Captions**

- a. Regardless of its print location, place a table caption (usually a brief explanation) before the table.
- b. Use 7-5 margins. If the table has no title or heading, insert an identifier (e.g., figure, chart, table, etc.) enclosed in transcriber's note indicators. The caption follows the identifier on the same line.

(See [Sample 11-1: Table Caption](#) on page 11-25.)

11.3 **Table Headings**

11.3.1 Not all tables have headings. If the table has a heading, use the following format:

- a. Center table headings.
- b. Follow print for the placement of table headings, which may be before or after a top box line.
- c. Do not leave a blank line between a table heading and a following box line.
- d. Do not leave a blank line between a box line and a following table heading.

11.3.2 **Sequentially Numbered Tables**

- a. Center sequentially numbered table headings.

- c. Columns without a heading do not have a separation line.

Example 11-6: Column Headings with Runovers

| Species | Habitat Unit | Potential Population |
|--------------|--------------|----------------------|
| Grizzly Bear | Variable | Undetermined |

11.4.3 **Complex Tables with Column and Sub-column Headings.** The primary column heading is left-justified over the secondary sub-column heading.

- a. Insert a separation line after the primary heading. The line starts at the left margin of the primary and secondary sub-column headings and ends at the right margin of the last sub-column. The separation line is the width of the primary heading when it is wider than all of the sub-column headings.
- b. Sub-column headings begin on the next line, left-justified above their respective columns. Limit the sub-column headings to two lines.
- c. Each sub-column heading is followed by a separation line, running the width of the column.

(See [Sample 11-2: Complex Table](#) on page 11-26.)

11.4.4 **Repeated Column Headings.** When tables are longer than a single page:

- a. Repeat the column headings (with accompanying separation lines) at the top of each succeeding page.
- b. Insert a blank line between a running head and the repeated headings.
- c. Omit the blank line following the running head if additional runover pages can be avoided by the use of line 2.

11.5 Row Headings

11.5.1 The first column consists of the row headings, which may or may not have a column heading.

- a. Use 1-3 margins for row headings.
- b. When there are row subheadings, use 1-5 margins for the primary row headings and 3-5 margins for the secondary row headings.
- c. Limit a row heading to two lines.
- d. Use guide dots following row headings as needed.
- e. Row headings repeated in the last column are omitted.

Example 11-7: Repeated Row Headings Omitted (Print Only)

| Water and Power Projects (in millions of dollars) | | | | | | | |
|--|-------|--------------------|-----------------------|---|----------------------------|-------------------|-------------|
| Fiscal year | Total | Corps of Engineers | Bureau of Reclamation | Bonneville and Other Power Marketing Agencies | Tennessee Valley Authority | Nuclear and Other | Fiscal year |
| 1985 | 4,620 | 1,307 | 657 | 186 | 1,479 | 992 | 1985 |
| 1986 | 4,251 | 1,180 | 738 | 262 | 1,327 | 744 | 1986 |

(See [Sample 11-3: Row Subheadings](#) on page 11-27.)

11.5.2 Long Row Headings

- a. All column entries *begin* on the same line on which the row heading *ends*.
- b. Guide dots are used, if necessary, after row heading runovers.

(See [Sample 11-4: Column, Row, and Column Entry Runovers](#) on page 11-28.)

11.5.3 **Implied Row Headings.** Implied row headings are not in print but are understood.

- a. When a row heading is not repeated but refers to more than one column entry, leave the area(s) where the inferred row heading(s) belong blank.
- b. All column entries sharing the same row heading are considered to be the complete row entry.

- c. Do not split a complete row heading between pages unless absolutely necessary.
- d. When the complete row heading must be split between pages, repeat the row heading on the subsequent page.

(See [Sample 11-5: Implied Row Headings](#) on page 11-29.)

11.5.4 **Blank Lines.** Follow print when blank lines are used to show row groupings, or to set off rows of column totals. (See [Sample 11-6: Table with Blank Rows](#) on page 11-30.)

11.5.5 **Diagonal Table Lines.** Braille symbols are not used to reproduce diagonally printed lines. Treat the text separated by diagonal lines as column and row headings.

- a. When a diagonal line indicates inclusive row and column headings, the text to the left and below the diagonal line is treated as a column heading to the row headings.
- b. Text to the right and above the diagonal line is treated as an inclusive heading to two or more of the following columns.

(See [Sample 11-7: Table with a Diagonal Line](#) on page 11-32.)

11.6 Column Entries

11.6.1 Column entries are limited to two lines. Entries that cannot be limited to two lines require another specialized table format.

- a. Indent column entry runovers two cells to the right of the left-hand margin of the column. All columns do not have to end on the same line.
- b. Begin all column entries on the line on which the row heading ends.
- c. Left-adjust items within the columns of a table (not including numbers) even though the print text shows column entries centered or right-adjusted.
- d. Transcribe numerals aligned by place value in print as shown, i.e., placed to align digits, decimals, or commas.
- e. Do not divide numbers between lines unless absolutely necessary.

- f. Two or more guide dots lead the reader from one column to the next, and are inserted to fill out the width of a column with shorter entries or to designate blank spaces within the table. Leave one space between the end of the entry and the beginning of guide dots.
- g. Do not insert guide dots after a column runover (other than the first column), as the runover is not leading to the beginning of the next column.

See *Formats*, §11.12, *Wide Tables*, for more information on specialized table formats.

11.6.2 **Horizontal Lines.** Omit horizontal lines within a table unless they are referred to in print or used to separate a total from a preceding list of numbers.

- a. Follow print for placement of retained horizontal lines shown across a column. Use the horizontal line symbol across the width of the column. (See *UEB*, §16.2, *Horizontal Line Mode*.)
- b. When horizontal lines separate column items from totals, the horizontal line symbol should extend across the width of the column total. (See [Sample 11-8: Column Totals](#) on page 11-33.)

11.6.3 Ignore vertical lines within tables.

11.6.4 **Omissions and Blanks.** Follow print when an omission is indicated by a dash, ellipsis, or other print symbol. Begin this mark in the first cell of the column.

Use guide dots across the width of a column to indicate a blank space or a blank to be filled in. Explain the series of guide dots in a transcriber's note. Sample:

A series of guide dots across the width of a column indicates a blank space.

(See [Sample 11-9: Table with Dashes](#) on page 11-34, [Sample 11-10: Blank Cells Indicating Answers to Be Inserted](#) on page 11-35, and [Sample 11-11: Blank Column Entries](#) on page 11-36.)

11.6.5 Segmented Numbers

Note: Transcribe segmented numbers in technical works and foreign language texts in accordance with the applicable code or supplement.

Insert the numeric space indicator (dot 5) to represent the spaces in segmented numbers. (See *UEB*, §6.6, The Numeric Space.)

Example 11-8: Segmented Numbers in a Table

| | |
|-----------|------------------|
| Stove | Model 34 432 567 |
| Microwave | Model 87 908 531 |

11.6.6 **Dittos.** The ditto mark (dots 5, 2) is left-adjusted in the appropriate column. (See *UEB*, §3.12, Ditto mark.)

- The ditto mark cannot appear at the top of a braille page when a table is continued on one or more pages. In this case repeat the item or term represented by the ditto.
- List the ditto mark on the Special Symbols page, or in a transcriber's note before the text.

(See [Sample 11-12: Table with Dittos](#) on page 11-37.)

11.7 Techniques for Shortening Column Width

11.7.1 Headings/entries may be condensed, abbreviated, or keyed to fit the available space in the column.

- Condensed entries and abbreviations are preferred to keyed headings/entries. Place a transcriber's note before the table to identify entries not easily identifiable from the context of the surrounding text.

- b. Use known acronyms and state/province/country abbreviations, etc.
- c. Uppercase letters may be converted to lowercase.
- d. Font attributes may be ignored.
- e. Punctuation may be omitted.
- f. A transcriber's note is not required when converting uppercase to lowercase, omitting font attributes, or omitting punctuation. (See [Sample 11-13: Punctuation Omitted](#) on page 11-38.)
- g. To conserve space, symbols for non-varying print signs or abbreviations shown with all the entries in a column of numbers (e.g., %, \$, km, B.T.U., etc.) may be included in column headings and omitted within the body of the table. Explain this usage in a transcriber's note.
- h. To conserve space, units of measure shown within the body of the table may be abbreviated as necessary. Place a transcriber's note before the table to identify abbreviations that are not easily identifiable from the context of the surrounding text. Sample:

The abbreviation na represents nanoseconds in the table below.

- i. When the table uses only one type of symbol or abbreviation, omit it from all entries in the table. Explain the omission in a transcriber's note placed before the table. Sample:

All numbers in the table are percentages.

(See [Sample 11-14: Transcriber's Note Regarding Omitting a Print Symbol](#) on page 11-39.)

- j. Tables consisting solely of numbers in the row headings and column entries may use the numeric passage indicator to save space. (See *UEB*, §6.9, Numeric Passage Indicator and Numeric Terminator.) This is done only when it results in the table appearing on one page. Place a transcriber's note before the table to inform the reader of this format.

Example 11-9: Numeric Passage Indicator

| | Mon | Tue | Wed | Thur | Fri |
|---|-------|-------|-------|-------|------|
| 1 | 87171 | 43062 | 39713 | 10024 | 3272 |
| 2 | 28903 | 50856 | 30549 | 89187 | 1674 |
| 3 | 86244 | 71151 | 55036 | 13044 | 3316 |

- k. One blank cell may be used between columns of numbers when the column headings are no wider than the longest entry in the column. This should be done only when it would result in the table appearing on one page. (See [Sample 11-15: One Cell between Columns](#) on page 11-40.)
- l. The numeric passage indicator can be used in conjunction with one blank cell between columns of numbers if this results in the table appearing on one page. The numeric passage indicator/terminator may be placed above/below the table entries in order to maintain alignment of columns. These symbols are required on the Special Symbols page.

11.8 Keying Long Entries

11.8.1 Column headings, row headings, and column entries must not exceed two lines. Longer headings and column entries may be condensed or shortened, abbreviated, or keyed to fit this guideline. The keying technique below is applicable

whenever it is necessary to condense long headings/entries into a few cells.

- a. Devise a key for an item that reflects the meaning of the heading or entry.
- b. Use letters, numbers, or a combination of letters and numbers, consisting of two or three cells.
- c. Key items may not correspond to shortform words or contractions.
- d. One of the letters in the key item must have a dot 3 or 6, except for standard International Organization for Standardization (ISO) abbreviations for states (CA, IA, etc.), provinces (AB, BC), and countries (CC, FJ, etc.).

11.8.2 **Keys and Transcriber's Notes.** Keys work best when they are related to the terms used in the text to help the reader remember what they are. Typically a letter key will be more memorable for the reader.

- a. The transcriber's note has multiple elements. Use 7-5 margins for the note and 1-3 margins for the key list. Cell-5 headings may also be part of the transcriber's note. Sample:

Key to column and row headings: (7-5)

Column headings (5)
at Additions to Loans (1-3)
ms Money Supply (1-3)
re Reserves (1-3)

Row headings (5)
sl Sum of Additional Transactions (1-3)
tl Total (1-3)

- b. For our purposes the key list is the group of key items, which includes the short identifier and the complete explanation.
- c. Insert a transcriber's note containing the key list below the table title or top box line. When neither of these appears in the text, place the transcriber's note before the body of the table. When both of these are present, place the transcriber's note after the title if the title is inside the box or after the top box line if the title is outside the box.

Key List

- d. Leave a blank line before a transcriber's note and key list that follows a table title.
- e. Do not leave a blank line before a transcriber's note and key list following a top box line.
- f. Place the key list on a single page whenever possible.
- g. Place the key list on the same braille page, or facing page, as the table whenever possible.
- h. Leave a blank line before and after the key list.
- i. The key list is always the last element of a transcriber's note when additional information is included. Sample:

The table is divided vertically into 2 sections. (7-5)

Key to column headings: (7-5)

nf Number of FI employees 2001/2002 (1-3)

nh Number of HE employees 1999/2000 (1-3)

pw Proportion of HE workforce (%) (1-3)

Key Items

- j. List key items in 1-3.
- k. Follow each key item with a space and its identification.
- l. Place the closing transcriber's note indicator after the last item in the key list.
- m. Use cell-5 headings to group key items by column and row headings. List keyed column headings first, preceded by "Column headings" as a cell-5 heading. Next, list the keyed row headings preceded by "Row headings" as a cell-5 heading.

Group items in the key list in the following order:

- n. List items in alphabetical order.
- o. List letter keys in alphabetical order by a key word, not the original text for which the key word stands.
- p. List number keys in numerical order. Numbers beginning with 0 may appear at the beginning or the end of the numerical list, depending on context.

(See [Sample 11-16: Keyed Column and Row Headings](#) on page 11-41.)

Note: At the discretion of the transcriber, order of occurrence may be used in certain situations.

11.9 Skeleton and Partially Filled-In Tables

11.9.1

Skeleton tables show only column and/or row headings. Each table needs to be evaluated to determine how many rows are necessary to convey the information or complete a task.

- a. Use normal table format.
- b. Indicate empty column entries with guide dots; follow print if a print symbol is used, i.e., a hyphen or a dash.
- c. When more than one blank row is provided in print for possible answers:
 - (1) At least two rows must be included in the skeleton table.
 - (2) State in a transcriber's note the number of rows shown in print. Sample:

Print table has five blank rows provided for answers.

(See [Sample 11-17: Skeleton Table with Column Headings](#) on page 11-42.)

- d. When the print format of the skeleton table does not indicate how many rows are to be included, add a transcriber's note. Samples:

This table does not have a specified number of rows.

or

This table is a guide for a full page table with only blank cells.

- e. When the print format of the skeleton table shows a *required* number of answers, use the same number of rows as shown in print.

11.9.2

Partially Filled-In Tables. Use the same number of columns and/or rows as print when the table shows that only some of the columns and/or rows are filled in. (See [Sample 11-18: Partially Filled-in Table](#) on page 11-43.)

11.10 Omitted Portion of Print Table

- 11.10.1 Insert an ellipsis at the appropriate location to indicate an omitted section of a table. Explain the use of the ellipsis in a transcriber's note. Sample:

Part of the table is omitted in print. This omitted section is indicated with an ellipsis.

(See [Sample 11-19: Partially Omitted Table](#) on page 11-44.)

11.11 Graphics with Identified Values

- 11.11.1 Tactile graphics are preferred, but a requester may ask that certain graphics be converted to a table. For example, a bar graph may show the value of each bar, lending itself to a table format. Explain the original format in a transcriber's note. Sample:

The bar graph is presented as a table.

(See [Sample 11-20: Bar Graph Information Converted to a Table](#) on page 11-44.)

11.12 Wide Tables

- 11.12.1 It is necessary to use an alternate format when table columns are too large to fit within the width of the braille page. When the techniques for shortening column width do not create enough additional space, another table format is used.
- 11.12.2 When choosing an alternate table format, keep in mind that readability is more important than space. Select a format that best supports the table content along with student activities.

11.13 Wide Tables: Facing Pages

- 11.13.1 Wide tables may be placed on facing pages in single-sided and interpoint production. Care must be taken to ensure that the first page is on the left-hand page.
- a. Use the full width of the two pages, usually 80 cells.
 - b. Depending on the flow of the text, the front side of the left facing page may be blank.

- c. Place a transcriber's note informing the reader of this format before the table. The transcriber's note can be on the page before the table. Sample:

The following table is read across facing pages.

- d. To avoid confusion, the only text on the facing pages is the table and related table content, e.g., a key, the table heading, source information, etc. The table takes precedence on the facing pages, and any related content that does not fit must be on the previous page.
- e. Because of the nature of this format, place all transcriber's notes and table headings above the top box line. The top box line serves as a locator on the right facing page and must be followed by column headings on the next line.
- f. If no table heading exists and a box is used, the opening box line must be on line 2 (line 3 if a running head is used) in order to avoid the print page number on line 1.
- g. Center the table title on the left-hand page only. Do not repeat the title on the right facing page.
- h. Place source information on the line following the table on the left-hand page only. If the entire source will not fit on the page with the table, place the source on the line following the table heading. Block the source 4 cells to the right of the beginning of the last line of the heading. (See *Formats*, §9.5.2, Headings.)
- i. Do not repeat row headings on the right-hand page.
- j. Extend the separation line under the last column heading on the left-hand page to the right margin of that page.
- k. Extend the guide dots in the last column entry on the left-hand page to the right margin of that page.
- l. A column may end in the last cell on the left-hand page.
- m. The first column on the right-hand page always begins in cell 1.

(See [Sample 11-21: Wide Table on Facing Pages](#) on page 11-46.)

11.14 Wide Tables: Vertical Division

11.14.1 A wide table may be divided into vertical sections. When a divided table takes more than a single page, the preferred format is to place the table on facing pages.

- a. Divided tables should be on one braille page if possible.
- b. Repeat the row headings for each section of the table.
- c. Use a transcriber's note to inform the reader of the vertically divided table. Sample:

Table is divided vertically into 2 sections.

(See [Sample 11-22: Table Divided Vertically](#) on page 11-48.)

11.15 Wide Tables: Interchanged Columns and Rows

11.15.1 Sometimes it is possible to fit a wide table across the page by interchanging the table columns and rows. This is done only if it preserves the clarity of the table. Insert a transcriber's note before the table. Sample:

Columns and rows are interchanged.

(See [Sample 11-23: Interchanged Columns and Rows](#) on page 11-49.)

11.16 Wide Tables: Listed Table Format

11.16.1 The listed table format repeats the column heading for each entry. This is useful for tables with numerous columns, columns of numbers, repetitive entries, or nonintuitive entries. It takes a good deal of space, but it aids the reader by identifying column headings with each entry.

- a. Leave a blank line before and after the table.
- b. Long column headings may be condensed or abbreviated but not keyed. List shortened or abbreviated headings not easily recognized in a transcriber's note before the table.
- c. Fully capitalized headings can be changed to initially capitalized or lowercase as needed. The reader does not need to be informed of this change.
- d. Each column heading is followed by a colon.

- e. Format the first column heading, followed by a colon and the corresponding row heading, as a cell-5 heading.
- f. Use 1-3 margins for column headings that have only single entries.
- g. For column headings with multiple entries, use 1-5 margins for the heading and 3-5 margins for *each* entry.
- h. Three unspaced guide dots represent a blank entry in print. Explain this usage in a transcriber's note. Sample:

A series of three guide dots indicates a blank entry.

- i. Continue this format until the first row is completed.
- j. Place all columns in the row on the same braille page whenever possible.
- k. Leave a blank line before each row.
- l. Insert a transcriber's note explaining the change to print format. Sample:

Print format is changed. Row headings are blocked in cell 5; column headings begin in cell 1. All headings are repeated for clarity. A colon separates headings from table entries.

(See [Sample 11-24: Listed Table Format](#) on page 11-50.)

11.17 Wide Tables: Linear Table Format

11.17.1 When other options are not effective in dealing with wide tables, a linear format may be used. Multiple columns of numbers or repetitive types of entries (e.g., proper names) are not appropriate for linear format. This format is not an option when there are colons or semicolons in the table.

- a. Leave a blank line after the title.
- b. Insert a transcriber's note explaining the change to print. Leave a blank line between the body of the note and column order.
- c. Insert a colon after the first column heading and a semicolon after each internal column.
- d. List the order of column headings, followed by the appropriate punctuation marks, using 1-3 margins. Sample:

Columns follow one another in this order: (7-5)

Column 1 Heading; Column 2 Heading; Column 3
Heading; Column 4 Heading (1-3)

- e. Leave a blank line after the note.
- f. Using 1-3 margins, list each row of the table starting with the information of the first column followed by a colon.
- g. Do not divide a row between braille pages.
- h. Continue with the information on the same print line for subsequent columns, punctuated as shown in the transcriber's note above.
- i. Use the same format for all succeeding rows of the table, with the information from the first column always starting in cell 1.
- j. In print the same label (\$, %, year, bushels, etc.) may be repeated for each item in a column. These repeated labels may be omitted if doing so will allow the table to fit on the braille page. The label must be included in the column heading or explained in a transcriber's note.
- k. Insert three unspaced dot 5s to represent a blank entry in print (followed by the appropriate punctuation) and explain this usage in a transcriber's note. Sample:

A series of three dot 5s indicates a blank entry.

(See [Sample 11-25: Linear Table Format](#) on page 11-52.)

11.18 Wide Tables: Stairstep Table Format

11.18.1 Limit this format to tables with four or fewer columns. For larger tables use the Listed Table Format in *Formats*, §11.16.

- a. Multiple columns of numbers or repetitive types of entries (e.g., proper names) and nonintuitive column entries are not appropriate for stairstep format.
- b. Columns cannot be combined.
- c. Following the table label or title (or after the top box line) insert a transcriber's note to indicate the format change. Leave a blank line between the body of the note and the beginning of the explanation of the stairstep format. Block the first column heading in cell 1, and block each

succeeding heading two cells farther right. Place the closing transcriber's note indicator after the last column heading. Sample:

Table changed as follows: (7-5)

Heading of first column (1-1)

Heading of second column (3-3)

Heading of third column (5-5)

- d. Leave a blank line following the transcriber's note.
- e. Use 1-1 margins for the first column of each row, 3-3 margins for the second column, 5-5 margins for the third column, and 7-7 margins for the fourth column.
- f. When a column entry has multiple paragraphs, indent the second and following paragraphs two cells to the right of the margin, e.g., 3-3, 5-3.
- g. Place all columns in the row on the same braille page whenever possible.
- h. Do not repeat column headings when the table is continued on succeeding braille pages. When context does not clearly indicate what the column level or heading is, choose another format for the table.
- i. Follow print for use of the dash or ellipsis, appropriately indented.
- j. Treat a row heading preceding a group of subdivisions in the first column as a cell-5 heading. Include this in the transcriber's note with the column headings. Sample:

Table changed as follows: (7-5)

Subdivision Heading (5-5)

Heading of first column (1-1)

Heading of second column (3-3)

Heading of third column (5-5)

Heading of fourth column (7-7)

- k. Headings may be devised when there are none in print. Let the reader know in the transcriber's note that the headings are transcriber-generated.
- l. Insert three unspaced guide dots to represent a blank entry in print (followed by the appropriate punctuation) and explain this usage in a transcriber's note. Sample:

A series of three guide dots indicates a blank entry.

(See [Sample 11-26: Stairstep Table Format](#) on page 11-54 and [Sample 11-27: Subdivision Headings](#) on page 11-56.)

11.19 Samples

[Sample 11-1: Table Caption](#), page 11-25

[Sample 11-2: Complex Table](#), page 11-26

[Sample 11-3: Row Subheadings](#), page 11-27

[Sample 11-4: Column, Row, and Column Entry Runovers](#),
page 11-28

[Sample 11-5: Implied Row Headings](#), page 11-29

[Sample 11-6: Table with Blank Rows](#), page 11-30

[Sample 11-7: Table with a Diagonal Line](#), page 11-32

[Sample 11-8: Column Totals](#), page 11-33

[Sample 11-9: Table with Dashes](#), page 11-34

[Sample 11-10: Blank Cells Indicating Answers to Be
Inserted](#), page 11-35

[Sample 11-11: Blank Column Entries](#), page 11-36

[Sample 11-12: Table with Dittos](#), page 11-37

[Sample 11-13: Punctuation Omitted](#), page 11-38

[Sample 11-14: Transcriber's Note Regarding Omitting a Print
Symbol](#), page 11-39

[Sample 11-15: One Cell between Columns](#), page 11-40

[Sample 11-16: Keyed Column and Row Headings](#), page
11-41

[Sample 11-17: Skeleton Table with Column Headings](#), page
11-42

[Sample 11-18: Partially Filled-In Table](#), page 11-43

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page 11-44

[Sample 11-21: Wide Table on Facing Pages](#), page 11-46

[Sample 11-22: Table Divided Vertically](#), page 11-48

[Sample 11-23: Interchanged Columns and Rows](#), page
11-49

[Sample 11-24: Listed Table Format](#), page 11-50

[Sample 11-25: Linear Table Format](#), page 11-52

[Sample 11-26: Stairstep Table Format](#), page 11-54

[Sample 11-27: Subdivision Headings](#), page 11-56

Sample 11-1: Table Caption

| 5.25%, compounded | APY |
|-------------------|-------|
| Daily | 5.39% |
| Quarterly | 5.35% |
| Semiannually | 5.32% |
| Annually | 5.25% |

Figure 24-7 *The APY is the best indicator of how much interest you will earn.*

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Sample 11-2: Complex Table

Table 11.1
Summary Comparison of Outlays
for Payments for Individuals

| Fiscal Year | In Millions of Dollars | | |
|-------------|------------------------|---------|---------|
| | Total | Direct | Grants |
| 1998 | 981,712 | 817,770 | 163,942 |
| 1999 | 1,001,676 | 825,833 | 175,843 |
| 2000 | 1,054,503 | 867,713 | 186,790 |
| 2001 | 1,128,432 | 920,394 | 208,038 |

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Sample 11-5: Implied Row Headings

Health Sector Workforce Characteristics, 2004

| | | |
|-----------|-------------|-----|
| Gender | Male | 22% |
| | Female | 78% |
| Ethnicity | White | 89% |
| | Asian | 5% |
| | Black | 3% |
| | Mixed/other | 3% |
| Age | 16-24 | 7% |
| | 25-34 | 23% |
| | 35-44 | 29% |
| | 45-54 | 25% |
| | 55-64 | 14% |
| | 65+ | 1% |

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Sample 11-6: Table with Blank Rows

Percentage of Practitioners Accessing
Funding by Region and Nation, 2006

| Region/Nation | Yes—Has Accessed Funding | No—Has Not Accessed Funding |
|----------------------|-------------------------------------|--|
| North East | 5% | 95% |
| North West | 8% | 92% |
| East of England | 14% | 86% |
| Yorkshire & Humber | 23% | 77% |
| South East | 28% | 72% |
| South West | 32% | 68% |
| East Midlands | 42% | 58% |
| London | 45% | 55% |
| West Midlands | 50% | 50% |
| | | |
| England | 30% | 70% |
| Northern Ireland | 4% | 96% |
| Scotland | 31% | 69% |
| Wales | 46% | 54% |
| | | |
| UK | 31% | 69% |

Sample 11-7: Table with a Diagonal Line

| Animals Groomed Animals Grooming | Juvenile | Infant |
|---|-----------------|---------------|
| Silverbacked male | 0 | 3 |
| Blackbacked male | 0 | 0 |

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Sample 11-10: Blank Cells Indicating Answers to Be Inserted

| Day | Temperature at 10:00 |
|-----------|----------------------|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

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Sample 11-11: Blank Column Entries

| | 1986 | 1987 | 1988 | 1989 |
|-------------------------|------|------|------|------|
| Marijuana | 85.2 | 84.8 | 85.0 | 84.3 |
| Amy/butyl nitrites | | 23.9 | 25.9 | 26.8 |
| LSD | 28.5 | 31.4 | 33.3 | 38.3 |
| Some other hallucinogen | 24.9 | 25.0 | 26.2 | 28.2 |
| PCP | | 22.8 | 24.9 | 28.9 |
| Ecstasy (MDMA) | | | | 21.7 |

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Sample 11-12: Table with Dittos

Table 4-3
PRICE AND QUANTITY OF MILK

| Price | Surplus/ Shortage | Price Will |
|-------|----------------------|---------------|
| 1.00 | Surplus | Fall |
| 0.90 | " | " |
| 0.80 | " | " |
| 0.70 | Neither | Neither |
| 0.60 | Shortage | Rise |
| 0.50 | " | " |
| 0.40 | " | " |

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Sample 11-13: Punctuation Omitted

Note: This sample is technical foreign language French.

| prép. | article défini | | | |
|-------|----------------|-----------|----------|----------|
| | masc. sg. | masc. pl. | fém. sg. | fém. pl. |
| a | ao | dos | à | às |
| de | do | dos | da | das |
| em | no | nos | na | nos |
| por | pelo | pelos | pela | pelas |

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Sample 11-19: Partially Omitted Table

| | Sunrise | Sunset |
|-----|----------|---------|
| Jan | 9:47 AM | 4:35 PM |
| Feb | 8:27 AM | 6:01 PM |
| | | |
| Nov | 9:19 AM | 4:10 PM |
| Dec | 10:14 AM | 3:41 PM |

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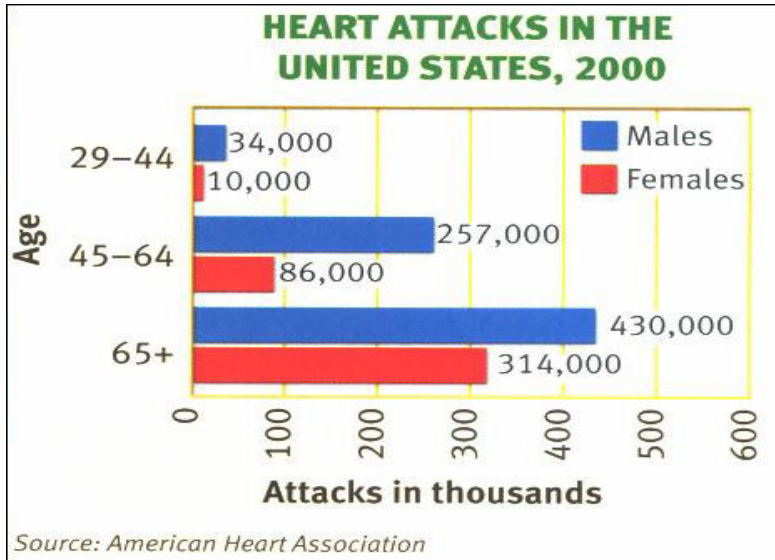
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Sample 11-20: Bar Graph Information Converted to a Table



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Sample 11-21: Wide Table on Facing Pages

| Unionized Manual Workers | | | | | | |
|--------------------------|------|------|------|------|------|------|
| | 1900 | 1910 | 1920 | 1930 | 1940 | 1950 |
| Denmark | 13.9 | 16.2 | 37.0 | 33.8 | 44.3 | 54.4 |
| Sweden | 8.7 | 12.2 | 32.4 | 41.7 | 64.3 | 75.2 |
| Norway | 10.3 | 14.6 | 35.9 | 43.2 | 67.9 | 77.3 |
| Finland | 6.9 | 10.3 | 25.6 | 34.7 | 44.2 | 52.1 |

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| 5 | | | | | | | | | | | | | |
| 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 |
| 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 |
| 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 |
| 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 |
| 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 |
| 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 |
| 12 | | | | | | | | | | | | | |

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Sample 11-24: Listed Table Format

PRESIDENTIAL ADMINISTRATIONS

| President | Vice President | Secretary of State | Secretary of Treasury | Secretary of War | Secretary of Navy | Postmaster General | Attorney General |
|--------------------------------|-------------------------------|---|--|---|--------------------------------|---|---|
| George Washington 1789-1797 | John Adams 1789-1797 | Thomas Jefferson 1789-1794 Edmund Randolph 1794-1795 Timothy Pickering 1795-1797 | Alexander Hamilton 1789-1795 Oliver Wolcott 1795-1797 | Henry Knox 1789-1795 Timothy Pickering 1795-1796 James McHenry 1796-1797 | | Samuel Osgood 1789-1791 Timothy Pickering 1791-1795 Joseph Habersham 1795-1797 | Edmund Randolph 1789-1794 William Bradford 1794-1795 Charles Lee 1795-1797 |
| John Adams 1797-1801 | Thomas Jefferson 1797-1801 | Timothy Pickering 1797-1800 John Marshall 1800-1801 | Oliver Wolcott 1797-1801 Samuel Dexter 1801 | James McHenry 1797-1800 Samuel Dexter 1800-1801 | Benjamin Stoddert 1798-1801 | Joseph Habersham 1797-1801 | Charles Lee 1797-1801 |

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Sample 11-25: Linear Table Format

| State | Capital | Nickname | Flower | Bird |
|----------|-------------|------------------------|----------------|------------------|
| Alabama | Montgomery | Yellowhammer State | Camellia | Yellowhammer |
| Alaska | Juneau | The Last Frontier | Forget-Me-Not | Willow Ptarmigan |
| Arizona | Phoenix | The Grand Canyon State | Saguaro Cactus | Cactus Wren |
| Arkansas | Little Rock | | Apple Blossom | Mockingbird |

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Sample 11-26: Stairstep Table Format

Vietnam War

| Where were you during the Vietnam War? | How old were you during the war? | How did the war affect Americans? | What memories do you have? |
|---|---|---|---|
| I signed up for the Marines and served in Cambodia. | I was 18 when I signed up. | There was a lot of protesting against the war. It made everyone think about why the U.S. was involved in a war so far away. | There are some I don't want to talk about. But I remember my buddies and good times playing cards and wishing we'd get home soon. |
| Oklahoma City, Oklahoma | I was 10 when it ended. | I don't remember too much about it. I do remember my grandmother being worried that her two sons would be drafted. | I remember the news on TV almost every evening had something about the war. |

Sample 11-27: Subdivision Headings

| Amusement Parks in Florida | |
|----------------------------------|------------------|
| Magic Kingdom | Lake Buena Vista |
| Epcot | Lake Buena Vista |
| Universal's Island of Adventures | Orlando |
| Seaworld | Orlando |

| Amusement Parks in California | |
|-------------------------------|------------|
| Disneyland | Anaheim |
| Universal Studios | Hollywood |
| Knott's Berry Farm | Buena Park |
| Six Flags | Valencia |

Section 12

Sidebars

| | | |
|------|---------------------------|------|
| 12.1 | Fundamentals | 12-1 |
| 12.2 | Identifying Sidebars..... | 12-1 |
| 12.3 | Formatting Sidebars..... | 12-1 |
| 12.4 | Samples | 12-3 |

12.1 Fundamentals

12.1.1 Publisher design of textbooks has exploded into creative layouts that frequently challenge braille production. Textbooks used to be black and white, had few images, and content was read from top to bottom. Textbooks now are full of color, images, tables, boxes, bullets, etc., and reading order is not always obvious.

12.2 Identifying Sidebars

12.2.1 The purpose of this section is to help the transcriber identify sidebars. The use of sidebars, a publishing term for information placed adjacent to text, is one of the design elements that can create confusion. A sidebar is detached from the main text and found in a section either off to one side of it, or above or below it, on the same page. Sidebars may or may not be linked or related to the adjacent text, and the reading order of sidebars and text is not always obvious. Sidebars have a different function than cross-references (see *Formats*, §9.6, Cross-References and Incidental Notes) and are formatted according to their text layout, e.g., with headings, paragraphs, lists, etc. (See [Sample 12-1: Boxed Sidebar in Column](#) on page 12-4, [Sample 12-2: Boxed Sidebar within Text](#) on page 12-5, and [Sample 12-3: Arrow Leads Reader to Sidebar; Difference Between Sidebar and Cross-Reference](#) on page 12-6.)

12.3 Formatting Sidebars

12.3.1 Determine if the sidebar supports the text or if it is supplemental information. Once this has been decided it is easier to find the most appropriate location to insert it.

- a. If the sidebar adds supportive information, look in the main text for specific references to its content. Then insert the sidebar at an appropriate location (after the paragraph of reference).
- b. Determine the best location for the sidebar when it provides extraneous information. This may be after the final full paragraph on the page, before a heading, etc.
- c. Sidebars use the full width of the braille page. (See [Sample 12-4: Extraneous Information in Sidebar](#) on page 12-8.) **Exception:** Follow *Formats*, §2.10.2i, Table of Contents guidelines when sidebars appear within the table of contents.
- d. The text layout of the sidebar dictates the format used, i.e., headings (centered, cell-5, cell-7), 3-1 paragraph, nested list, poetry, etc.
- e. Insert a blank line before and after a sidebar.
- f. Add box lines for clarity if the content of the sidebar interrupts the flow of text. (See *Formats*, §7, Boxed Material.)

([Sample 12-5: Sidebar with Student Activity](#) on page 12-9 and [Sample 12-6: Sidebars at Beginning of a Lesson](#) on page 12-10.)

- g. When a sidebar is necessary for the understanding of a particular text, insert that sidebar before the related text. (See [Sample 12-7: Word List in a Sidebar](#) on page 12-12.)

12.4 Samples

[Sample 12-1: Boxed Sidebar in Column](#), page 12-4

[Sample 12-2: Boxed Sidebar within Text](#), page 12-5

[Sample 12-3: Arrow Leads Reader to Sidebar; Difference](#)

[Between Sidebar and Cross-Reference](#), page 12-6

[Sample 12-4: Extraneous Information in Sidebar](#), page 12-8

[Sample 12-5: Sidebar with Student Activity](#), page 12-9

[Sample 12-6: Sidebars at Beginning of a Lesson](#), page 12-10

[Sample 12-7: Word List in a Sidebar](#), page 12-12

Sample 12-1: Boxed Sidebar in Column (Print Only)

on the issue) and to back up your reasons with solid evidence, or proof. Appropriate factual evidence may consist of statistics, examples, and anecdotes (brief stories based on personal experience)—all of which can be verified by testing, by drawing on personal observations, or by consulting reliable sources. Expert testimony (statements by recognized authorities on the issue) also qualifies as evidence.

Try It Out

Identify the logical fallacy in each of the following sentences. Then revise the fallacy to make the statement logical.

1. The voting age should be lowered to sixteen because sixteen-year-olds are mature enough to vote.
2. Our school needs a dress code because a dress code is the solution to our problems.
3. Unless the state builds more prisons, the crime rate will continue to rise.

Strategies for Elaboration: Avoiding Fallacies

In listing reasons for your position, take care to avoid these **fallacies**, or mistakes in logic.

- **Hasty generalization**—basing a conclusion on insufficient evidence or overlooking exceptions: *No local merchants will suffer if the proposed chain store is approved.*
- **Attacking the person** (in Latin, *ad hominem*, meaning “to the person”; informally, “name-calling”)—attacking people who support the issue: *Hunters just enjoy killing animals.*
- **False authority**—quoting an expert in one field as an authority in an unrelated field: *According to former state Supreme Court Justice Eldon Bates, the state’s annual vehicle inspections are a waste of taxpayers’ time and money.*
- **Circular reasoning**—offering as a reason a statement that’s actually a restatement of an opinion: *The City Council should build more bike paths because our community needs bike paths.*
- **Either-or reasoning**—assuming that an issue has only two possible sides: *Either we abolish the welfare system or we foster perpetual dependence on government handouts.*
- **Non sequitur** (Latin for “It does not follow”)—presenting unrelated ideas as though one were the logical consequence of the other: *Our city’s rapid population growth demands a higher speed limit.*

(Formats: Suggested Location)

- **Earn their trust. Ethical appeals** invoke your readers’ sense of fair play, establishing your credibility and character. Demonstrating that you’re knowledgeable, reasonable, sincere, and trustworthy helps win respect for you and, in turn, for your ideas.

One way to establish your trustworthiness is to consider different sides of an issue, to acknowledge the most significant **counterarguments** (opposing points). By **conceding**, or accommodating, opposing points that do have merit, you establish common ground without sacrificing your principles. Then you can concentrate on **refuting**, or providing conclusive evidence against, those counterarguments that you consider invalid.

6. **Coping with counterarguments.** Once you’ve listed possible reasons in support of your position, get together with a partner or a small group to brainstorm for likely counterarguments. Think about the kinds of evidence that will convince your particular audience to rethink their counterarguments. You may find it helpful to chart the most significant counterarguments and possible refutations for them, as in the following example.

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Sample 12-2: Boxed Sidebar within Text (Print Only)



Qin Shi Huangdi

259 B.C.–210 B.C.

Qin Shi Huangdi (CHIN SHEE hwang dee) became the ruler of the kingdom of Qin in China in 238 B.C. He began expanding his power immediately. By 221 B.C. he had conquered all of China. As emperor, he proclaimed that his dynasty would rule for 10,000 generations.

Shi Huangdi was a great builder. He ordered the building of three highways to reach all parts of his empire. He used these roads to personally oversee the empire. In 214 B.C. work began on the Great Wall.

The emperor had many achievements, but he was a harsh and strict ruler. For example, his building projects needed the forced labor of hundreds of thousands of his people. Many of them died while working. He also was not open to criticism. He ordered that all books except those about medicine, farming, and his own rule be burned. When some scholars objected to this,

legend says that Shi Huangdi had many of them buried alive.

After his death, Shi Huangdi was buried in an elaborate tomb carved into the side of a mountain. Guarding his body was an “army” of more than 6,000 life-sized warrior statues. In the walls were arrows ready to be released if anyone tried to enter the tomb.

Copyrighted Image

British Museum

BIOFACT

No two warrior statues found in the emperor's tomb are alike. This one kneels before the emperor.

Copyrighted Image

(Formats: Suggested Location)

Learn from Biographies

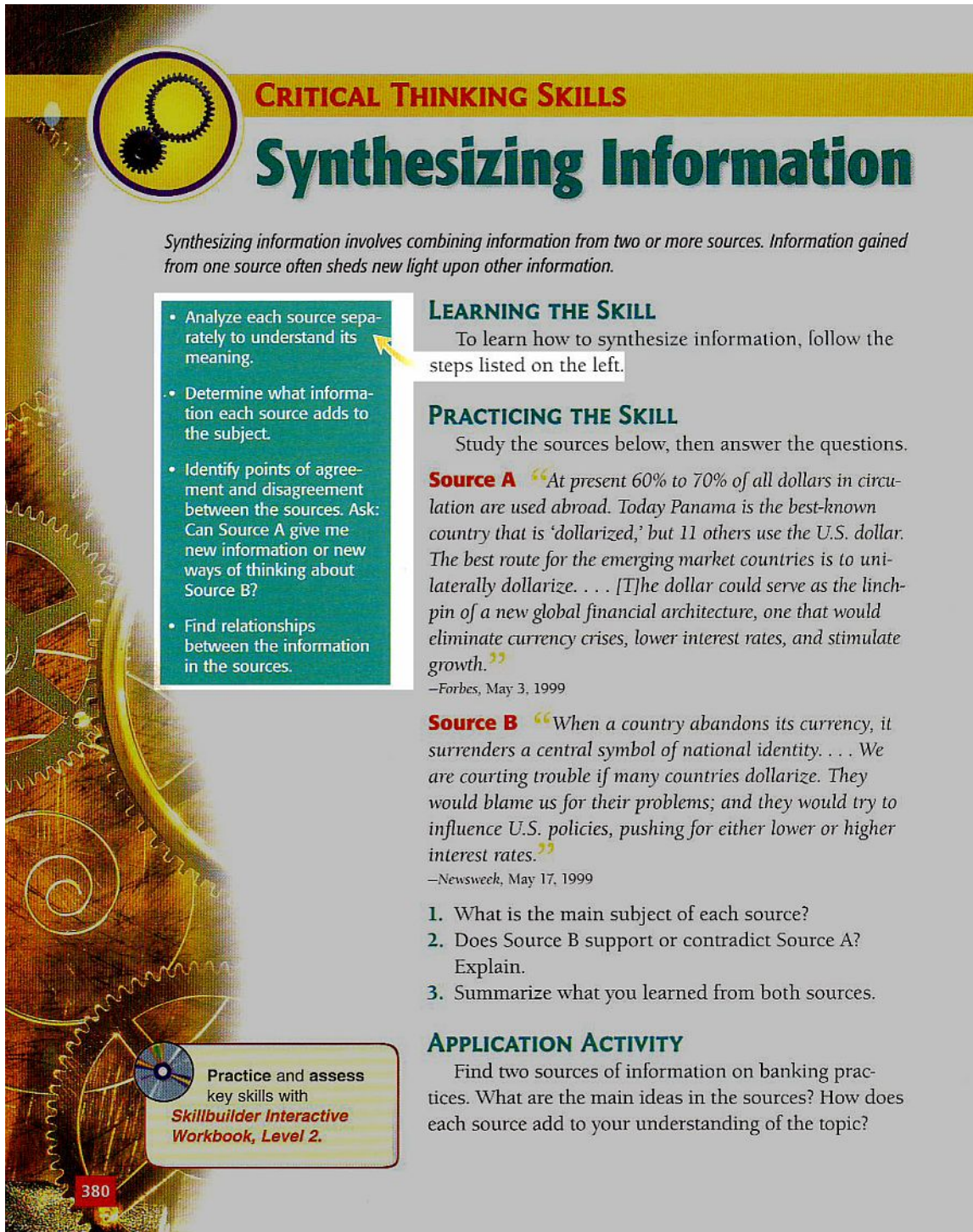
Rebellions began soon after Shi Huangdi's death and his empire fell about four years later. What aspects of the emperor's style of rule may have been responsible for the fall of his empire?

For more information, go online to Meet the People at www.sfsocialstudies.com.



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Sample 12-3: Arrow Leads Reader to Sidebar; Difference Between Sidebar and Cross-Reference



CRITICAL THINKING SKILLS

Synthesizing Information

Synthesizing information involves combining information from two or more sources. Information gained from one source often sheds new light upon other information.

- Analyze each source separately to understand its meaning.
- Determine what information each source adds to the subject.
- Identify points of agreement and disagreement between the sources. Ask: Can Source A give me new information or new ways of thinking about Source B?
- Find relationships between the information in the sources.

LEARNING THE SKILL

To learn how to synthesize information, follow the steps listed on the left.

PRACTICING THE SKILL

Study the sources below, then answer the questions.

Source A “At present 60% to 70% of all dollars in circulation are used abroad. Today Panama is the best-known country that is ‘dollarized,’ but 11 others use the U.S. dollar. The best route for the emerging market countries is to unilaterally dollarize. . . . [T]he dollar could serve as the linchpin of a new global financial architecture, one that would eliminate currency crises, lower interest rates, and stimulate growth.”

—Forbes, May 3, 1999

Source B “When a country abandons its currency, it surrenders a central symbol of national identity. . . . We are courting trouble if many countries dollarize. They would blame us for their problems; and they would try to influence U.S. policies, pushing for either lower or higher interest rates.”

—Newsweek, May 17, 1999

1. What is the main subject of each source?
2. Does Source B support or contradict Source A? Explain.
3. Summarize what you learned from both sources.

APPLICATION ACTIVITY

Find two sources of information on banking practices. What are the main ideas in the sources? How does each source add to your understanding of the topic?

Practice and assess key skills with *Skillbuilder Interactive Workbook, Level 2.*

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Sample 12-4: Extraneous Information in Sidebar (Print Only)

By the mid-1700s, the relationship between Britain and the colonies had become, in fact if not in form, federal. This meant that the central government in London was responsible for colonial defense and for foreign affairs. It also provided a uniform system of money and credit and a common market for colonial trade. Beyond that, the colonies were allowed a fairly wide amount of self-rule. Little was taken from them in direct taxes to pay for the central government. The few regulations set by Parliament, mostly about trade, were largely ignored.

This was soon to change. Shortly after George III came to the throne in 1760, Britain began to deal more firmly with the colonies. Restrictive trading acts were expanded and enforced. New taxes were imposed, mostly to support British troops in North America.

Many colonists took strong exception to these moves. They objected to taxes imposed on them from afar. This arrangement, they claimed, was “taxation without representation.” They saw little need for the costly presence of British troops on North American soil, since the French had been defeated and their power broken in the French and Indian War (1754–1763).

The colonists considered themselves British subjects loyal to the Crown. They refused, however, to accept Parliament’s claim that it had a right to control their local affairs.

The king’s ministers were poorly informed and stubborn. They pushed ahead with their policies, despite the resentments they stirred in America. Within a few years, the colonists faced a fateful choice: to submit or to revolt.

Growing Colonial Unity

A decision to revolt was not one to be taken lightly—or alone. The colonies would need to learn to work together if they wanted to succeed. Indeed long before the 1770s, several attempts had been made to promote cooperation among the colonies.

Early Attempts

In 1643 the Massachusetts Bay, Plymouth, New Haven, and Connecticut settlements formed the New England Confederation. A **confederation** is a joining of several groups for a common purpose. In the New England Confederation, the

Voices on Government

Benjamin Franklin dedicated years to public service, including time as a delegate to the Second Continental Congress, a commissioner to France during the War for Independence, and a member of the Constitutional Convention. Franklin proposed the Albany Plan of Union to provide for the defense of the American colonies. In his autobiography, he spoke of its defeat and defended his plan:

“*The different and contrary Reasons of dislike to my Plan, makes me suspect that it was really the true Medium; and I am still of Opinion it would have been happy for both Sides the Water if it had been adopted. The Colonies so united would have been sufficiently strong to have defended themselves; there would then have been no need of Troops from England; of course the subsequent Pretence for Taxing America, and the bloody Contest it occasioned, would have been avoided.*”

Copyrighted Image

Evaluating the Quotation

What did Franklin see as the ultimate result of the failure to adopt the Albany Plan of Union? Do you think this was a reasonable conclusion?

(Formats: Possible Location)


settlements formed a “league of friendship” for defense against the Native Americans. As the danger from Native Americans passed and friction among the settlements grew, the confederation lost importance and finally dissolved in 1684.

In 1696 William Penn offered an elaborate plan for intercolonial cooperation, largely in trade, defense, and criminal matters. It received little attention and was soon forgotten.

The Albany Plan

In 1754 the British Board of Trade called a meeting of seven of the northern colonies at Albany: Connecticut, Maryland, Massachusetts, New Hampshire, New York, Pennsylvania, and Rhode Island. The main purpose of the meeting was to discuss the problems of colonial trade and the danger of attacks by the French and their Native American allies. Here, Benjamin Franklin offered what came to be known as the **Albany Plan of Union**.

Origins of American Government

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Sample 12-5: Sidebar with Student Activity (Print Only)

Copyrighted Image

■ **Figure 25.26** After developing in the cocoon for two to three weeks, a young earthworm hatches.

(Formats: Possible Locations)

FOLDABLES

Incorporate information from this section into your Foldable.

Reproduction Annelids can reproduce both sexually and asexually. Most annelids have separate sexes, but some, such as earthworms and leeches, are hermaphrodites. Sperm are passed between two worms near segments called the clitellum. Refer back to **Figure 25.23** and notice that the **clitellum** is a thickened band of segments. It produces a cocoon from which young earthworms hatch, as shown in **Figure 25.26**. Sperm and eggs pass into the cocoon as it slips forward off the body of the worm. After fertilization, the young are protected in the cocoon as they develop. Some annelids reproduce asexually by fragmentation. If a worm breaks apart, the missing parts can be regenerated.

Barry Funk/Stan Schoenberg/Grant Heilman Photography

Diversity of Annelids

The phylum Annelida is divided into three classes: class Oligochaeta (ohl ih goh KEE tuh)—the earthworms and their relatives, class Polychaeta (pah lih KEE tuh)—the bristleworms and their relatives, and class Hirudinea (hur uh DIN ee uh)—the leeches.

Earthworms and their relatives Earthworms probably are the best-known annelids. They are used as bait for fishing and are found in garden soil. An earthworm can eat its own mass in soil every day. Earthworms ingest soil to extract nutrients. In this way, earthworms aerate the soil—they break up the soil to allow air and water to move through it.

In addition to earthworms, class Oligochaeta—the oligochaetes (AH lee goh keetz)—includes tubifex worms and lumbriculid worms. Tubifex worms are small, threadlike aquatic annelids that are common in areas of high pollution. Lumbriculid (lum BRIH kyuh lid) worms are freshwater oligochaetes that are about 6 cm long and live at the edges of lakes and ponds. You can observe a feature common to oligochaetes in **MiniLab 25.2**.

Mini Lab 25.2

Observe Blood Flow in a Segmented Worm

How does blood flow in a segmented worm? The California blackworm has a closed circulatory system and a transparent body. Its blood can be viewed as it flows along the dorsal blood vessel.

Procedure

1. Read and complete the lab safety form.
2. Moisten a piece of **filter paper** with **spring water** and place it in a **Petri dish**.
3. Examine a **blackworm** on the moist paper using a **stereomicroscope**.
4. Locate the dorsal blood vessel in a segment near the midpoint of the worm. Observe how blood flows in each segment.
5. Use a **stopwatch** to record how many pulses of blood occur per minute. Repeat this for two more segments, one near the head and one near the tail of the worm. Record your data in a table.

Analysis

1. **Summarize** how blood moves through each segment, including the direction of blood flow.
2. **Compare and contrast** the rate of blood flow near the head, at the midpoint, and near the tail of the worm.

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Sample 12-6: Sidebars at Beginning of a Lesson (Print Only)

LESSON 1

Following the Dietary Guidelines

(Formats: Suggested Location)

You will learn . . .

- how to identify types and sources of nutrients.
- how to use the Dietary Guidelines.
- how to use the Food Guide Pyramid.
- how to distinguish between foods that are healthful and those that do not contain many nutrients.

Vocabulary

- calorie, B45
- nutrient, B45
- proteins, B45
- carbohydrates, B45
- saturated fat, B45
- unsaturated fat, B45
- vitamin, B45
- mineral, B45
- nutrition, B46
- Dietary Guidelines for Americans, B46

Think of an ideal day. You might read a few chapters of a book, go in-line skating, see a movie with a friend, and have dinner with your family. Such a day includes a balance of activities. You need balance in your diet as well. A wide variety of healthful choices in your diet enables you to look and feel your best.



B44

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Sample 12-7: Word List in a Sidebar

CHAPTER 6 REVIEW

Chapter Summary

- Lesson 1** • Violence is a serious public health problem in the United States. You can help to prevent violence in your community.
- Lesson 2** • To prevent violent situations and make your school a safe place, avoid weapons and gangs and deal with bullies in a healthful way.
- Lesson 3** • Knowing and practicing safe habits can help you prevent unintentional injuries at home, outdoors, and on the road.
- Lesson 4** • Identifying severe weather conditions and natural disasters and being aware of the safety measures for each type of weather emergency will help you avoid unintentional injuries.
- Lesson 5** • Being skilled in first aid procedures will prepare you to respond in a medical emergency. These skills will also enable you to take safe actions to reduce your risk of illness or injury.

Use Vocabulary

(Formats: Suggested Location)

assault, C45
first-degree burn, C76
flammable, C59
gang, C54
heatstroke, C67
homicide, C45
hypothermia, C67
shock, C75

Choose the correct term from the list to complete each sentence.

1. If a material is able to catch fire easily, it is _____.
2. A physical attack or the threat of a physical attack is an example of _____.
3. A group of people who are often involved in illegal and violent activities is a(n) _____.
4. A dangerous reduction in blood flow within the body is _____.
5. The killing of one person by another person is _____.
6. A condition in which the body's temperature falls significantly below normal is _____.
7. An overheating of the body that is life-threatening is _____.
8. A mild burn that affects the first, or outer layer of the skin, causing pain, redness, and swelling is a(n) _____.

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Section 13

Poetry and Song Lyrics

| | | |
|-------|--|-------|
| 13.1 | Fundamentals | 13-1 |
| 13.2 | Poetry within Narrative Text | 13-1 |
| 13.3 | Poetry in Stanza or Verse Form | 13-2 |
| 13.4 | Separation of Stanzas | 13-4 |
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| 13.10 | Hymnals and Songbooks | 13-10 |
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| 13.12 | Samples | 13-12 |

13.1 Fundamentals

13.1.1 This section covers poetry written in prose, rhyme, and other configurations. It also covers lyrics written without musical notation, and the use of punctuation and shape as a poetic device. (See *Formats*, §15.5, Line-Numbered Poetry and §15.7, Poetic Rhyme Scheme.)

13.1.2 **A Braille Reader’s Perspective.** Centering poetry in print is visually attractive. This material is often centered on the page as well as on the line. In braille, the material must first be found. Moving the material to the margin in effect helps to identify the basic form of the poetry by the use of margins.

13.2 Poetry within Narrative Text

- 13.2.1 Follow print when poetry is embedded within narrative text.
- Retain font attributes.
 - Follow print use for either a slash or vertical line to indicate where one poetic line ends and another begins.
 - Follow print for spacing of symbols, which may begin or end a braille line. Identify the use of the symbols on the Special Symbols page, or in a transcriber’s note before the text.

Example 13-1: Poetic Lines within Narrative Text

... suggesting that “the trust Othello puts him in / On some odd time of his infirmity / Will shake this island”

The Braille representation shows the text from the example above. It uses Braille cells to represent the text, including the opening quote and the closing quote. The text is formatted to show poetic line structure: the first line is indented, the second line is indented further, and the third line is a runover starting two cells to the right of the first line. The closing quote is also indented. Some Braille cells are shaded gray to indicate specific formatting or emphasis.

13.3 Poetry in Stanza or Verse Form

13.3.1 The indention pattern is based on the *entire* poem. The main entry begins in cell 1. Each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented level.

One level: 1-3

Two levels: 1-5, 3-5

Three levels: 1-7, 3-7, 5-7

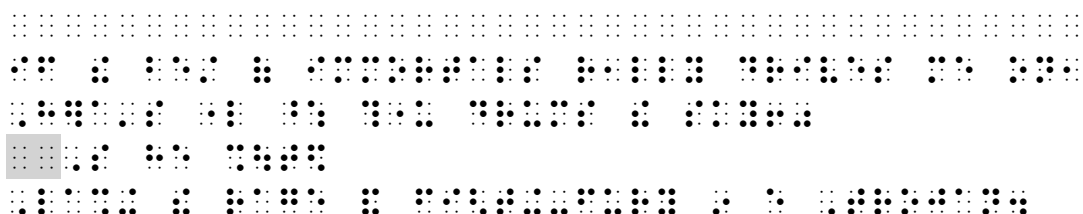
Four levels: 1-9, 3-9, 5-9, 7-9

etc.

- a. Leave a blank line before and after a poem. **Exceptions:** Do not insert a blank line between a cell-5 or cell-7 heading and the poem to which it applies. Do not insert a blank line between a cell-5 heading entry word and a poem in a glossary.
- b. A line of poetry may not be divided between braille pages.

Example 13-4: Poem with Deep Indentation

if the best of immortals really drives me on,
Hera's lord whose thunder drums the sky!"
So he shouted
Lashing the rage and fighting-fury in every Trojan.



13.4 Separation of Stanzas

13.4.1 Stanzas are difficult to determine at a print page break when a poem does not have the same number of lines in each stanza. Do not insert a blank line if it is not clear that there is a new stanza at the page break.

- Leave a blank line before each stanza or verse.
- Use cell-5 headings for stanza numbers.
- When a stanza begins at the top of a print page within a braille page, insert the page change indicator and leave one blank line before beginning the stanza.
- Leave a blank line at the top of the next braille page when a stanza ends on line 24 or 25 of the previous page. Start the new stanza on line 2 when a running head is not used, or line 3 when a running head is used.

(See [Sample 13-2: Poem with Stanza Numbers](#) on page 13-14.)

13.4.2 **Stanza Division.** When a page break would occur following the first line of a stanza, take the entire stanza to the next braille page.

13.5 Shape Poetry

13.5.1 A shape poem is one that has its lines arranged to represent the shape of an object or to suggest action, motion, mood, or feeling. When it is important to show the poem's shape or spatial style add a description in a transcriber's note, or provide a tactile graphic.

- 13.5.2 Poetic lines are not always easy to determine in some shape poems. Use punctuation and change of thought as a guide. (See [Sample 13-3: Shape Poem](#) on page 13-16.)

13.6 Poems with Irregular Lines of Poetry

- 13.6.1 Use normal poetry format when the indentions of irregular lines of poetry form a discernible pattern. (See [Sample 13-4: Poem with Discernible Lines of Poetry](#) on page 13-17.)

- 13.6.2 Treat the poem as a single level, using 1-3 margins, when the indentions of irregular lines of poetry have no discernible pattern or the poem uses uneven spacing. Some poems may need a transcriber's note of explanation. Sample:

The poem has inconsistent indention patterns, which are not reproduced.

or

The poem has multiple irregular indentions, which are not reproduced.

- 13.6.3 Use three blank cells to separate widely spaced words or phrases. Explain the blank cells in a transcriber's note. Sample:

Three blank cells indicate wide spacing.

(See [Sample 13-5: Poem with Uneven Indention and Wide Spacing](#) on page 13-18.)

- 13.6.4 When unusual combinations of punctuation marks and letters might create difficult reading:

- a. Use uncontracted braille. Use the grade 1 passage indicator and terminator around the entire poem. (See *UEB*, §5.4, Grade 1 Passage Indicator and §5.5, Grade 1 Terminator.)
- b. Insert a transcriber's note to explain the use of uncontracted braille. Sample:

This poem has unusual letter and punctuation combinations. Braille is uncontracted so punctuation can be identified easily.

(See [Sample 13-6: Embedded Punctuation in an Uncontracted Poem](#) on page 13-20.)

13.7 Prose Poetry

13.7.1 Prose poetry is ordinary speech or writing without rhyme or meter. It is written in a narrative format that does not follow the normal rules for writing poetry.

- a. Precede and follow a prose poem with blank lines.
- b. Follow print for paragraph indentation.
- c. Ignore font attributes except where they are required for emphasis or distinction.

(See [Sample 13-7: Prose Poem](#) on page 13-21.)

13.8 Reference Marks and Notes in Poetry

13.8.1 Transcribe references in poetry at the bottom of the print page, separated from the poetry by a note separation line. (See *Formats*, §16, Notes.)

Leave a blank between the end of a stanza, or the end of a poem, and the note separation line.

(See [Sample 13-8: Poem with Reference Marks](#) on page 13-22.)

13.9 Scansion, Accent, and Meter

13.9.1 Scansion is the analysis of a poem's meter, and the marking of the stressed and unstressed syllables in each line. There are a variety of print symbols used for marking scansion, stress, and meter. Use the following guidelines when structuring documents with different print symbols than those used here.

13.9.2 Follow print for symbols and terminology when identifying stress symbols on the Special Symbols page, or in a transcriber's note before the text. (See *UEB*, §4, Letters and Their Modifiers and §15.2, Stress.)

13.9.3 Transcribe a poem that contains stress, scansion, or meter marks twice. Place the two versions on a single braille page if possible. The first version should include the title and author or other attribution.

- a. Use contracted braille in the first version; do not show scansion, accented letter(s), meter, or emphasis that indicates stress.

- b. Leave a blank line between the first and second versions.
- c. To help offset the second writing, transcribe the second version using cell 3 for the left margin and the standard nested list format.
- d. Transcribe the second version in uncontracted braille. Show all typeform, scansion, stress, and meter symbols.
- e. Follow print when stress and meter symbols are placed above the affected words. The symbols are placed above the first letter of the syllable to which they apply. To accommodate room for one-letter syllables immediately followed by another syllable, it is permissible to place the stress or meter symbol over the space or capital indicator which precedes the word.
- f. Blank lines are required preceding and following each line of the poem.

Example 13-5: Diagrammed Scansion with Ictus (Slash) and X

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| x | / | x | / | x | / | x | / | x | / |
| But SOFT! What LIGHT through YONder WINdow BREAKS? | | | | | | | | | |
| | | | | | | | | | |
| <small>[Dot locator for “use” precedes grade 1 passage indicator standing alone. UEB, §3.14]</small> | | | | | | | | | |

- g. Explain the two writings on the Transcriber’s Notes page when there are multiple locations in the volume that use this technique. If the technique is used in a single location in the volume, explain the usage in a transcriber’s note before the text. Sample:

The text is first shown without stress symbols, and then repeated with the appropriate symbols and no contractions. Stress symbols are inserted above the syllable to which they apply. Symbols used:

- ⠠⠠⠠⠠ Stressed syllable
- ⠠⠠⠠ Unstressed syllable

(See [Sample 13-9: Lines of Poetry with Stress Marks](#) on page 13-23.)

13.9.4 **Meter.** Each section between the slashes or vertical lines is a *foot*. Foot division can appear within a word. The *meter* is the number of feet in a line. A *caesura* indicates a long pause in the middle of a line.

- a. These symbols are used to represent the signs indicating meter or rhythmic pattern of poetic lines. Follow print spacing of symbols and punctuation.
- b. Identify meter symbols on the Special Symbols page or in a transcriber's note before the text. Use the names given in print (if any) when identifying the symbols for these signs. The foot is usually the solidus or vertical line (pipe). The caesura is usually the double solidus or double vertical line.

- / ⠠ Solidus (foot)
- // ⠠⠠ Double solidus (caesura)
- | ⠠ Vertical line (pipe)
- || ⠠⠠ Double vertical line

- c. The foot and caesura symbols may begin or end a braille line when it is necessary to divide a line between braille lines. **Exception:** Do not break a line at a meter symbol when it is unspaced within a word.
- d. A line break may not occur within a foot, e.g., between the vertical lines.
- e. Contractions are *not* used in the second writing when some words are syllabified, and metered lines show only foot and/or caesura symbols. Contractions *are* used in the second writing when all words are not syllabified, and metered lines show only foot and/or caesura symbols.

- f. Titles and authors are shown with the first writing. Titles/authors are only included with the second writings if they include symbols of scansion, accent/stress, or meter.
- g. Attributions are shown with the first writing of the material and omitted in the second writing.

(See [Sample 13-10: Attribution with First Writing](#) on page 13-24 and [Sample 13-11: Sentences with Foot and Caesura Symbols](#) on page 13-25.)

Example 13-6: Word with Unspaced Internal Foot

All the | night sleep | came not u|pon my | eyelids

(See [Sample 13-12: Lines of Poetry with Stress and Meter](#) on page 13-26.)

13.9.5

Diagrammed Scansion and Meter. Follow print for spacing and punctuation of scansion and meter symbols when the text shows only a diagram consisting of accent/stress and meter signs with no lines of poetry. Use 1-3 margins for each diagrammed line.

Example 13-7: Diagrammed Scansion and Meter

13.10 Hymnals and Songbooks

13.10.1 Many sponsoring religious agencies have established specific formats and guidelines for the transcription of hymnals and songbooks, both with and without music. General directives are provided below for transcribing songs or hymns that appear in nonreligious materials.

13.10.2 **Lyrics without Music Notation.** Use 1-3 margins.

13.10.3 **Lyrics with Music Notation.** Follow the rules provided in the *Music Braille Code* when transcribing music notation, as well as any lyrics shown with that notation.

Music notation may be omitted when lyrics of a song or hymn are accompanied by music notation for illustrative purposes only, and there is no intention for that notation to be used for practice or performance. Insert a transcriber's note to explain this omission. Transcribe the lyrics as directed below.

13.11 Titles, Hymn or Song Numbers

13.11.1 Center the title or number of each hymn (both, if shown in print). Titles or numbers may be placed on line 1 unless a running head is used.

13.11.2 Information below the title.

a. Block permission-to-copy notices in the fifth cell to the right of the material to which they apply, on the line after the title or heading. (See *Formats*, §9.5, Source Citations and Permission to Copy.)

b. Leave a blank line following the title. List the information printed between the title and the song in the following order:

(1) Text centered below the title.

(2) Text printed on the left side of the page.

(3) Text printed on the right side of the page.

Use 7-5 margins for each item; do not leave blank lines between these items. Do leave a blank line before the beginning of the first verse. (See [Sample 13-13: Song Title with Additional Information](#) on page 13-28.)

13.11.3 When it is not possible to include the title or number (with any accompanying information) and at least *one braille line* of the first verse at the end of a page, begin the song or hymn on a new braille page.

13.11.4 **Songs with Verses**

- a. Transcribe verse numbers as cell-5 headings.
- b. Follow print for capitalization and punctuation of the verses.
- c. Omit hyphens that are printed between syllables unless they are intended to be part of the word.
- d. Use 1-3 margins for each line of the lyric. Use punctuation and rhyme scheme to determine each line of the lyric.
- e. When text shows the lyrics of the first verse—or any portion of a song or hymn—printed within the music notation and followed by the remaining verses printed in poetry format, the same format is used for *all* the verses. (See [Sample 13-14: Song with Verses](#) on page 13-29.)
- f. Follow print if the refrain or chorus is repeated.
- g. Follow print if only the word “refrain” or “chorus” indicates the repetition.

13.12 Samples

[Sample 13-1: Centered Poem](#), page 13-13

[Sample 13-2: Poem with Stanza Numbers](#), page 13-14

[Sample 13-3: Shape Poem](#), page 13-16

[Sample 13-4: Poem with Discernible Lines of Poetry](#), page 13-17

[Sample 13-5: Poem with Uneven Indention and Wide Spacing](#), page 13-18

[Sample 13-6: Embedded Punctuation in Uncontracted Poem](#), page 13-20

[Sample 13-7: Prose Poem](#), page 13-21

[Sample 13-8: Poem with Reference Marks](#), page 13-22

[Sample 13-9: Lines of Poetry with Stress Marks](#), page 13-23

[Sample 13-10: Attribution with First Writing](#), page 13-24

[Sample 13-11: Sentences with Foot and Caesura Symbols](#), page 13-25

[Sample 13-12: Lines of Poetry with Stress and Meter](#), page 13-26

[Sample 13-13: Song Title with Additional Information](#), page 13-28

[Sample 13-14: Song with Verses](#), page 13-29

Sample 13-2: Poem with Stanza Numbers

A Victim

by Alfred Tennyson

I.

A plague upon the people fell,
A famine after laid them low;
Then thorpe and byre arose in fire,
For on them brake the sudden foe;
So thick they died the people cried,
'The Gods are moved against the land.'
The Priest in horror about his altar
To Thor and Odin lifted a hand:
'Help us from famine
And plague and strife!
What would you have of us?
Human life?
Were it our nearest,
Were it our dearest,—
Answer, O answer!—
We give you his life.'

II.

But still the foeman spoil'd and burn'd,
And cattle died, and deer in wood,

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Sample 13-3: Shape Poem

Ampersand

Patrick Winstanley



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Or

- 10
- 11

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Sample 13-4: Poem with Discernible Lines of Poetry

Buffalo Bill's

Buffalo Bill's

defunct

who used to

ride a watersmooth-silver

stallion

and break onetwothreefourfive pigeonsjustlikethat

Jesus

he was a handsome man

and what i want to know is

how do you like your blueeyed boy

Mister Death

e.e. cummings

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Sample 13-5: Poem with Uneven Indention and Wide Spacing

The Sky Was

by E. E. Cummings

the

sky

was

can dy lu

minous

edible

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pinks shy

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Sample 13-9: Lines of Poetry with Stress Marks

Seen from above, the sky
Is deep. Clouds float down there,

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Sample 13-10: Attribution with First Writing

I may / assert / Eter- / nal Prov- / idence.

And jus- / tify / the ways / of God / to men.

Milton, *Paradise Lost*, page 227, lines 25-26

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Sample 13-11: Sentences with Foot and Caesura Symbols

Ah, dis | -tinct-ly | I re | -mem-ber || it was | in the | bleak De | -cem-ber;
 And each | sep-'rate | dy-ing | em-ber || wrought its | ghost u | -pon the | floor.

1 ⠠Ah, ⠠dis | ⠠-tinct-ly | ⠠I re | ⠠-mem-ber || ⠠it was | ⠠in the | ⠠bleak De | ⠠-cem-ber;
 2 ⠠And each | ⠠sep-'rate | ⠠dy-ing | ⠠em-ber || ⠠wrought its | ⠠ghost u | ⠠-pon the | ⠠floor.
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Sample 13-13: Song Title with Additional Information

Over the Rainbow

Words by E. Y. Harburg from *The Wizard of Oz* Music by Harold Arlen

The musical notation is on a treble clef staff with a key signature of one sharp (F#) and a 4/4 time signature. The melody starts on a 'do' note. The first measure is a half note D. The second measure is a half note A7. The third measure is a half note G. The fourth measure is a half note D. The lyrics are: Some - where o - ver the rain - bow, way up high,

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Sample 13-14: Song with Verses

On Top of Old Smokey

The image shows a musical score for the song "On Top of Old Smokey" in 3/4 time. It consists of three systems of music. The first system has a vocal line and a piano accompaniment. The vocal line starts with the lyrics "On top of old Smokey, All cov-ered with". The piano accompaniment features chords C and F, and a bass line with a piano (p) dynamic. The second system continues the vocal line with "snow, I lost my true lo-". The piano accompaniment includes chords C and G7, and a bass line with piano (p) dynamics. The third system concludes the vocal line with "ver, By court-in' too slow,". The piano accompaniment features a C chord and a bass line with piano (p) dynamics.

2. Now, courtin's a pleasure,
And parting is grief;
But a false-hearted lover,
Is worse than a thief.

3. A thief will just rob you
And take all you have,
But a false-hearted lover
Will lead you to the grave.

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Section 14

Plays, Cartoons, and Graphic Novels

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14.1 Fundamentals

- 14.1.1 This section deals with plays and other print situations that involve dialogue. Cartoons, interviews, and graphic novels also use a dialogue or a question-and-answer format that works well with the patterns established in this section.
- 14.1.2 Follow print for capitalization on speaker names, character names, and abbreviated names. The names may appear as the speaker in stage settings, stage directions, etc.
- 14.1.3 Retain font attributes on speaker, character, and abbreviated names.
- 14.1.4 If print uses both full capitalization *and* emphasis to show speaker names, retain the capitalization and omit the emphasis.
- 14.1.5 Retain font attributes when emphasis is required grammatically, e.g., book titles, ship titles, etc.
- 14.1.6 Dialogue starts on the same braille line as the character's name or identity when space permits.
- 14.1.7 When there is an extended blank space between the speaker's name and the first word of the speech, this space is indicated by three blank cells in braille. A transcriber's note is required to explain this format. See *Formats*, §15, Line-Numbered and Line-Lettered Text, for plays with line numbers. (See also *Formats*, §16, Notes.)

- 14.2.2 When a play is longer than a single volume:
- a. Repeat the cast of characters in each volume of the continued play.
 - b. Include the repeated cast of characters in print page number order in the front matter pages.
 - c. Include the print page number on the front matter page.
 - d. Include the transposed print page numbers for the repeated cast of characters on the title page. For example, if page 60 is the print page number for the cast of characters:

Title page: Print pages 5, 60, 80-95

14.3 Scene Settings

- 14.3.1 Scene settings may be described by a single word or several paragraphs, identifying the locale or period in which the action takes place.
- a. Titles and scene numbers are centered headings.
 - b. Follow print for blocked or indented paragraphs.
 - c. Follow print for use of enclosure symbols, e.g., brackets or parentheses. Do not add enclosure symbols if none are used in print.
 - d. Omit font attributes unless needed for distinction.
 - e. Insert a blank line to separate scene settings from dialogue.

(See [Sample 14-2: Scene Setting](#) on page 14-13.)

14.4 Stage Directions

- 14.4.1 A stage direction is an instruction to the actor that is written into the script of the play.
- a. Follow print for enclosure symbols used for internal stage directions. Do not add enclosure symbols if none are used in print.
 - b. Follow print placement and punctuation when stage directions or cues follow the speaker's name.

- b. Follow print for capitalization and emphasis. If print uses both full capitalization *and* emphasis to show speaker names, retain the capitalization and omit the emphasis. (See [Sample 14-3: Dialogue](#) on page 14-14.)
- c. Follow print for punctuation shown after the name of each speaker.
- d. Insert two blank spaces between speaker names and dialogue if print shows no distinction between the names and the dialogue, e.g., emphasis on the names; punctuation between the names and related dialogue.
- e. Use 5-3 margins for additional paragraphs by the same speaker in the same dialogue. (See [Sample 14-4: Speaker with Multiple Paragraphs of Dialogue](#) on page 14-15.)

14.5.2 **Simultaneous Speakers**

- a. Ignore enclosure symbols when they are used to indicate that two or more characters are speaking at the same time with different dialogue. Precede the simultaneous speeches with a transcriber's note. Sample:

Martha and Peter together

- b. Indicate the resumption of normal dialogue by the following transcriber's note. Do not insert a blank line before or after the transcriber's note. Sample:

Solo

(See [Sample 14-5: Simultaneous Speakers](#) on page 14-16.)

- c. Do not attempt to duplicate print when dialogue of simultaneous speakers is printed in columns. Use the dialogue format as directed above. (See [Sample 14-6: Columned Dialogue Ignored](#) on page 14-17.)

14.5.3 **Stage Directions between Lines of Prose Dialogue**

- a. Use 7-7 margins for stage directions or cues.
- b. Use 9-7 margins for additional paragraphs of stage directions.
- c. Ignore font attributes used for stage directions.

- d. Do not insert blank lines before or after stage directions or cues printed outside or between the lines of dialogue.

Example 14-6: Unenclosed Stage Directions

JESSIE: It's not a joke, Mama.
Mama watches for a moment in silence.
 MAMA: That gun's no good, you know. He broke it right before he died.
 He dropped it in the mud one day.

(See [Sample 14-7: Two Paragraphs of Prose Stage Directions](#) on page 14-18.)

14.6 Verse Plays

- 14.6.1 Verse plays are written in a poetic form and typically each line begins with a capital letter.
 - a. Use 1-5 margins for the first line of dialogue.
 - b. Use 3-5 margins for additional lines by the same speaker.
 - c. Follow print for capitalization and emphasis. If print uses both full capitalization *and* emphasis to show speaker names, retain the capitalization and omit the emphasis.
 - d. Follow print for punctuation shown after the name of each speaker.
 - e. Insert two blank spaces between speaker names and dialogue if print shows no distinction between the names and the dialogue, e.g. emphasis on the names; punctuation between the names and related dialogue.

(See [Sample 14-8: Verse Play](#) on page 14-19.)

- 14.6.2 When print includes a large space after a speaker's name:
 - a. Insert three blank cells between the speaker's name and the beginning of the dialogue.

- b. Explain this usage on the Transcriber’s Notes page, or in a transcriber’s note before the beginning of the play.
Sample:

Three blank cells have been inserted when print shows a wide space following a speaker’s name.

Example 14-7: Verse Play with Extended Blank Space

ANTONIO: I’ll teach you how to flow.
SEBASTIAN: Do so. To ebb
Hereditary sloth instructs me.
ANTONIO: O,
If you but knew how you the purpose cherish

14.6.3 **Stage Directions between Lines of Verse Dialogue**

- a. Use 7-7 margins for stage directions or cues.
b. Use 9-7 margins for additional paragraphs of stage directions.

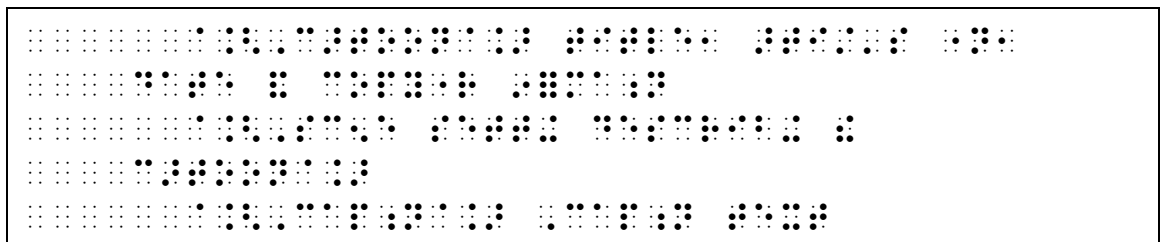
Example 14-8: Two Paragraphs of Verse Stage Directions

BRUTUS
Farewell, every one.
Exeunt all but BRUTUS
Re-enter LUCIUS, with the gown
Give me the gown. Where is thy instrument?

date and copyright information, if given and legible. Copyright information is often found in the acknowledgements if part of this information attached to the cartoon is difficult to read.

- 14.10.3 Format cartoons using the following general guidelines.
- It is often useful to insert a brief scene setting describing the cartoon and the characters before beginning the cartoon. Include this in a transcriber's note, starting on the line after the cartoon and title information.
 - Use 1-3 margins for dialogue.
 - Insert two blank spaces between speaker names and dialogue if print shows no distinction between the names and the dialogue, e.g. emphasis on the names; punctuation between the names and related dialogue. Do not enclose names or character identifiers in transcriber's note indicators. A transcriber's note is required (either at the site or on the Transcriber's Notes page).
- 14.10.4 **Single-Frame Cartoon.** Dialogue is frequently not included in a single-frame cartoon. Include sufficient information in a scene setting to convey the intent of the cartoon.
- Describe the scene setting in a transcriber's note using 7-5 margins.
 - Use 7-5 margins for the caption to the cartoon.

Example 14-10: Elements of Single-Frame Cartoon



- 14.10.5 **Multi-Frame Cartoon.** A cartoon may have a series of frames. Enclose each frame number in transcriber's note indicators using 7-5 margins.
- Using 1-3 margins, begin dialogue with the character's name followed by two spaces.
 - Use initial capitalization when dialogue is printed in all capital letters.

- c. When the dialogue is continued in another frame, repeat the character's name, followed by two spaces.
- d. When a character is not identified, an identifying trait is used as the character name, e.g., Boy 1, Boy 2, Man with Hat, etc.
- e. Give dialogue from an unknown character an identifier, such as "Narrator" or "Unseen Character."
- f. If necessary, a brief description of the action in the frame is enclosed in the transcriber's note with the frame number. If the action relates only to a specific character, insert a transcriber's note following the character's name. This description need not be limited to seven words.
- g. Look at the entire cartoon, graphic novel, etc., before writing the description.

(See [Sample 14-11: Cartoon](#) on page 14-22.)

14.11 Graphic Novels

14.11.1 Graphic novels use comic book style art and dialogue. They are treated as a multi-frame cartoon, with each print page beginning with Frame 1.

- a. Narrative boxes use 1-3 margins.
- b. If the narrative box appears within a frame, insert the text from the narrative into that frame. If the narrative box is outside one of the frames, treat it as a separate frame and follow the guidelines for formatting frames.

(See [Sample 14-12: Graphic Novel](#) on page 14-24.)

14.12 Samples

[Sample 14-1: Cast of Characters](#), page 14-12

[Sample 14-2: Scene Setting](#), page 14-13

[Sample 14-3: Dialogue](#), page 14-14

[Sample 14-4: Speaker with Multiple Paragraphs of Dialogue](#),
page 14-15

[Sample 14-5: Simultaneous Speakers](#), page 14-16

[Sample 14-6: Columned Dialogue Ignored](#), page 14-17

[Sample 14-7: Two Paragraphs of Prose Stage Directions](#),
page 14-18

[Sample 14-8: Verse Play](#), page 14-19

[Sample 14-9: Mixed Prose and Verse Stage Directions](#), page
14-20

[Sample 14-10: Conclusion of Play](#), page 14-21

[Sample 14-11: Cartoon](#), page 14-22

[Sample 14-12: Graphic Novel](#), page 14-24

Sample 14-1: Cast of Characters

DRAMATIS PERSONAE

CLAUDIUS, *King of Denmark*

HAMLET, *son to the late King Hamlet and nephew to the present king*

POLONIUS, *lord chamberlain*

HORATIO, *friend to Hamlet*

LAERTES, *son to Polonius*

VOLTIMAND, *courtier*

CORNELIUS, "

ROSENCRANTZ, "

GUILDENSTERN, "

OSRIC, "

A GENTLEMAN

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Sample 14-2: Scene Setting

SCENE: *The action takes place in Helmer's residence.*

ACT 1

A comfortable room, tastefully but not expensively furnished. A door to the right in the back wall leads to the entryway; another to the left leads to Helmer's study. ...

A bell rings in the entryway; shortly after we hear the door being unlocked. ...

NORA: *Hide the tree well, Helene. The children mustn't get a glimpse of it*

~~until this evening, for with the trip made to the Dublin Room, taking a walk~~

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Sample 14-5: Simultaneous Speakers

Peter: What is that?
Nicky: The Delphis are coming.
Craig } *Together* Yes, the Delphis.
Peter } Run, Run.
Nicky: We will all be killed.

1 ⠠Peter⠠:⠠What⠠is⠠that⠠?
2 ⠠Nicky⠠:⠠The⠠Delphis⠠are⠠coming⠠.
3 ⠠Craig⠠ } *Together* ⠠Yes⠠,⠠the⠠Delphis⠠.
4 ⠠Peter⠠ } ⠠Run⠠,⠠Run⠠.
5 ⠠Nicky⠠:⠠We⠠will⠠all⠠be⠠killed⠠.
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Sample 14-10: Conclusion of Play

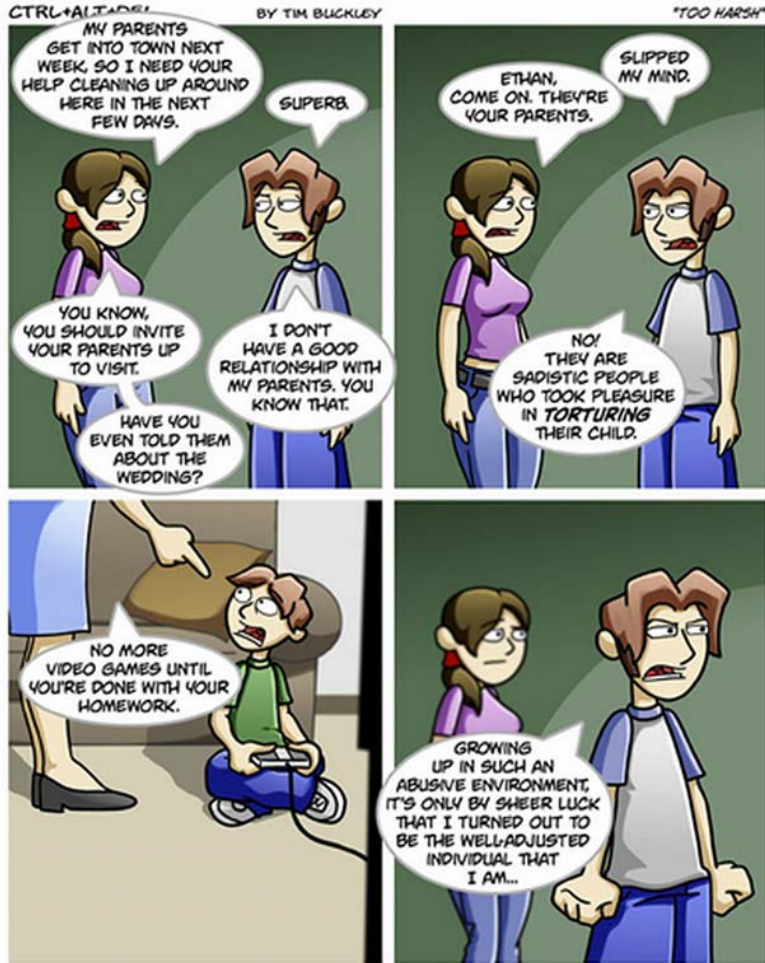
Webster (*moving to center stage, and joining Jabez' hands and Mary's*). And whom God hath joined let no man put asunder. (*He kisses Mary and turns, dusting his hands.*) Well, that job's done. I hope there's pie for breakfast, neighbor Stone.
(*And, as some of the women, dancing, bring in pies from the kitchen*)

THE CURTAIN FALLS

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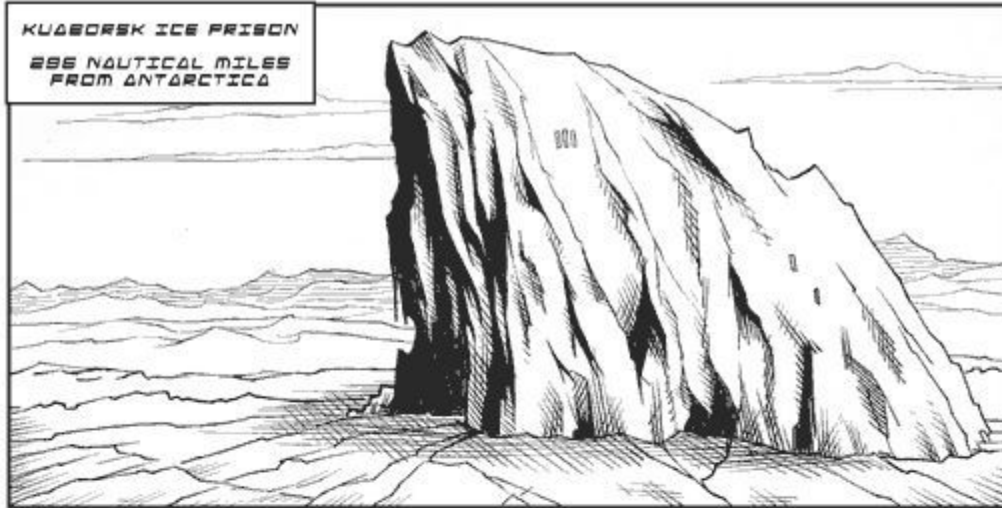
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Sample 14-11: Cartoon



www.cad-comic.com

Sample 14-12: Graphic Novel



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Section 15

Line-Numbered and Line-Lettered Text

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15.1 Fundamentals

15.1.1 This section focuses on a variety of numbering and lettering patterns found in the print left or right margin. This is seen most frequently with poetry and plays, but it is used also for referencing a specific line or paragraph for discussion or activities in prose. (See *Formats*, §13, Poetry and Song Lyrics and §14, Plays, Cartoons, and Graphic Novels.)

15.1.2 **A Braille Reader’s Perspective.** General braille rules tell the braille reader that a grade 1 symbol indicator precedes a letter and a numeric indicator precedes a number. It is best to always follow this rule for consistency, especially when transcribing material for younger children. Using grade 1 or numeric indicators for line numbers/letters unequivocally identifies whether the character at the end of a line is a letter or number, making it easier for the reader to determine whether the character is there to show a rhyme scheme or a line number.

15.2 Margin-Numbered Paragraphs

15.2.1 Margin-numbered print paragraphs may have numbers in the right or left margin that are typically used as a reference for discussion.

- a. Follow print for blocked or indented paragraphs.
- b. Insert the paragraph number before the beginning of the paragraph.

- c. Number every paragraph, even if only some paragraphs are numbered in print.

(See [Sample 15-1: Margin-Numbered Paragraphs](#) on page 15-8.)

15.3 General Provisions for Line-Numbered Text

15.3.1 The following provisions apply to print line numbers in either the left or right margin.

- a. Line-numbered text may not appear on any line with a print or braille page number.
- b. Place the line number, with the numeric indicator, at the right margin of the braille line on which the print line *begins*.
- c. All line-numbered text ends so that at least two blank cells separate the text and the longest line number on the braille page.
- d. Do not repeat the line number when a print line is longer than one braille line.
- e. Follow print when a word is divided at the end of a line.
- f. Resume using the full width of the line after the completion of the line-numbered text.
- g. A transcriber's note can extend to the right margin when placed before the beginning of, or following the end of, the line-numbered text.

15.4 Line-Numbered Prose

15.4.1 Prose is ordinary speech or writing without rhyme or meter. Observe the following guidelines, in addition to the points outlined in *Formats*, §15.3:

- a. Follow print for indented or blocked paragraphing.
- b. Every print line of prose is numbered in braille, even when the lines are not numbered in print.
- c. Three blank cells precede a new print line when it begins in the middle of a braille line. Do not insert three blank cells before a new print line when it begins a new braille line. (See [Sample 15-2: Prose Numbered Every Ten Lines](#) on page 15-9.)

- d. On the Transcriber's Notes page, inform the reader about the function of the three blank cells when line-numbered prose occurs in more than one section in a volume. Insert a transcriber's note before the text when the three blank cells is used in only one section. Sample:

Three blank cells occurring within a braille line indicate the beginning of a new print line.

(See [Sample 15-3: Line-Numbered Prose with Transcriber's Note](#) on page 15-10.)

- e. Two individually numbered print lines cannot start on the same braille line, as only one line number can be at the margin. (See [Sample 15-4: Short Numbered Lines](#) on page 15-11.)

15.5 Line-Numbered Poetry

15.5.1 Poetry is typically written in meter or verse. Observe the following guidelines, in addition to the points outlined in *Formats*, §15.3:

- a. Use poetry format. (See *Formats*, §13, Poetry and Song Lyrics.)
- b. Follow print for line numbers. Do not add numbers that do not occur in print.
- c. Maintain the two-cell margin before print line numbers whether these numbers are implied or actually shown.

(See [Sample 15-5: Poetry Line Numbers](#) on page 15-12.)

15.5.2 When a play is written in verse, observe the following guidelines:

- a. Use format outlined above in *Formats*, §15.5.1 a–c.
- b. Insert *three* blank spaces in braille when in print a significant blank space is left between the speaker's name and the first word of the dialogue. A transcriber's note is required explaining this format.

(See [Sample 15-6: Lines of Dialogue](#) on page 15-13.)

15.6 Interspersed Line-Numbered Prose and Verse

15.6.1 Each prose and verse section is formatted according to the guidelines for indentation patterns for that format.

- a. **Prose.** Every print line is numbered.
- b. **Verse.** Use only the line numbers shown in print.

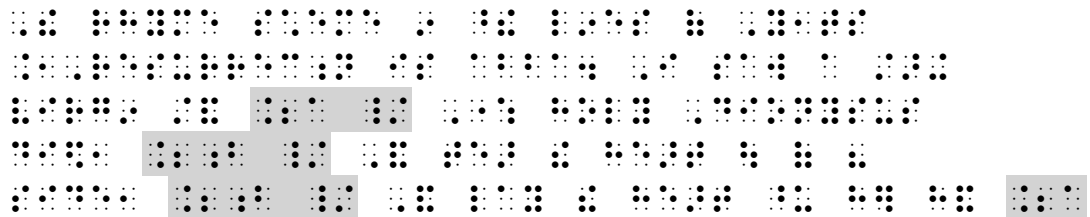
(See [Sample 15-7: Mixed Prose and Poetry](#) on page 15-14.)

15.7 Poetic Rhyme Scheme

15.7.1 **Paragraph Format.** Follow print for spacing and capitalization when a rhyme scheme is indicated by a linear sequence of lowercase letters within the narrative body of text. Retain font attributes used for rhyme scheme letters. The rhyme scheme letter should be on a line with at least one word of the material to which it applies.

Example 15-1: Poetic Rhyme Scheme within Body of Text

The rhyme scheme in these lines of Yeats *Resurrection* is abba. I saw a
staring virgin stand *a* / Where holy Dionysus died, *b* / And tear the heart
out of his side, *b* / And lay the heart upon her hand *a*



15.7.2 Poetry with Line-Lettered Rhyme Scheme

- a. Use poetry format. (See *Formats*, §13, Poetry and Song Lyrics.)
- b. Line-lettered text cannot appear on any line with a print or braille page number.
- c. Use line number format (see *Formats*, §15.5) when rhyme scheme letters are printed in either the left or right margin.
- d. Place each letter, preceded by the grade 1 indicator as required, at the right margin of the braille line on which the lettered line *begins*.
- e. Omit font attributes.

- a. Treat counted words as line-numbered text, leaving three spaces at the *end* of each line of text.
- b. Insert a transcriber's note explaining the use of the three blank cells, and that the number refers to the end of the print line. Sample:

Three blank cells indicate the end of a print line. The numbers in the right margin are the number of words read at the point of the three blank cells.

- c. Insert a blank line between the transcriber's note and the beginning of the line-numbered material.

(See [Sample 15-9: Marginal Numbers Indicating Words Read](#) on page 15-17.)

15.9 Verse-Numbered Texts in Religious Material

- 15.9.1 Specific formats and guidelines are provided by many sponsoring agencies for the transcription of religious materials.
- 15.9.2 Follow print when the print is in paragraph format and verse numbers are within the paragraphs.
- 15.9.3 When text is in verse format:
 - a. Begin each verse on a new line using 3-1 margins.
 - b. Place the verse number, including the numeric indicator, at the right margin of the first braille line in the verse.
 - c. All lines of text in this format end so at least two blank cells are left before the beginning of the longest verse number on the braille page.
 - d. Do not repeat the verse number if it is more than one line.
 - e. All notes to the text are at the bottom of the print page.
 - f. Do not place line-numbered text on any line with a print or braille page number.
 - g. Note changes in print format on the Transcriber's Notes page.

(See [Sample 15-10: Marginal Numbers Used for Verse Numbers](#) on page 15-18.)

15.10 Samples

[Sample 15-1: Margin-Numbered Paragraphs](#), page 15-8

[Sample 15-2: Prose Numbered Every Ten Lines](#), page 15-9

[Sample 15-3: Line-Numbered Prose with Transcriber's Note](#),
page 15-10

[Sample 15-4: Short Numbered Lines](#), page 15-11

[Sample 15-5: Poetry Line Numbers](#), page 15-12

[Sample 15-6: Lines of Dialogue](#), page 15-13

[Sample 15-7: Mixed Prose and Poetry](#), page 15-14

[Sample 15-8: Poem with Line Numbers and Rhyme Scheme](#),
page 15-16



[Sample 15-9: Marginal Numbers Indicating Words Read](#),
page 15-17

[Sample 15-10: Marginal Numbers Used for Verse Numbers](#),
page 15-18

Sample 15-5: Poetry Line Numbers

Dear, beauteous Death; the jewel of the just!
Shining nowhere but in the dark;
What mysteries do lie beyond thy dust, 20
Could man outlook that mark!

He that hath found some fledged birdes nest may know
At first sight if the bird be flown;
But what fair dell or grove he sings in now,
That is to him unknown 25

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Sample 15-7: Mixed Prose and Poetry

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SECOND CITIZEN.

Truly, Sir, all that I live by is with the awl; I meddle with
no tradesman's matters, nor women's matters, but with awl.
I am indeed, sir, a surgeon to old shoes; when they are in
great danger, I re-cover them. As proper men as ever trod upon
neat's-leather have gone upon my handiwork

25

FLAVIUS.

But wherefore art not in thy shop today?
Why dost thou lead these men about the streets?

SECOND CITIZEN.

Truly, sir, to wear out their shoes to get myself into more
work. But indeed, sir, we make holiday to see Caesar and to
rejoice in his triumph

30

MARULLUS.

Wherefore rejoice? What conquest brings he home?
What tributaries follow him to Rome,
To grace in captive bonds his chariot wheels?
You blocks, you stones, you worse than senseless things!
O you hard hearts, you cruel men of Rome,
Knew you not Pompey? Many a time and oft

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Section 16

Notes

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16.1 Fundamentals

16.1.1 All types of notes are simply called *notes* in this section. Notes give the reader additional information, e.g., the pronunciation of a word, etc.

Note: There are unique situations for specific types of notes, such as tables and gloss notes in foreign language texts. (See *Formats*, §16.5.)

16.1.2 For the purposes of these guidelines, a print *reference mark* is defined as any number, letter, or character used to indicate that there is an additional note to the matter that is being discussed.

16.1.3 Print uses many different symbols to indicate the presence of a note, e.g., asterisk, dagger, hollow dot, superscripted numbers or letters, etc.

16.1.4 The print explanatory notes may be located:

- a. At the foot of the page.
- b. In the margin.
- c. Between lines of narrative text.
- d. In columns facing the narrative text.
- e. On a page facing the narrative text.
- f. Immediately above or below columned or tabular material.

- g. In a note section, either at the end of each chapter or at the back of the book.
- h. Online, with a URL provided in print. In this case, the URL is transcribed, but the transcriber is not responsible for putting the actual notes in the braille edition.

16.1.5 Corresponding braille notes may be located:

- a. At the end of the print page, separated from text by a separation line.
- b. Before or within tabular material.
- c. At the end of the chapter or volume.
- d. In a separate volume for heavily annotated text.

16.1.6 **A Braille Reader’s Perspective.** Providing a braille format for notes is difficult because two things are required. Notes must be easy to find when necessary, but also easy to skip for uninterrupted reading.

16.2 Print Reference Marks

16.2.1 Usually a reference mark is printed in the text after the word(s) to be explained (e.g., word¹, word^a, word^{*}, or word[†]). The reference mark is typically repeated in some form before the word at the beginning of the note (e.g., 1. note, ^a note, ^{*}note, or [†]note). Follow print for the use of the reference marks.

16.2.2 When print uses a symbol to indicate the presence of a note, use the braille equivalent that represents that print symbol. Follow print for spacing, capitalization, and punctuation. Braille reference marks should appear on the same braille line as the word (or last word) referenced. Examples of print reference marks and their braille equivalent (grade 1 indicators are used as required but are not technically part of the symbol and should not be included in the Special Symbols list):

| | |
|--------------------------|-----------|
| Asterisk | ⠠⠠⠠⠠⠠⠠ |
| Dagger | ⠠⠠⠠⠠⠠⠠⠠ |
| Double Dagger | ⠠⠠⠠⠠⠠⠠⠠⠠ |
| Superscripted number 1 | ⠠⠠⠠⠠⠠⠠⠠⠠⠠ |
| Superscripted letter b | ⠠⠠⠠⠠⠠⠠⠠ |
| Superscripted hollow dot | ⠠⠠⠠⠠⠠⠠⠠⠠ |

- a. Place the reference mark as shown in print, either before or after the word or phrase being referenced.
- b. List all reference marks used, along with the print symbols they represent, on the Special Symbols page.
- c. Asterisks, daggers, and double daggers that appear raised from the baseline are not considered to be in the superscript position. (See *UEB*, §3.3.1, Asterisk, Dagger, and Double Dagger.) Retain the superscript format for all other symbols.

Example 16-1: Book with Asterisk Reference Mark

Hamlet*
*Othello

Example 16-2: Hollow Dot Reference Mark with Punctuation

(craft^o)
craft^o.

Example 16-3: Dagger Reference Mark with a Dash

Now is the time for all brave men to fly to Mars[†]—then come home.

Example 16-4: Numbered and Lettered Notes

script¹ or libretto^a

(See [Sample 16-1: Multiple Reference Marks](#) on page 16-17.)

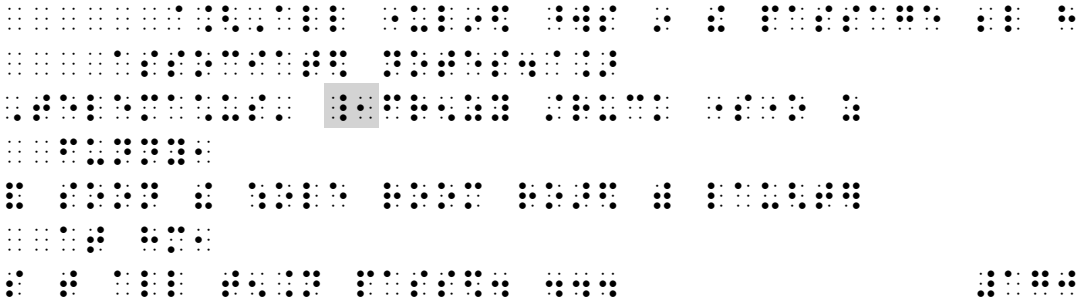
16.3 Emphasis Used to Identify Reference Marks

- a. Follow print when emphasis is used to identify words or phrases with reference notes, e.g., all footnotes are underlined, blue print represents vocabulary, and highlighting represents glossary notes.
- b. When it is clear that one type of emphasis indicates notes, explain this in a transcriber's note. Sample:

All of the bold words in this volume have reference notes associated with them.

Example 16-5: Reference Indicated by Underlining

Telemachus' frenzy struck someone as funny,
and soon the whole room roared with laughter at him,
so that all tension passed. ... 170

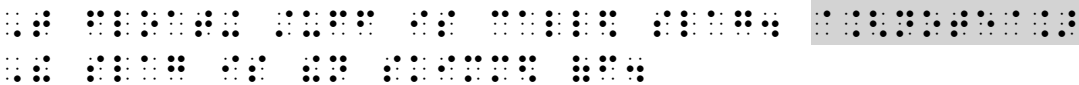


16.4 Notes without a Reference Mark

- a. Some notes may appear in the margin, alongside the referenced text, using no print symbol or emphasis.
- b. Insert the word "note", enclosed in transcriber's note indicators, after the point of reference in the text.
- c. The embedded note must be on the same line as at least one word or phrase to which it applies.

Note: Do not confuse marginal notes with sidebars. (See *Formats*, §12, Sidebars.)

Example 16-6: Note without a Print Reference Mark

| | |
|--|-----------------------------------|
| That floating stuff is called slag. The slag is then skimmed off. | <i>Slag is the dross of metal</i> |
|  | |

16.5 Notes

16.5.1 Place notes at the end of the print page.

- Separate notes from text by a note separation line
⠠⠠⠠⠠⠠⠠⠠⠠ (5, 25, 25, 25, 25, 25, 25) across seven cells.
The separation line cannot be on the last line of the
braille page.
- Insert a blank line before a note separation line *only*
when the blank line is required by other formats, such as
the end of a list. **Exception:** To reinforce a change in
context, insert a blank line before the page change
indicator when the text after the page change indicator
begins in the same cell as note runovers. Leave line 1 of
the following braille page blank if the note ends on line
25 and the text following the note begins in the same cell
as the note runover.
- List notes in the order in which they appear in the text.
Do not group them by symbol or typeform.
- Follow print for the use of reference marks. This may
result in different marks being used at the point of
reference within text and before the corresponding
footnote. Do not add a reference mark if one is not used
in print. Use 1-3 margins; for additional paragraphs in a
note, use 5-3 margins. **Note:** Do not repeat transcriber-
defined indicators before notes when there are no print
reference marks. (See *Formats*, §16.3b.)
- Use the entire width of the braille line for notes.
- Retain font attributes unless all notes using the same
reference mark are entirely emphasized. Do not retain
font attributes for line numbers.
- Notes may be separated by a title/heading or a blank line
when there are multiple titles with separate note

references on one print page. Use cell-5 headings for the titles/headings.

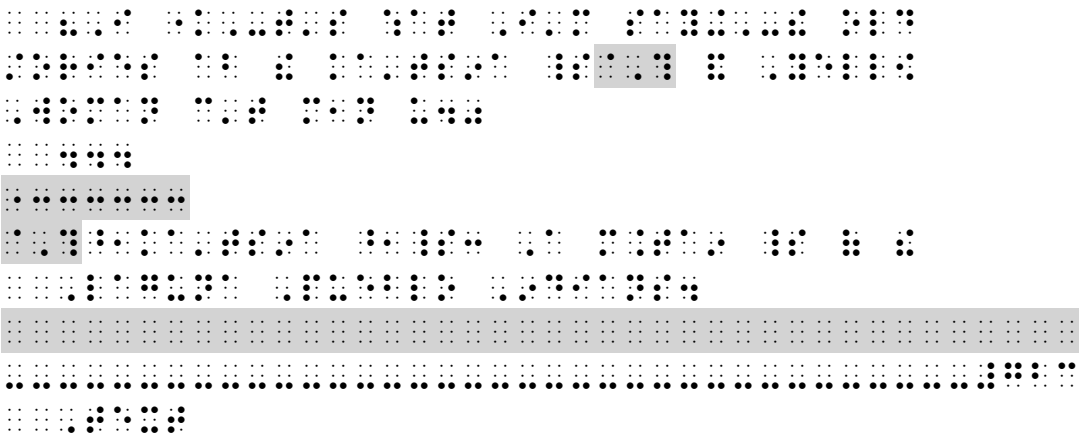
- h. Do not insert a blank line between a note separation line and a title or heading. (See [Sample 16-2: Notes with Headings](#) on page 16-18.)
- i. Notes in tables are discussed in *Formats*, §16.8.

Example 16-7: Note Placement

“I know—that’s what I’m saying—the old stories about the ka’tsina spirit[†] and Yellow Woman can’t mean us.”

...

†ka’tsina spirit: A mountain spirit of the Laguna Pueblo Indians.

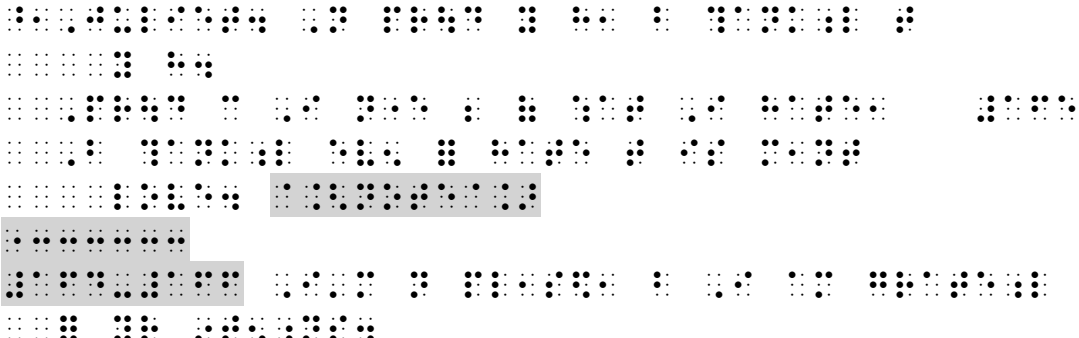


(See [Sample 16-3: Sequentially Numbered Notes](#) on page 16-20.)

Example 16-8: Note with Range of Line Numbers

165 Juliet. Not proud you have, but thankful that you have.
Proud can I never be of what I hate,
But thankful even for hate that is meant love.

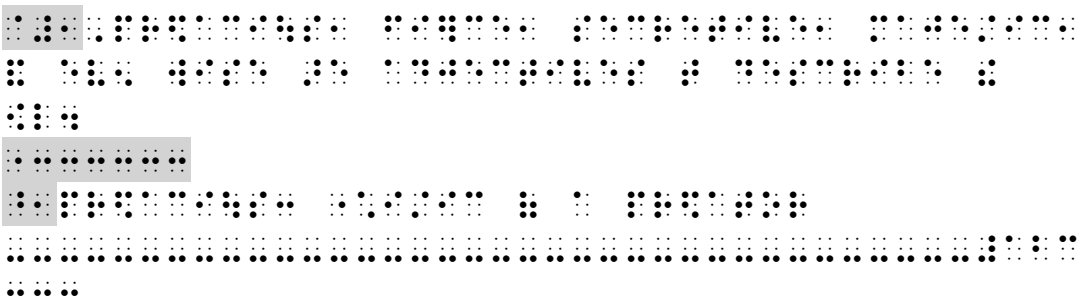
164-166 I'm not pleased, but I am grateful for your intentions.



Example 16-9: Highlighted Note Reference

Predacious, fierce, secretive, majestic, and even wise are adjectives that describe the owl.

predacious: characteristic of a predator



16.6 Gloss Notes in Foreign Language Texts

Notes that translate words, phrases, or terms used in a foreign language text are considered gloss notes. **Note:** This formatting only applies to gloss notes; other types of reference notes in foreign language materials are placed as directed in *Formats*, §16.5.

- a. Place gloss notes in foreign language materials on the line following the material to which the note applies.
- b. Use 7-5 margins and follow print for any reference marks used.

- c. If no print reference mark is used, insert an embedded transcriber's note following the point of reference within the text.

16.7 Miscellaneous Notes Issues

16.7.1 Treat multiple-marked or unmarked reference points on the same line as separate references. (See [Sample 16-4: Two Marked Notes on an Unnumbered Print Line](#) on page 16-21.)

Example 16-10: Two Unmarked Notes on a Numbered Print Line

| | |
|--|----|
| Brutus: Romans, countrymen, and lovers! Hear me for my cause, and be silent, that you may hear: believe me. | 15 |
| <hr/> | |
| 14 Romans: citizens of Rome | |
| 14 countrymen: Italians | |
| | |

16.7.2 Transcribe each reference mark used at the same reference point as a separate indicator. Follow print order for these reference marks.

Example 16-11: Two Indicators at Same Reference Point

The semester was beginning with a flurry of activities. All the students were preoccupied with the details of the syllabus^{†‡} that was disseminated by the professor at the opening class.

[†]*syllabus*: the subject studied for a particular course
[‡]*syllabus*: a summary outline of a course of study

⠠The ⠠semester ⠠was ⠠beginning ⠠with ⠠a ⠠flurry ⠠of ⠠activities. ⠠All ⠠the ⠠students ⠠were ⠠preoccupied ⠠with ⠠the ⠠details ⠠of ⠠the ⠠syllabus^{†‡} ⠠that ⠠was ⠠disseminated ⠠by ⠠the ⠠professor ⠠at ⠠the ⠠opening ⠠class.

16.7.3 **Notes with Pronunciation.** Do not add a second uncontracted spelling for words with pronunciation.

Example 16-12: Note with Pronunciation

The building had a festive air on the outside that contrasted with its inner staidness. Little by little, Juan was absorbed by his job, and he felt at peace since he was doing everything he could to get his letter for Mariana.

staidness (stād'nīs) *n.* a quiet, often strait-laced dignity

⠠The ⠠building ⠠had ⠠a ⠠festive ⠠air ⠠on ⠠the ⠠outside ⠠that ⠠contrasted ⠠with ⠠its ⠠inner ⠠staidness. ⠠Little ⠠by ⠠little, ⠠Juan ⠠was ⠠absorbed ⠠by ⠠his ⠠job, ⠠and ⠠he ⠠felt ⠠at ⠠peace ⠠since ⠠he ⠠was ⠠doing ⠠everything ⠠he ⠠could ⠠to ⠠get ⠠his ⠠letter ⠠for ⠠Mariana.

staidness (stād'nīs) *n.* a quiet, often strait-laced dignity

16.7.4 **Notes Containing Displayed Quoted Material.** When a note contains quoted matter set off from the body of the note by blank lines, quotation marks, change of margins, or font attributes, use the listed format of 1-3 for the note, and use the guidelines found in *Formats*, §9, Displayed Material, Attributions, and Source Information. (See [Sample 16-5: Note with a Quote](#) on page 16-22.)

16.7.5 **Notes Referring to Notes on a Different Page or in a Different Volume.** When a note refers to another note located on a different page or in a different volume, repeat the referenced note after the original note. Transcribe multiple-referenced notes in the order mentioned in the original note.

- a. Transcribe the note on the current page using 1-5 or 1-7 margins, depending on the number of references included in the note. Use a nested list format if more than two additional levels of references are included. The nested list format for notes is used only on these pages. Use 1-3 margins for notes on all other pages.
- b. Transcribe the note referencing the first note using 3-5 or 3-7 margins, depending on the number of notes.
- c. Use 5-7 margins for a note referencing the second note.
- d. Include both page location information and reference marks, when given.

Note: Do not repeat a referenced note in a volume of endnotes, where notes are transcribed exactly as written. (See [Sample 16-6: Repeated Note](#) on page 16-23.)

16.7.6 **Notes Continued on Additional Print Pages.** When a note is divided between print pages, complete the entire note on the print page on which it begins (*before* the print page change indicator). When the continuation of a print note is the only material on the following page, place the page change indicator following the note. Treat the page with the continued note as if it is blank; combine that print page number with the following print page number. (See [Sample 16-7: Continued Note on Next Print Page](#) on page 16-24.)

16.7.7 **Notes on Facing Pages.** Use combined print page numbers when transcribing text and notes printed on facing pages. Lettered continuation pages require the combined print page numbers. (See [Sample 16-8: Notes on Facing Page](#) on page 16-26.)

- a. An agency may request that notes be provided in a separate volume(s) when a book has text and notes on facing pages. In this situation, use combined page numbers in both volumes of text and notes. Indicate that the notes are in a separate volume on the Transcriber's Notes page. Sample:

The text and the notes to the text are in separate volumes.

- b. The following is an example of the volume and page numbering for the individual volumes. The text is in the first volume, with notes in the following volume.

Volume 3
Braille pages t1-t5 and 1-67
Print pages 45-a70

Volume 4
Braille pages t1-t5 and 1-55
Print pages 45-a70

16.8 **Notes in Tables and Columned Material**

16.8.1 **Notes in Table Format**

- a. Place notes before tables as, in most situations, they need to be read before reading the table to understand the entries in the table.
- b. Insert a transcriber's note before the table. Sample:

Note(s) in the table below.
- c. Do not include the note(s) within the transcriber's note.
- d. Place a blank line after the transcriber's note and then insert the reference note(s).
- e. Use 1-3 margins for all notes.
- f. Begin each note with the appropriate reference mark, followed by the note on the same line.
- g. Do not leave blank lines between notes.

h. Other transcriber's notes follow the reference note(s).
(See [Sample 16-9: Note in Column Entry](#) on page 16-27.)

- 16.8.2 **Notes in Alternate Table Formats.** Insert notes to listed, linear, and stairstep tables within the table.
- a. Use 7-5 margins for all notes.
 - b. Do not leave a blank line between notes.
 - c. **Listed format:** Insert the note on the next line after the completion of the cell entry.
 - d. **Linear format:** Insert the note on the next line after the completion of the entire row.
 - e. **Stairstep format:** Insert the note on the next line after the completion of the cell entry.
 - f. A reference mark may be included in a keyed transcriber's note. Insert the note after the completion of the transcriber's note explaining the key.

(See [Sample 16-10: Notes in a Listed Table](#) on page 16-28.)

16.9 Endnotes

16.9.1 Notes may be combined in a special section at the end of a chapter or at the end of a book. Usually endnote sections use consecutive superscript numbers within the chapter and do not use font attributes.

16.9.2 General Provisions for Endnote Sections

- a. Follow print for the placement of endnote sections at the end of each chapter.
- b. Endnotes at the end of a book generally are divided and placed at the end of the volume in which the references appear.
- c. Extensive endnote sections may be placed in a separate volume. This transposition of endnotes must be mentioned on the Transcriber's Notes page in each volume. Sample:

The endnotes to the text are in a separate volume.

Example 16-13: Extensive Notes in a Separate Volume (Print Only)

1170 “For the love of the Wife of Bath.” For the order of words cf. *the Grekes hors Synoun, SqT*, V, 209; *The kynges metynge Pharaao, BD*, 282; *Eleyne that was Menelaus wif his brothir, Bo*, iv, m. 7, 7. Other examples are given by Skeat in his note on the passage in the *SqT*. In the earlier form of the construction the proper name was put in the genitive (“the Kinges sone Henries,” AS. Chron., s.a., 1140), and there was therefore no ambiguity.

1171 *secte*, either “Sect” or “Sex.” The former meaning is established for Chaucer, and Kittredge, in his discussion of the Marriage Group, took it in that sense here. The Clerk, he held, was describing the Wife as a heresiarch. For objections see H. Kökeritz, PQ, XXVI, 147 ff., who argues for the meaning “Sex.”

16.9.3 Format of Endnotes

- a. Begin an endnote section on a new braille page.
- b. Insert the heading NOTES if the text does not include a heading at the beginning of the note section. Enclose it in transcriber’s note indicators, on line 1 (line 3 if a running head is used).
- c. Use 1-3 margins for each endnote.
- d. Do not add print page numbers to the notes if they do not appear in print.
- e. Before the note section in each volume, repeat lists of abbreviations for book/magazine titles referred to in the endnotes. List the abbreviations using 1-3 margins and follow print for punctuation, capitalization, and font attributes. Also follow print for the capitalization and use of font attributes for the abbreviations within the endnote.

Example 16-14: List of Note Abbreviations (Print Only)

| NOTES | |
|----------------------|--|
| <i>Abbreviations</i> | |
| NCC | North Carolina Collection, Louis Round Wilson Library, University of North Carolina at Chapel Hill |
| NCSA | North Carolina State Archives, Raleigh, North Carolina |
| RCC | Rockingham Community College, Historical Collections Room, Gerald B. James Library, Wentworth, North Carolina |
| SHC | Southern Historical Collection, Louis Round Wilson Library, University of North Carolina at Chapel Hill |
| UNC-G | University Archives and Manuscripts, Walter C. Jackson Library, University of North Carolina at Greensboro |

(See [Sample 16-11: Endnotes](#) on page 16-30.)

16.9.4 **Endnote Sections without Reference Marks.** If the endnote section shows only print page numbers and/or print line numbers, and there are no print reference marks in the body of the text:

- a. Begin each endnote with the print page number. Include the line number as well as the print page number for line-numbered material.
- b. Do *not* insert a reference mark within the text.
- c. Do *not* include braille line numbers in the note section.

16.10 Heavily Annotated Materials

16.10.1 Extensive notes can interrupt the flow of reading. The requesting agency may choose to:

- a. Create an endnote section at the end of a volume.
- b. Move the notes to a separate volume, retaining print page numbers.

16.11 Keying Technique for Marginal Labels

16.11.1 Labels printed in the margin can be intrusive in braille and great care needs to be taken to not interrupt the flow of text any more than necessary. List the labels in a key before the text.

- a. Devise a key by assigning letters for each label that reflect the meaning of the print label.
- b. Do not use numbers as a key for marginal labels.
- c. Do not use contractions or letters that comprise short form words as keys for marginal labels.
- d. Leave a blank line before and after the list of keyed items.
- e. Use 1-3 margins for key items and list them in the order in which the labels occur in the accompanying text.
Note: The dot locator for "mention" is not required preceding letters that represent keys.
- f. The complete key is enclosed in a transcriber's note. Place the closing transcriber's note indicator following the last item in the list.
- g. In the text, insert the assigned key, followed by a space, before the appropriate material. Use braille grouping indicators to enclose the affected text. Explain this usage in a transcriber's note. Sample:

In print, labels appear in the margin of the following letter. In braille, the labels are keyed. The keyed label is inserted before the beginning of the text to which it applies. Labeled phrases or sentences are enclosed in braille grouping indicators.

Symbols used below:

- ⠠⠠⠠⠠ Opening braille grouping indicator
- ⠨⠠⠠⠠ Closing braille grouping indicator

Key to labels:

- ⠠ Title
- ⠠ Author (last name first)
- ⠠ Year of birth
- ⠠ Date of publication
- ⠠ Publishers

(See [Sample 16-12: Marginal Labels](#) on page 16-32 and [Sample 16-13: Labeled Letter](#) on page 16-34.)

16.12 Samples

[Sample 16-1: Multiple Reference Marks](#), page 16-17

[Sample 16-2: Notes with Headings](#), page 16-18

[Sample 16-3: Sequentially Numbered Notes](#), page 16-20

[Sample 16-4: Two Marked Notes on an Unnumbered Print Line](#), page 16-21

[Sample 16-5: Note with a Quote](#), page 16-22

[Sample 16-6: Repeated Note](#), page 16-23

[Sample 16-7: Continued Note on Next Print Page](#), page 16-24

[Sample 16-8: Notes on Facing Page](#), page 16-26

[Sample 16-9: Note in Column Entry](#), page 16-27

[Sample 16-10: Notes in a Listed Table](#), page 16-28

[Sample 16-11: Endnotes](#), page 16-30

[Sample 16-12: Marginal Labels](#), page 16-32

[Sample 16-13: Labeled Letter](#), page 16-34

Sample 16-1: Multiple Reference Marks

*EDS. NOTE—Orwell was writing in 1936, when Hitler and Stalin were in power and World War II was only three years away.

**EDS. NOTE—*Raj*: sovereignty.

***EDS. NOTE—From time immemorial.

†EDS. NOTE—In terrorizing him.

‡EDS. NOTE—That is, gone into an uncontrollable frenzy.

1
2
3
4
5
6
7
8

[\(Return to Text\)](#)

Sample 16-2: Notes with Headings

I like a look of Agony

Emily Dickinson

I like a look of Agony,
Because I know it's true—
Men do not sham Convulsion,
Nor simulate, a Throe—

5 The Eyes glaze once—and that is
Death—
Impossible to feign
The Beads upon the Forehead
By homely Anguish strung.

3 **sham Convulsion:** pretend to have a seizure.

4 **Throe:** sudden surge of pain.

"Good Night, Willie Lee, I'll See You in the Morning"

Alice Walker

Looking down into my father's
dead face
for the last time
my mother said without
5 tears, without smiles
without regrets
but with *civility*¹
"Good night, Willie Lee, I'll see you
in the morning."

10 And it was then I knew that the healing
of all our wounds
is forgiveness
that permits a promise
of our return
at the end.

1 **civility:** politeness, especially of a merely formal kind.

I stopped in the middle of mamma's early history to tell about our tripp to Vassar because I was afraid I would forget about it, now I will go on where I left off. Some time after Miss Emma Nigh died papa took mamma and little Langdon to Elmira for the summer. When in Elmira Langdon began to fail but I think mamma did not know just what was the matter with him.

I was the cause of the child's illness. His mother trusted him to my care and I took him a long drive in an open barouche for an airing. It was a raw, cold morning, but he was well wrapped about with furs and, in the hands of a careful person, no harm would have come to him. But I soon dropped into a reverie and forgot all about my charge. The furs fell away and exposed his bare legs. By and by the coachman noticed this, and I arranged the wraps again, but it was too late. The child was almost frozen. I hurried home with him. I was aghast at what I had done, and I feared the consequences. I have always felt shame for that treacherous morning's work and have not allowed myself to think of it when I could help it. I doubt if I had the courage to make confession at that time. I think it most likely that I have never confessed until now.

From Susy's Biography.

At last it was time for papa to return to Hartford, and Langdon was real sick at that time, but still mamma decided to go with him, thinking the journey might do him good. But after they reached Hartford he became very sick, and his trouble proved to be diptheria.¹⁰ He died about a week after mamma and papa reached Hartford. He was buried by the side of grandpa at Elmira, New York. (Susy rests there with them. S.L.C.) After that, mamma became very very ill, so ill that there seemed great danger of death, but with a great deal of good care she recovered. Some months afterward mamma and papa (and Susy, who was perhaps fourteen or fifteen months old at the time—S.L.C.) went to Europe and stayed for a time in Scotland and England. In Scotland mamma and papa became very well equanted with Dr. John Brown, the author of "Rab and His Friends," and he met, but was not so well equanted with, Mr. Charles Kingsley, Mr. Henry M. Stanley, Sir Thomas Hardy grandson of the Captain Hardy to whom Nellison said "Kiss me Hardy," when dying on shipboard, Mr. Henry Irving, Robert Browning, Sir Charles Dilke, Mr. Charles Reade, Mr. William Black,

"his trouble proved to be diptheria ... buried ... at Elmira, New York. Langdon Clemens, born prematurely, was never robust and was slow to develop. He died in Hartford from diptheria, on 2 June 1872, at the age of nineteen months. After funeral services in Hartford, he was buried in the Langdon family plot at Woodlawn Cemetery, in Elmira, near Olivia's father, Jervis Langdon. Clemens must have "confessed" more than once, for in 1911 his sister-in-law, Susan L.Crane, remarked that "Mr. Clemens was often inclined to blame himself unjustly" (LS: Crane to Paine, 25 May 1911,

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Lord Houghton, Frank Buckland, Mr. Tom Hughes, Anthony Trollope, Tom Hood, son of the poet—and mamma and papa were quite well equanted with Dr. Macdonald and family, and papa met Harrison Ainsworth.

I remember all these men very well indeed, except the last one. I do not recall Ainsworth. By my count, Susy mentions fourteen men. They are all dead except Sir Charles Dilke and Mr. Tom Hughes.

We met a great many other interesting people, among them Lewis Carroll, author of the immortal "Alice"—but he was only interesting to look at, for he was the stillest and shyest full-grown man I have ever met except "Uncle Remus." Dr. MacDonald and several other lively talkers were present, and the talk went briskly on for a couple of hours, but Carroll sat still all the while except that now and then he answered a question. His answers were brief. I do not remember that he elaborated any of them. At a dinner at Smalley's we met Herbert Spencer. At a large luncheon party at Lord Houghton's we met Sir Arthur Helps, who was a celebrity of world-wide fame at the time, but is quite forgotten now. Lord Elcho, a large vigorous man, sat at some distance down the table. He was talking earnestly about Godalming. It was a deep and flowing and unarticulated rumble, but I got the Godalming pretty clearly every time it broke free of the rumble, and as all the strength was on the first end of the word it startled me every time, because it sounded so like swearing. In the middle of the luncheon Lady Houghton rose, remarked to the guests on her right and on her left in a matter-of-fact way, "Excuse me, I have an engagement," and without further ceremony she went off to meet it. This would have been doubtful etiquette in America. Lord Houghton told a number of delightful stories. He told them in French, and I lost nothing of them but the nubs.

I will insert here one or two of the letters referred to by Jock Brown in the letter which I received from him a day or two ago, and which we copied into yesterday's record.

(cont.) photocopy in CU-MARK, in link note following 26 May 1872 to Bliss, 99-101; 13 Feb 1872 to Fairbanks, 44: 22 Apr 1872 to the Warners, 79: 15 May 1872 to OC and MEC, 86).

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Sample 16-9: Note in Column Entry

TABLE 7.1
Social Readjustment Rating
Scale

(from Holmes and Rahe, 1967)

| Rank | Life event | Mean value |
|------|------------------------------|------------|
| 1 | Death of spouse | 100 |
| 2 | Divorce | 73 |
| 3 | Marital separation | 65 |
| 4 | Jail term | 63 |
| 5 | Death of close family member | 63 |
| 6 | Personal injury or illness | 53 |
| 7 | Marriage | 50* |
| 8 | Fired at work | 47 |

* Marriage was arbitrarily assigned a stress value of 500; no event was found to be any more than twice as stressful. Here the values are reduced proportionally and range up to 100.

| | | |
|----|------------------------------|-----|
| 1 | Death of spouse | 100 |
| 2 | Divorce | 73 |
| 3 | Marital separation | 65 |
| 4 | Jail term | 63 |
| 5 | Death of close family member | 63 |
| 6 | Personal injury or illness | 53 |
| 7 | Marriage | 50* |
| 8 | Fired at work | 47 |
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Sample 16-10: Notes in a Listed Table

Main Products of the World's Mines

| PRODUCT | ANNUAL PRODUCTION* | LEADING PRODUCERS (% TOTAL) |
|------------------------|--------------------|----------------------------------|
| <i>Precious Metals</i> | | |
| silver | 16 | Mexico (15%), U.S. (12%) |
| gold | 2 | South Africa (28%), U.S. (14%) |
| platinum | 0.3 | South Africa (50%), Russia (42%) |
| <i>Fossil Fuels</i> | | |
| coal | 4,600,000 | China (24%), U.S. (20%) |
| petroleum | 3,000,000 | Russia (15%), Saudi Arabia (13%) |
| natural gas | 2,000,000** | Russia (31%), U.S. (24%) |

*1,000 Metric tons

**Cubicmeters

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Sample 16-11: Endnotes

Notes

Chapter 1: “Ike”

Among the books I consulted in writing this chapter, the following were particularly helpful: Winston S. Churchill, *Painting as a Pastime*; Ferguson, *The Pity of War*; Lukacs, *Five Days in London, May 1940*.

In general I have based British casualty numbers on generally accepted figures. Ferguson’s *The Pity of War* analyzes these very accurately and in great detail. Casualty numbers for the First Battle of the Somme are based on those in Prior and Wilson, *The Somme*, 300–302.

1. Alanbrooke, *War Diaries*, 355–505. This is a constant theme in Alanbrooke’s diary entries, though he does vary it from time to time with even more exasperated remarks about Ike, such as, “He is a hopeless commander” (638).
2. Winston S. Churchill, *Into Battle: Winston Churchill’s War Speeches*, speech in the House of Commons, May 19, 1940, 212.
3. Larrabee, *Commander in Chief*, 347.
4. Winston S. Churchill, *Into Battle*, speech in the House of Commons, June 4, 1940, 219.
5. Calder, *The People’s War*, 113.
6. Winston S. Churchill, *Never Give In!* speech of November 10, 1942, 342.

—727—

Sample 16-12: Marginal Labels

Indent Opinion statement

Although some people might prefer watching TV or napping, for me swimming is the best way to relax. First of all, swimming quiets my mind. After a few laps, all the day's worries just drain out of me. In addition, swimming energizes me. The deep breathing sends more oxygen to my brain and muscles. Afterwards, I'm wide awake and refreshed. If I have homework to do, I can concentrate better on it. Furthermore, I'm never sore after swimming, as I sometimes am after running and other kinds of exercise. Some people might say that swimming laps is boring because you're not really going anywhere, but for me it's a path to feeling good.

Supporting sentences

Concluding sentence

Copyrighted Image

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Sample 16-13: Labeled Letter



MODEL: Social Letter

Heading *101 Monticello Road
Columbus, Ohio 43219
October 2, 19__*

Dear Jeremy, *Salutation*

I was really glad to get your letter in the mail yesterday! I've missed you a lot since you moved away. We always had fun together—playing ball after school, studying together at the library, riding bikes through town.

I'm glad to hear you're making friends at your new school. Have you found some kids to play ball with? I've heard there are good bike paths through some of the parks in New York City. Is that true? *Body*

We're getting ready for the soccer season here now, as you know. The team is really going to miss you as fullback. Kyle and Jennifer asked me to say "hi."

Please write again soon.

*Complimentary close Your friend,
Signature Andrea*

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Section 17

Spelling Lists and Activities

| | | |
|-------|--|-------|
| 17.1 | Fundamentals | 17-1 |
| 17.2 | Spelling Word Lists | 17-1 |
| 17.3 | Word Lists Used with Activities | 17-2 |
| 17.4 | Word Lists with Partial Emphasis | 17-3 |
| 17.5 | Marked Words in a List | 17-3 |
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17.1 Fundamentals

17.1.1 Spelling texts, also referred to as *spellers*, include a variety of teaching methods (e.g., emphasis of certain letters, omission of letters, scrambled letters, deliberate misspellings, etc.) to reinforce the proper spelling of a word. This section applies only to these types of situations, in which the spelling or the formation of the word is the most important consideration.

17.1.2 **A Braille Reader’s Perspective.** Uncontracted braille is a key element that aids the reader in using spellers. Care must be taken to ensure the appropriate use of uncontracted vs. contracted braille.

17.2 Spelling Word Lists

17.2.1 Word lists, appearing typically at the beginning of chapters or lessons, may be intended to teach how each word is spelled. These are called spelling word lists. Another kind of word list, called a vocabulary word list, may be included for the purpose of teaching their meanings. These are treated as simple lists in braille. (See *Formats*, §8, Lists.)

17.2.2 One of the difficulties in working with spelling word lists is determining if the words, or even just sets of letter

combinations, should be contracted. A spelling list appears typically at the beginning of a chapter or lesson, identifying the words to be studied. It may be a simple list of words, or may be focused on a specific set of letter combinations. As the first word list in the lesson, it is considered the *spelling word list*.

- a. Ignore font attributes used for entire spelling word lists.
- b. List spelling words vertically using 1-3 margins.
- c. Contract the first writing of the spelling word or phrase.
- d. Repeat the words/phrases in uncontracted braille.
- e. Leave one blank cell between the contracted and uncontracted words. When the list consists of phrases, leave two blank cells between the phrases.
- f. A list of spelling words may appear again in the lesson, either as a partial or complete list, often as a boxed sidebar. Repeat such word lists as they appear in print using contracted braille only.
- g. Longer word lists, showing only the contracted form, may be changed to columns. This is not recommended for early grade material.

(See [Sample 17-1: Spelling List](#) on page 17-14.)

17.3 Word Lists Used with Activities

17.3.1 Spelling books are full of activities to support learning. The activity heading and/or directions are used to help determine if the word list needs to be contracted or uncontracted.

17.3.2 **Uncontracted Activity Word Lists.** The following words/phrases are typical terminology indicating the word list should be uncontracted.

Alphabetize
Letter order
Look it up in the dictionary
Match letters
Misspelled
Scrambled
Spelled differently
Start with the same letter

Write the base word
Word search puzzle

(See [Sample 17-2: Activity Word List for Alphabetizing](#) on page 17-15, [Sample 17-3: Pronunciation Words in a List](#) on page 17-16, and [Sample 17-4: Scrambled Words](#) on page 17-17.)

- 17.3.3 **Contracted Activity Word Lists.** Word lists with activities centered around the use of the words usually are contracted. Sample key phrases indicating the word list should be contracted include:

Write a word that means the same.
Write the missing word.
Write the word that belongs.
Write the word that rhymes.

(See [Sample 17-5: Activity Word List](#) on page 17-18.)

17.4 **Word Lists with Partial Emphasis**

- 17.4.1 Word lists may focus on certain aspects of spelling by use of partial emphasis.
- Follow print for emphasis.
 - Transcribe each word contracted, uncontracted, and uncontracted with partial emphasis.
 - If required, insert the appropriate termination indicator to indicate the end of the emphasis in a partially emphasized word.
 - Leave one blank cell between each spelling of single words. Leave two blank cells between phrases.
 - List all words and/or phrases vertically using 1-3 margins.

(See [Sample 17-6: Word List with Partial Emphasis](#) on page 17-19.)

17.5 **Marked Words in a List**

- 17.5.1 When items in a list are marked with a special shape or icon, follow print for the symbol used. If a print symbol does not have a corresponding symbol in braille, devise a symbol

using a shape indicator or a transcriber-defined symbol indicator. (See *UEB*, §3.26, Transcriber-defined Symbols.)

- a. Begin the symbol or icon in cell 1 followed by at least one space.
- b. Align the beginning character of all items. Begin runovers two cells to the right of the beginning of the items.
- c. Transcribe multi-column lists with marked items vertically.
- d. List all symbols/icons on the Special Symbols page, or in a transcriber's note before the text. **Exception:** The bullet symbol (dots 456, 256) is not required to be listed on the Special Symbols page.

(See [Sample 17-7: Word List with Two Different Print Symbols](#) on page 17-20.)

17.6 Definition Lists

17.6.1 Entry words are contracted only, and are not repeated in uncontracted form.

- a. Ignore entry word font attributes, except when distinction is required, e.g., foreign words.
- b. Leave one blank cell between an entry word and its definition when the entry word is followed by punctuation, or if the definition starts with an uppercase letter.
- c. Leave two blank cells between entries and definitions when the entry words are phrases instead of individual words, if they are not followed by punctuation, or if the definition begins with a lowercase letter.

(See [Sample 17-8: Definition List with Two Spaces After Entry Word](#) on page 17-21 and [Sample 17-9: Word Usage List](#) on page 17-22.)

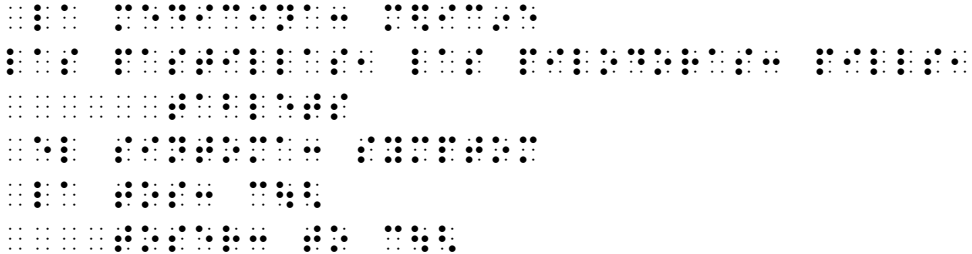
17.7 Word Lists in Foreign Language Texts

17.7.1 Vocabulary lists or word lists are often found at the beginning or end of individual chapters or lessons in foreign language materials. Follow print for placement.

17.7.2 Transcribe vocabulary or word lists that consist of only foreign words or short phrases as follows:

Example 17-2: Foreign Language Vocabulary List with Articles

| | |
|------------------------------|----------------|
| la medicina | medicine |
| las pastillas, las pilodoras | pills, tablets |
| el sintoma | symptom |
| la tos | cough |
| toser | to cough |




17.8 Syllabified Words

17.8.1 Do not contract syllabified single and compound words in spelling lists. **Note:** this only applies to spelling lists or activities.

- a. Do not divide a syllabified word between lines unless it is too long to fit on a single line. If a word is divided between lines, it must be at a syllable break. (See [Sample 17-10: Syllabified Words in a Spelling Activity](#) on page 17-23.)
- b. Follow print when print uses spaces, dots, hyphens, etc. to separate syllables.

Example 17-3: Syllabified Words in a Spelling List

| |
|------------|
| en er gy |
| mo tion |
| veloc i ty |



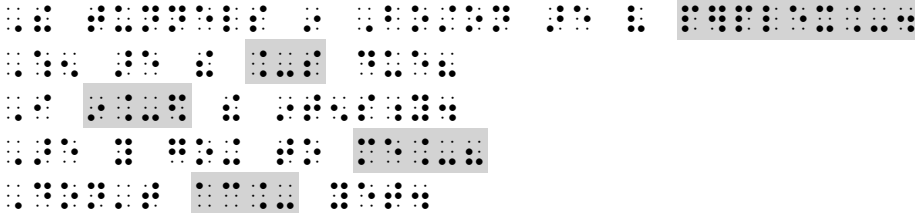
17.9 Blanks and Omissions

17.9.1 **Lines Indicating Omitted Parts of Words.** When text refers to spelling or word structure:

- Follow print for whatever symbol is used to represent a blank to be filled in.
- If applicable, use contractions in the portions of the word attached to the low line or other symbol.

Example 17-4: Partial Word Blanks

The tunnels in Boston are very perplex _____.
When are the _____s due?
I in _____ed the intensity.
Are you going to me _____?
Don't ac_____ yet.




17.9.2 **Omitted Letters.** Do not contract words showing omitted letters in spelling lists.

- Follow print for symbols used to show omission. A substitution may be made if accurate representation of the print symbol in braille would hinder the reader's recognition of the concept under discussion. Explain the choice of the substituted symbol in a transcriber's note.

Example 17-5: Omitted Letters Represented by Symbols

s*****d



- Follow print when hyphens indicate a specific number of missing letters.

Example 17-6: Omitted Letters Represented by Hyphens



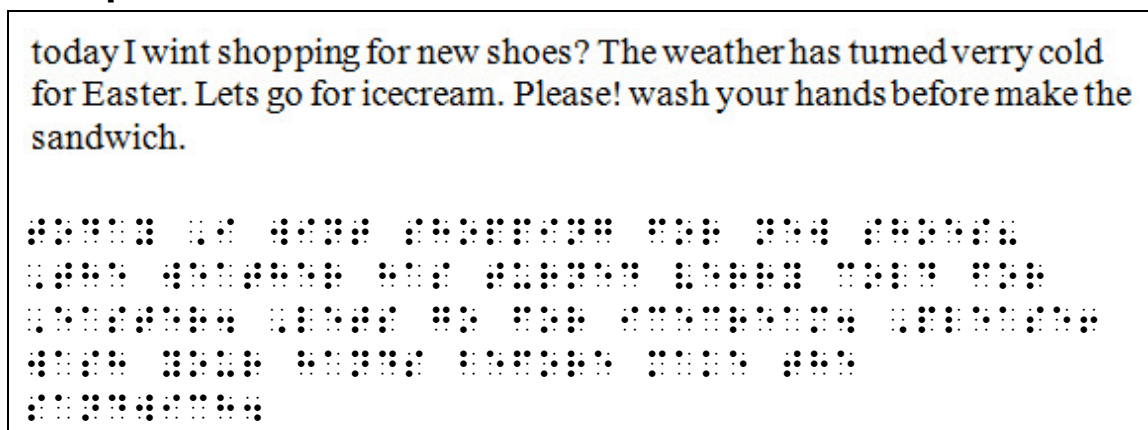
(See [Sample 17-11: Omitted Letters Identified in Directions](#) on page 17-24.)

17.10 Intentional Errors

17.10.1 It is important to avoid providing answer choices or solutions when intentional errors appear in an exercise.

17.10.2 **Unmarked Errors.** When entire passages have unmarked intentional spelling errors that are to be identified and/or corrected by the reader, transcribe them in uncontracted braille.

Example 17-7: Unmarked Errors to be Identified



(See [Sample 17-12: Unmarked Intentional Spelling Errors](#) on page 17-25.)

17.10.3 **Marked Spelling Errors.** When print calls attention to errors by means of a font attribute (e.g., underline, italics, color, highlighting, etc.) the designated words are uncontracted, and the remainder of the passage is contracted.

(See [Sample 17-13: Marked Intentional Spelling Errors](#) on page 17-26 and [Sample 17-14: Errors to Be Identified in Exercise](#) on page 17-27.)

c. Explain this usage in a transcriber’s note. Sample:

Words with crossed-out letters are uncontracted, then repeated with a hyphen substituted for each crossed-out letter. The repeated word is enclosed within transcriber’s note indicators.

Example 17-9: Crossed-Out Letters in Sentences

The heater in the room did not work.
My jeans shrunk in the dryer.
Did you pack your gear for the camping trip?
That is my ideal vacation!

The image shows a Braille transcription of the text above. The words 'heater', 'jeans', 'gear', and 'ideal' are highlighted with shaded boxes. The Braille is in a standard 6-dot format, and the highlighting is done with a light gray background.

17.12 Insertions

17.12.1 **Inserted Letters.** Spellers often indicate replacement letters within a word to show other spellings.

- a. Transcribe words with inserted letters in uncontracted braille.
- b. Follow print for use of enclosure symbols.

Example 17-10: Inserted Letters

write writ(e)ing

The image shows the Braille transcription of the text 'write writ(e)ing'. The word 'write' is followed by a space, then 'writ(e)ing'. The '(e)' is enclosed in parentheses. A shaded box highlights the '(e)' in the Braille transcription.

- c. Words that are followed by a space and a word part that is to be inserted or combined should be transcribed without contractions.
- d. Transcribe words that are to be combined with other words or word parts in uncontracted braille.
- e. Follow print spacing of the text that is to be inserted.

Example 17-11: Words Spaced from Inserted Letters

Write list words by adding the ending in parentheses to each word.

1. wrap (ing)
2. cute (er)
3. early (est)

17.12.2 Text may show crossed-out letters, words, or passages, along with substitutions in enclosure symbols.

- a. Follow the guidelines in *Formats*, §17.11 for transcribing crossed-out letters.
- b. Follow print for use and spacing of enclosure symbols.

Example 17-12: Crossed-Out Letters and Insertions

The beeping was ~~continue~~(ous).

I ~~try~~(ied) to run a marathon.

17.13 Nonalphabetical Signs

17.13.1 **Mathematical Symbols.** Spellers often use mathematical symbols to teach word formation.

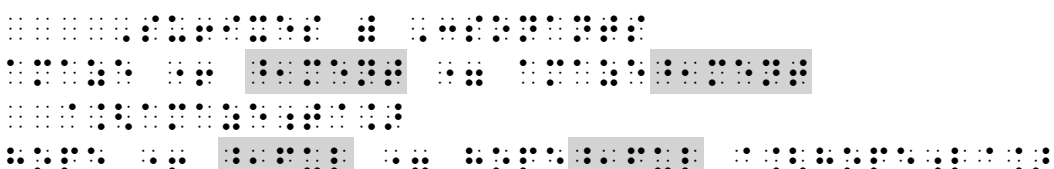
- Transcribe all text in word formation “equations” in uncontracted braille.
- If the result of the equation is a complete word, add the contracted form of the word at the end of the equation, enclosed in transcriber’s note indicators. Ignore any print emphasis.
- Use the appropriate symbols when mathematical indicators are used in discussions of word formation. List the symbols on the Special Symbols page. See *UEB*, §3.17, Mathematical Signs.)

(See [Sample 17-15: Word Equation Using Mathematical Symbols](#) on page 17-28 and [Sample 17-16: Crossed-Out Letters and Equals Sign](#) on page 17-29.)

Example 17-13: Partial Emphasis Using Mathematical Symbols

Suffixes with Consonants

amaze + **ment** = amazement
hope + **ful** = hopeful



(See [Sample 17-17: Word Formation Using Mathematical Symbols](#) on page 17-30.)

17.13.2 **Arrows.** Use spaced arrow symbols when print arrows show progression in word formation. List all arrow symbols on the Special Symbols page, or in a transcriber’s note before the text. (See *UEB*, §11.6, Arrows and [Sample 17-18: Word Formation Using Arrows](#) on page 17-31.)

17.14 Samples

[Sample 17-1: Spelling List](#), page 17-14

[Sample 17-2: Activity Word List for Alphabetizing](#), page 17-15

[Sample 17-3: Pronunciation Words in a List](#), page 17-16

[Sample 17-4: Scrambled Words](#), page 17-17

[Sample 17-5: Activity Word List](#), page 17-18

[Sample 17-6: Word List with Partial Emphasis](#), page 17-19

[Sample 17-7: Word List with Two Different Print Symbols](#), page 17-20

[Sample 17-8: Definition List with Two Spaces after Entry Word](#), page 17-21

[Sample 17-9: Word Usage List](#), page 17-22

[Sample 17-10: Syllabified Words in a Spelling Activity](#), page 17-23

[Sample 17-11: Omitted Letters Identified in Directions](#), page 17-24

[Sample 17-12: Unmarked Intentional Spelling Errors](#), page 17-25

[Sample 17-13: Marked Intentional Spelling Errors](#), page 17-26

[Sample 17-14: Errors to Be Identified in Exercise](#), page 17-27

[Sample 17-15: Word Equation Using Mathematical Symbols](#), page 17-28

[Sample 17-16: Crossed-Out Letters and Equals Sign](#), page 17-29

[Sample 17-17: Word Formation Using Mathematical Symbols](#), page 17-30

[Sample 17-18: Word Formation Using Arrows](#), page 17-31

Sample 17-1: Spelling List

Introduction Long Vowels, a, i, o

brain
favorite
stranger
sidewalk
slide
bowling
whole
globe

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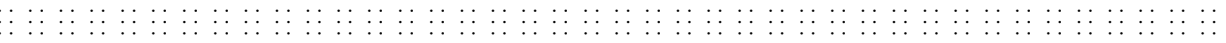
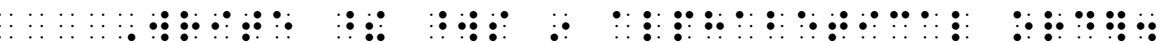









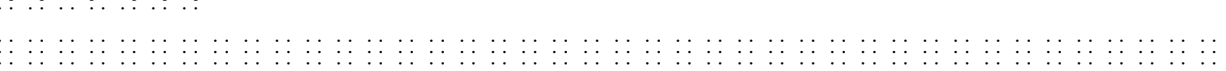
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Sample 17-2: Activity Word List for Alphabetizing

Short Vowels a, i, o, u

Write these words in alphabetical order.

past
accident
flood
shuttle
solve
problem
before
lobster
decided

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Sample 17-12: Unmarked Intentional Spelling Errors

Proofreading

This headline and play review have six misspelled words. Circle each one. Then write each misspelled word correctly on the lines.

MARIA LOPEZ STARS
IN NEW MUSICOL PLAY

The new play Pryde of the West, which opened last night at the Crown Theater, is great. Maria Lopez, who plays Sheriff Ann Antonio, has never been better. Standing tall in a costoom of buckskin, she fights criem in the Old West. She also sings beautifully. This play will be a big hit, and Ms. Lopez is going to become a star without equell.

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Sample 17-16: Crossed-Out Letters and Equals Sign

CONTRACTIONS

I ~~h~~ave = I've

is ~~n~~ot = isn't

there ~~i~~s = there's

he ~~w~~ill = he'll

let ~~u~~s = let's

of ~~t~~he clock = o'clock

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Sample 17-17: Word Formation Using Mathematical Symbols

Making New Words

Directions: Make new words from old ones by adding and subtracting short vowels (/a/, /e/, /i/, /o/, and /u/), long vowels (/ī/, /ā/, /ō/, and /ē/), and consonants. The spelling of some words will change quite a bit with the new vowel. (Some of the answers are on pages 3 or 11.)

Like this:

- Pete - /ē/ + /e/ = pet
1. boat - /b/ + /v/ = _____
2. kid - /i/ + /ō/ = _____

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Sample 17-18: Word Formation Using Arrows

General Rules for Plurals

| IF THE NOUN ENDS IN | THEN GENERALLY | EXAMPLE |
|---------------------------|--|------------------------------------|
| <i>ch, s, sh, x, or z</i> | add <i>-es</i> | crutch → crutches wish → wishes |
| a consonant + <i>y</i> | change <i>y</i> to <i>i</i> and add <i>-es</i> | baby → babies |

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Section 18

Grammar

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| 18.2 | Emphasized Capital Letters | 18-1 |
| 18.3 | Punctuation | 18-2 |
| 18.4 | Nonalphabetical Signs | 18-4 |
| 18.5 | Words or Abbreviations Printed above Sentences..... | 18-4 |
| 18.6 | Proofreading Marks and Edited Copy | 18-5 |
| 18.7 | Linear Sentence Diagramming..... | 18-8 |
| 18.8 | Spatial Sentence Diagrams with Arrows..... | 18-10 |
| 18.9 | Spatial Sentence Diagramming..... | 18-12 |
| 18.10 | Samples | 18-14 |

18.1 Fundamentals

18.1.1 Grammar encompasses many topics. This section focuses on capitalization, punctuation, parts of speech, editing, and diagramming sentences. Additional information can be found in other sections of these guidelines.

18.2 Emphasized Capital Letters

18.2.1 When all capital letters are emphasized in print, ignore the emphasis and insert a transcriber’s note to explain the print. Sample:

All capital letters in the section below are red.

Example 18-1: All Capital Letters Emphasized

The image shows a sample of text with emphasized capital letters. The text is: "Mark Twain", "Catherine the Great", and "President Lincoln". In the original image, the capital letters 'M', 'T', 'C', 'G', 'P', and 'L' are highlighted in red. Below the text is a Braille representation of the same text. The Braille is arranged in several lines. The first line contains the Braille for "Mark Twain". The second line contains the Braille for "Catherine the Great". The third line contains the Braille for "President Lincoln". The Braille for the emphasized capital letters is shown in a different pattern (likely using a different Braille cell or a specific Braille pattern for emphasis) compared to the other letters. The Braille for the other letters is in a standard pattern.

18.2.2 When isolated letters are capitalized and emphasized (e.g., italics, bold, colored type, underlined, etc.):

- a. Follow print for emphasis.
- b. Insert a transcriber's note giving basic information about print capitalization. Sample:

The symbol ⠠⠠⠠⠠⠠⠠ represents red letters.

Example 18-2: Isolated Capital Letters Are Emphasized

Capitalize titles used before a proper name and titles used in direct address.

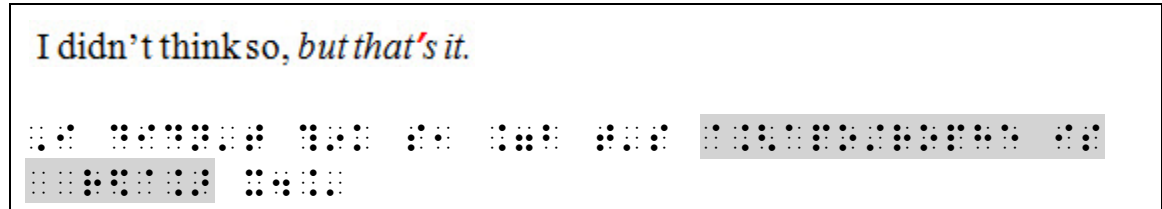
General Robert E. Lee
Chief Sitting Bull
Prime Minister Tony Blair

18.3 Punctuation

- 18.3.1 Punctuation usage and order generally follows *UEB*. Use the guidelines in this section when punctuation is emphasized through the use of spacing or font attributes, or used in atypical situations.
- 18.3.2 Follow print when punctuation marks are enclosed in parentheses or standing alone. Use a grade 1 indicator if the punctuation could be misread as a contraction.
- 18.3.3 **Emphasized Punctuation**
 - a. Follow print when punctuation marks are emphasized in print with italics, bold, underlining, or script.

- c. When isolated punctuation is emphasized with something other than italics, bold, underlining, or script, insert a transcriber’s note after the punctuation mark or applicable word to identify the print emphasis.

Example 18-5: Isolated Punctuation Is Emphasized



- 18.3.4 **Enlarged Print Grouping Symbols.** Enlarged print grouping symbols (e.g., a bracket or brace) may be used to show a correlation between a word or phrase and a group of related words. When a word or phrase is preceded or followed by an enlarged grouping symbol enclosing a list of choices:
- a. Follow print placement for the words used.
 - b. Use the multi-line bracket to represent the enlarged grouping indicator. (See *UEB*, §7.7, Multi-Line Brackets.)

18.4 Nonalphabetical Signs

- 18.4.1 **Analogy Symbols.** Use the following symbols when comparing word pairs:

⠠ is to
⠠⠠ as

- a. Place a blank cell before and after each symbol.
- b. Do not divide a word pair between lines.
- c. List the symbols on the Special Symbols page or in a transcriber’s note before the text. Sample:

Symbols used:

⠠⠠⠠ is to
⠠⠠⠠ as

18.5 Words or Abbreviations Printed above Sentences

- 18.5.1 There are two options when text shows abbreviations, words, parts of speech, numbers, etc., printed above or below lines of text.

18.5.2 **Option 1**

- a. Transcribe the sentence without the text printed above or below the line.
- b. After the sentence, list the words above/below the line followed by a colon and provide the corresponding word(s) from the sentence.
- c. Insert a transcriber's note to explain the format. Sample:

Each sentence is followed by a list of the parts of speech appearing above the print line with their corresponding words.

18.5.3 **Option 2**

- a. Place the abbreviation, word, or number in enclosure symbols not otherwise used in surrounding text (exercise set) and insert it after the affected text.
- b. The order of preference for enclosure symbols:
 - (1) Parentheses
 - (2) Square brackets
 - (3) Angle brackets
 - (4) Curly brackets
 - (5) Vertical lines
 - (6) Reverse solidus (backslash)
- c. Leave a blank cell before and after the insertion.
- d. Insert a transcriber's note to explain the format. Sample:

In braille, parts-of-speech labels above the print line are enclosed in parentheses after the corresponding word.

(See [Sample 18-1: Parts-of-Speech Labels Above the Sentence](#) on page 18-15 and [Sample 18-2: Sentence Structure Labeled Above the Sentence](#) on page 18-16.)

18.6 Proofreading Marks and Edited Copy

18.6.1 Marks used in proofreading and editing are difficult to reproduce in braille.

- a. Use 1-3 margins when print proofreading marks are listed.
- b. Do not devise symbols to represent these signs. Enclose the name or a brief description of each print mark in an

embedded transcriber's note, followed by the meaning or function of the mark as stated in print.

- c. Proofreading marks and edits often are shown in a colored font attribute. Do not indicate this color.
- d. Follow print list of proofreading marks for use of capitalization and punctuation.

(See [Sample 18-3: List of Boxed Proofreading Marks](#) on page 18-18.)

18.6.2 When text shows transpositions, insertions, and/or corrections that cannot be reproduced, it is important to provide only the information that is included in the text and not give away the answers.

- a. Transcribe marked words that pertain to spelling in uncontracted braille. Contract other marked words (i.e. those relating to punctuation or adding text).
- b. Use the same keying technique as that used for text with marginal labels. (See *Formats*, §16.11, Keying Technique for Marginal Labels.)
- c. Devise a key by assigning a number or letter(s) to each proofreader's mark. The key should contain a dot 3 or a dot 6. Use the same terminology in the key that is found in the list of proofreader's marks in the text, as not all books use the same terminology. Follow each key item by the marked word(s), and then the instructions on what needs to be done. Enclose the complete key in a transcriber's note before the text.
- d. Place the keyed mark after the affected word or phrase, preceded and followed by a space. This keyed mark must appear on the same line as the marked word.
- e. Phrases should be enclosed in braille grouping indicators. Explain this usage in a transcriber's note.

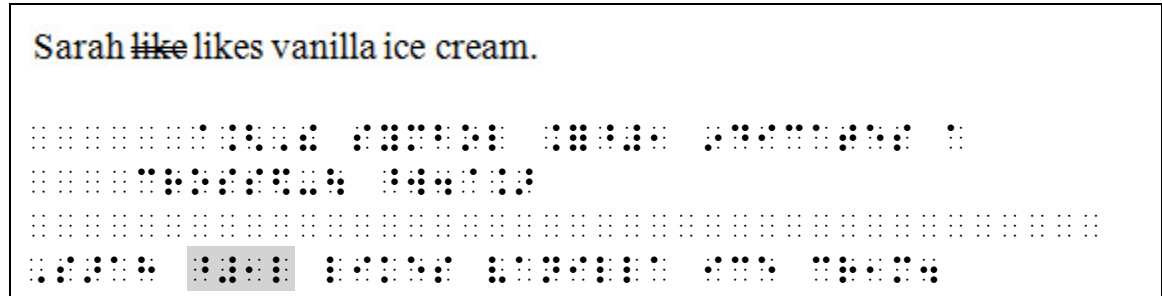
(See [Sample 18-4: Text with Proofreading Marks](#) on page 18-19.)

18.6.3 When a text shows limited insertions and corrections within the flow of text:

- a. Use a transcriber-defined typeform indicator to show the crossed-out word(s). (See *UEB*, §9.5, Transcriber-Defined Typeform Indicators.)
- b. Explain the usage in a transcriber’s note.

Note: in the example below, the second transcriber-defined indicator is used which assumes that the first transcriber-defined indicator was used elsewhere in the text.

Example 18-6: Text with Limited Insertions and Corrections



18.6.4 When text shows limited insertions and corrections above or below the flow of text:

- a. Follow *Formats*, §18.5.3 for crossed-out words.
- b. Enclose the text to be inserted in grouping symbols not otherwise used in the surrounding text, and place it after the affected text.
- c. Order of preference for grouping symbols:
 - (1) parentheses
 - (2) square brackets
 - (3) angle brackets
 - (4) curly brackets
 - (5) vertical lines
 - (6) reverse solidus (backslash)
- d. Leave a blank cell before and after the insertion.
- e. Insert a transcriber’s note to explain the format. Sample:

In braille, inserted words that appear above the print line are enclosed in parentheses and placed after the corresponding material in the sentence.

18.6.5 **Carets.** Use a caret symbol when a caret (^) indicates an insertion is to be made. Follow print for spacing.

Example 18-7: Use of Freestanding Caret in an Exercise

Insert an adjective where you see a ^.
 1. He has ^ hair. (long, shaggy, short)

- a. When print includes inserted text preceded by a caret, the caret must be on the same line as the first word of the inserted text.
- b. Enclose the insertion in braille grouping indicators. **Note:** the grouping indicators will likely require grade 1 indicators preceding them.
- c. Ignore colored font attributes indicating text to be inserted.
- d. List the caret symbol and the grouping indicators on the Special Symbols page, or explain them in a transcriber’s note before the text.

Example 18-8: Caret for Insertion of a Phrase

The War of the Whiskers ^between France and England raged from 1152 to 1453.

18.7 Linear Sentence Diagramming

18.7.1 Linear diagramming shows sentence structure, using font attributes to distinguish between parts of speech. Use transcriber-defined typeform indicators if needed (as seen for the double underlining in the example below). Use 1-3 margins for each diagrammed sentence.

18.8 Spatial Sentence Diagrams with Arrows

18.8.1 Spatial diagramming shows sentence structure using visual cues such as arrows. Precede and follow each arrow/sentence pair by blank lines.

18.8.2 **Symbols.** Use the appropriate UEB arrow symbols. (See *UEB*, §3.2, Arrows). List these symbols on the Special Symbols page or in a transcriber's note before the text.

- a. Follow print for placement and direction of arrows placed above or below sentences.
- b. Start symbols above or below the first letter of the word, or the number indicator of a number. Do not extend the arrow to other composition indicators or punctuation marks.
- c. Keep words or phrases between which an arrow shows a relationship on a single braille line.
- d. It may be necessary to move part of the sentence to a new line to keep the relationship intact.
- e. When a sentence is too long to use the arrow symbols, explain the arrow relationships in a transcriber's note.
Sample:

An arrow leads from hard-working to ballerina.

18.8.3 Spatial Diagrams with Arrows and Multiple Shafts

- a. Place the appropriate symbol of the arrow above the first letter of the word to which the arrow points. (See *UEB*, §3.2.)
- b. Use line mode to represent the arrow shaft. The line should end above the first letter of the word from which the arrow points. (See *UEB*, §16.2.3, Horizontal Line Mode.)

Example 18-11: Diagramming with Two Separate Arrows

Tom, did you submit your article?

Braille representation of the sentence with two separate curved arrows above it indicating relationships between 'submit' and 'Tom', and 'submit' and 'your article?'.

Example 18-12a: Diagramming with Multiple Arrows

We found the diary in the middle of a box of rubbish

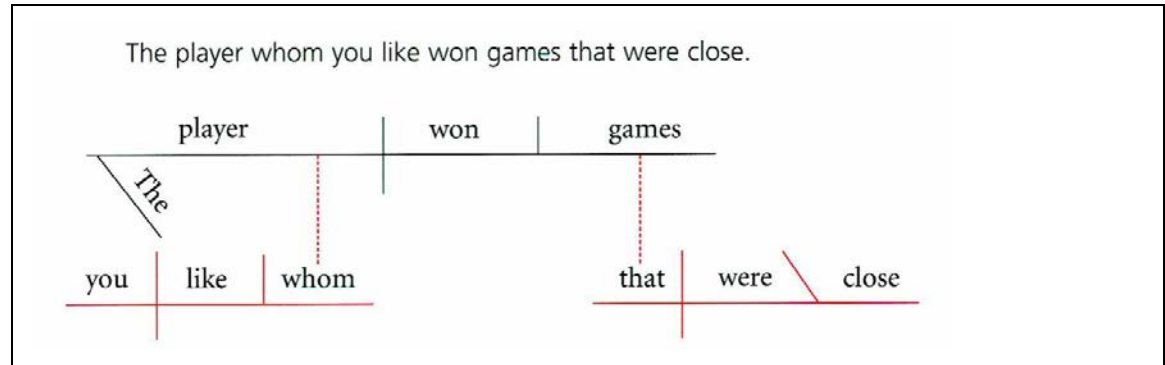
Braille representation of the sentence with three horizontal arrows above it pointing left, indicating relationships between 'found' and 'diary', 'diary' and 'middle', and 'middle' and 'rubbish'.

Example 18-12b: Diagramming with Multiple Arrows

We found the diary in the middle of a box of rubbish.

Braille representation of the sentence with three horizontal arrows above it pointing right, indicating relationships between 'found' and 'middle', 'middle' and 'diary', and 'diary' and 'found'.

Example 18-15: Spatial Diagram to Be Omitted (Print Only)



18.10 Samples

[Sample 18-1: Parts-of-Speech Labels Above the Sentence,](#)
page 18-15

[Sample 18-2: Sentence Structure Labeled Above the](#)
[Sentence,](#) page 18-16

[Sample 18-3: List of Boxed Proofreading Marks,](#) page 18-18

[Sample 18-4: Text with Proofreading Marks,](#) page 18-19

[Sample 18-5: Diagramming with Shapes,](#) page 18-20

Sample 18-2: Sentence Structure Labeled Above the Sentence

A *complex sentence* consists of one independent clause and one or more subordinate clauses.

independent clause subordinate clause
I need some new luggage that is good for air travel.

independent clause
Dallas/Fort Worth International Airport got its name
subordinate clause
because it lies between the two cities.

Option 1

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- 17
- 18

Sample 18-3: List of Boxed Proofreading Marks

PROOFREADING MARKS

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓟ Check the spelling.
- Ⓢ Add a period.

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[\(Return to Text\)](#)

Sample 18-4: Text with Proofreading Marks

Note: This sample uses the proofreading marks and terminology from Sample 18-3.

At last, the head chef, pierre agree^d to take Greg aside fir too hours every week for cooking lesons. (SP) (SP)

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Section 19

Codes and Puzzles

| | | |
|------|--|------|
| 19.1 | Fundamentals | 19-1 |
| 19.2 | Number, Letter, and Other Puzzle Codes | 19-1 |
| 19.3 | Words in Code..... | 19-2 |
| 19.4 | Morse Code..... | 19-3 |
| 19.5 | Crossword Puzzles | 19-4 |
| 19.6 | Word Puzzles and Letter Searches | 19-6 |
| 19.7 | Sudoku | 19-7 |
| 19.8 | Samples | 19-8 |

19.1 Fundamentals

- 19.1.1 There are many types of codes and puzzles and it is impossible to discuss all of them. This section provides the foundation of transcribing puzzles and simple codes, and serves as a guideline to formatting more complex situations.
- 19.1.2 A puzzle should be transcribed on a single page whenever possible. Place a long puzzle on facing interpoint pages when it will not fit on a single page. When single-sided embossers are used, an agency may choose to bind two-page puzzles so they face each other.

19.2 Number, Letter, and Other Puzzle Codes

- 19.2.1 When letters, numbers, or pictures are substituted for other letters, numbers, and/or pictures:
- Follow print when there are braille equivalents.
 - When there are no braille symbols equivalent to the print symbols, use braille symbols devised by the transcriber.
 - Substitute words or letters for pictures. Insert a transcriber's note explaining this usage. Sample:

All picture clues in the puzzle have been changed to word clues.
 - List symbols on the Special Symbols page or in a transcriber's note before the text.
- 19.2.2 **Linear Key Format.** When letters are printed above or below the line(s) of code characters:

- a. To ensure the code will be read as individual letters, insert the grade 1 passage indicator, beginning in cell 1 and preceded by a blank line or an opening box line, before the beginning of the puzzle or code. The dot locator for "use" is required before the grade 1 passage indicator. (See *UEB*, §3.14, Dot locator for "use.") If the puzzle or code is in capital letters, include the capitals passage indicator following the grade 1 passage indicator (unspaced).
- b. Use the next two consecutive braille lines (margins 1-1) for the code characters.
- c. When the code characters are longer than one braille line, precede and follow each set of code characters by a blank line.
- d. Place each braille letter directly above or below its corresponding code character.
- e. When a single letter appears above or below a two-digit number, place the letter above or below the first digit of the number.
- f. Explain the puzzle format in a transcriber's note. Sample:

The puzzle code symbols are under the letters.
- g. Place a grade 1 terminator, beginning in cell 1 and preceded by the dot locator for "use," on the line following the last line of the puzzle. If the capitals passage indicator was used, insert the capitals terminator before the grade 1 terminator (all unspaced).
- h. Follow the puzzle with a blank line or a closing box line.

(See [Sample 19-1: Symbol Code](#) on page 19-10 and [Sample 19-2: Linear Key Format](#) on page 19-12.)

19.3 Words in Code

19.3.1 Coded Word Puzzles

- a. When numbers are substituted for letters, connect the numbers that represent each word with hyphens.
- b. Leave one blank cell between words.
- c. Do not divide words between braille lines.

- d. Insert a transcriber’s note explaining the puzzle format.
Sample:

A hyphen separates the numbers of each word; a space separates words.

Example 19-1: Number-Coded Words

How can you tell which end of the worm is the head?

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| 7 | 4 | 33 | 12 | 8 | 15 | 32 | 31 | | | |
| 29 | 20 | 9 | 10 | 24 | 17 | 5 | 42 | 18 | 22 | 21 |
| 6 | 14 | 3 | 11 | 47 | 19 | 13 | 45 | 40 | | |

- e. Use uncontracted braille when coded puzzles are scrambled letters.
f. Grade 1 indicators may be required before single letters in the puzzle or key. (See [Sample 19-3: Coded Letter Puzzle](#) on page 19-13.)
g. Substitute an underscore for a blank space within a word. (See [Sample 19-4: Coded Number Riddle](#) on page 19-14.)

19.4 Morse Code

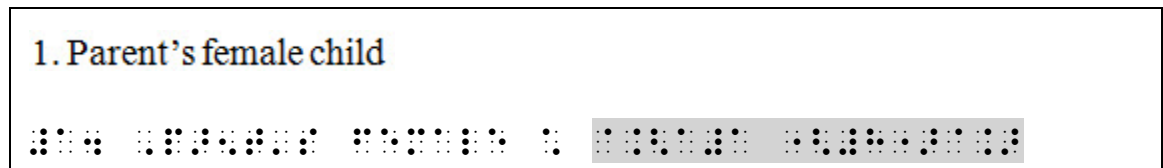
19.4.1 Morse code may be shown by a series of dots and dashes.

- ⠠ Morse code dot
- ⠡ Morse code dash

19.5.2 Puzzle Clues

- a. Place the clues before the puzzle grid.
- b. Format "Across" and "Down" as cell-5 headings.
- c. Use 1-3 margins for the list of clues.
- d. Present lists of answer words in uncontracted braille.
- e. Give transcriber-assigned column letters and row numbers on the same line, after the clue.
- f. The number of letters in the puzzle word may be enclosed in parentheses, at the end of each clue.
- g. Enclose the transcriber-assigned column letters/row numbers, and the number of letters in the word, in an embedded transcriber's note.

Example 19-4: Embedded Transcriber's Note



19.5.3 Puzzle Grid. A puzzle grid is the pattern of empty and filled-in squares.

- a. Puzzles shaped to resemble a flower, animal, etc., are squared off and the shape is described in a transcriber's note.
- b. Assign column letters (**a-z**) across the top of the puzzle grid (omit the grade 1 indicator) and number each row in the puzzle grid.
- c. Represent each square to be filled in by a hyphen.
- d. Represent each black square or blank space by a full cell.
- e. When the puzzle is larger than 26 squares across, the second set of column letters is doubled, i.e., **aa**, **bb**, **cc**. These doubled letters require a two-cell column.
- f. Transcribe letters included in the puzzle in their proper spaces without capitals or the grade 1 indicator.
- g. Use the same number of spaces as there are squares in the puzzle; do not insert extra spaces.
- h. When possible, place the grid on one page.
- i. When the grid is too long for a page, repeat the column letters on line 1 on the next page (line 2 if a running

head is used). The grid must allow space for the page number and the three blank cells preceding it. When it will not fit on the line with the page number, begin the grid on line 2.

- j. When the grid is too wide for one page, place the grid on facing pages or continued pages. Explain the format in a transcriber's note. Sample:

The puzzle grid is too wide to fit on a single page. The grid appears across facing pages.

- k. When the puzzle will not fit on a single braille page, place the grid and as many of the clues as possible on interpoint facing pages.
- l. Insert a transcriber's note before the crossword puzzle. Sample:

In the following crossword puzzle, each clue is followed by a transcriber-assigned column letter and row number. Numbers in parentheses at the end of each clue indicate the number of letters in the puzzle word. The clue letter/number and number of letters in the word are enclosed in transcriber's note indicators. In the grid, a hyphen represents a square to be filled in, and a full cell represents an empty space.

(See [Sample 19-5: Crossword Puzzle](#) on page 19-18.)

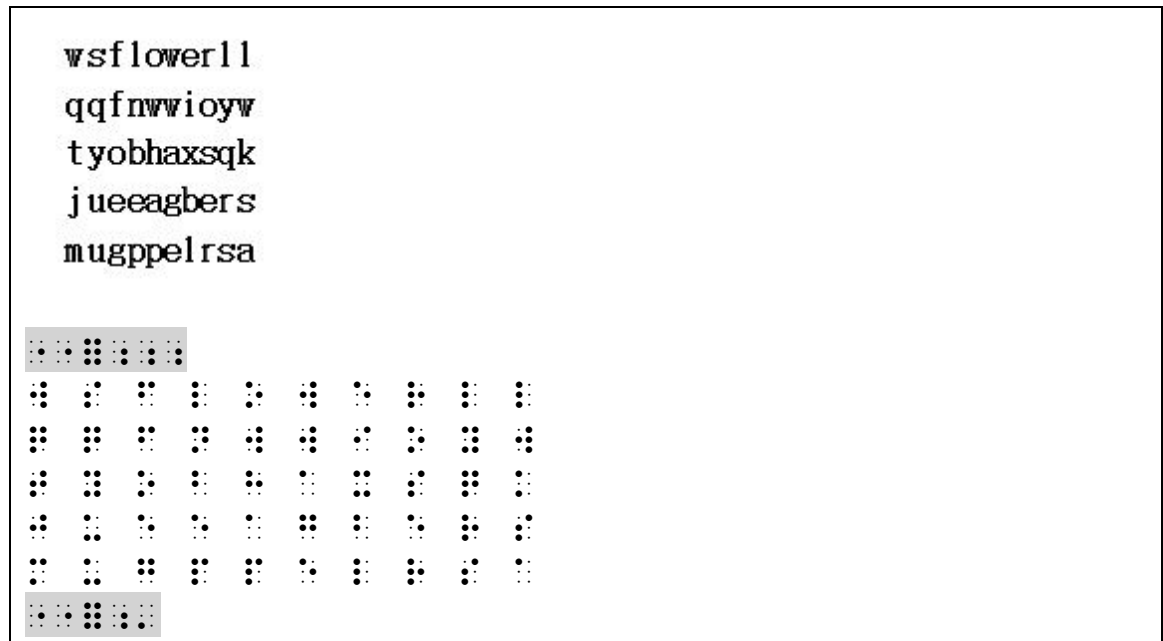
19.6 Word Puzzles and Letter Searches

19.6.1 Although it is not possible to provide specific formats for all such materials, observe these general directives.

- a. Use uncontracted braille for word puzzles and word searches.
- b. Insert the grade 1 passage indicator preceded by a blank line before the beginning of the puzzle to ensure it is read as individual letters. The dot locator for "use" is required before the grade 1 passage indicator, which might otherwise be misread because the symbols-sequence would contain no upper dot. Place the grade 1 terminator on the line following the puzzle (which also requires the dot locator for "use"). Insert a blank line to indicate the end of the puzzle. (See *UEB*, §3.14, Dot locator for "use.")

- c. Insert a space between each letter. If a word puzzle or letter search will not fit on the braille page in this format, the space between letters may be omitted.
- d. Do not leave blank lines between lines of the puzzle.

Example 19-5: Word Puzzle



- e. When a puzzle or letter grid requires more than one braille page, insert “(cont.)” in an embedded transcriber’s note on the last line of each page of the puzzle (except the final page). Start the note in cell 1.
- f. For irregularly shaped puzzles, do not insert spaces between letters; follow print for letter placement.

(See [Sample 19-6: Shaped-Letter Puzzles](#) on page 19-20.)

19.7 Sudoku

19.7.1 A normal 9×9 print Sudoku puzzle uses 30 cells across and 11 lines down in braille.

- a. Use line mode for the horizontal and vertical lines forming the puzzle. (See *UEB*, §16, Line Mode, Guide Dots.)
- b. Do not enclose the puzzle in boxing lines.
- c. Separate each square by a space.
- d. Indicate each empty square by an underscore.

(See [Sample 19-7: Sudoku](#) on page 19-22.)

19.8 Samples

[Sample 19-1: Symbol Code](#), page 19-10

[Sample 19-2: Linear Key Format](#), page 19-12

[Sample 19-3: Coded Letter Puzzle](#), page 19-13

[Sample 19-4: Coded Number Riddle](#), page 19-14

[Sample 19-5: Crossword Puzzle](#), page 19-18

[Sample 19-6: Shaped Letter Puzzles](#), page 19-20

[Sample 19-7: Sudoku](#), page 19-22

Sample 19-1: Symbol Code

SYMBOLICALLY SPEAKING

These days, weather is predicted using computers and radar, but did you know that you can predict the weather just by looking at a pine cone? To find out how, use the letters and symbols chart to decode the sentence that follows.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A | C | D | E | F | G | H | I | L |
| ☾ | ☆ | ☆ | 🚀 | ☪ | ■ | ✦ | ★ | ⬆ |
| N | O | P | R | S | T | U | W | Y |
| ☁ | ☾ | 👁 | ⬇ | ● | ☀ | ☪ | ◊ | ⊙ |

◊ ✦ 🚀 ☁ ☆ ☆ ● ■ ☾ ★ ☁ ■ ☀ ☾

⬇ ☾ ★ ☁ ☀ ✦ 🚀 ● ☆ ☾ ⬆ 🚀 ● ☾ ☪ ☾

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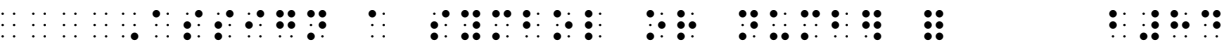
☀ ✦ 🚀 ⊙ ☾ 👁 🚀 ☁ .


Sample 19-2: Linear Key Format


Assign a symbol or number for each letter of the alphabet. Share the code with anyone who will read or return a response to your written message.


Here is a secret code you can use.


| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|--|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| 2 | 4 | 6 | 8 | 1 | 3 | 5 | 7 | 9 |  |  |  |  |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|  |  |  |  |  |  |  |  |  |  |  |  |  |


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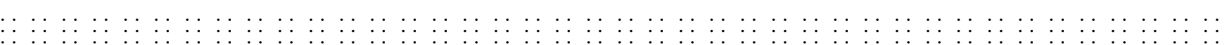
7 


8 


9 


10 


11 

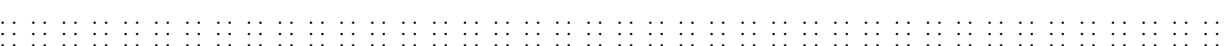
12 

13 

14 

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16 

17 

[\(Return to Text\)](#)

Sample 19-3: Coded Letter Puzzle

Decode the words from your spelling list using the secret code. Write your answer in the space provided.

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CODE | q | w | e | r | t | y | u | i | o | p | a | s | d | f | g | h | j | k | l | z | x | c | v | b | n | m |
| LETTER | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |

1. stdgf _____
2. kqwwoz _____
3. ixfuln _____
4. ygktlz _____
5. usqll _____

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Sample 19-4: Coded Number Riddle

PICTURE RIDDLE

Solve the following riddle with the help of the pictures under it. First, write the name of each item on the spaces below it. Then, move the letter on each numbered blank to the blank with the same number at the bottom of the page. Do this correctly and the riddle answer will be revealed. Get the picture?

WHY DO GOLFERS CARRY AN EXTRA PAIR OF SOCKS?



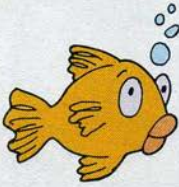
— 23 10



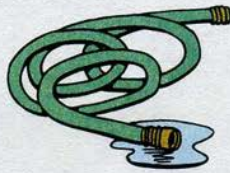
3 14 — 18



— 4 11



— 19 5 15



8 21 — 6



20 — 1 17



— — 16 — 2



7 — 12 9


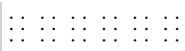
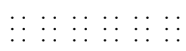
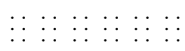
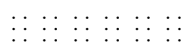
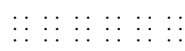





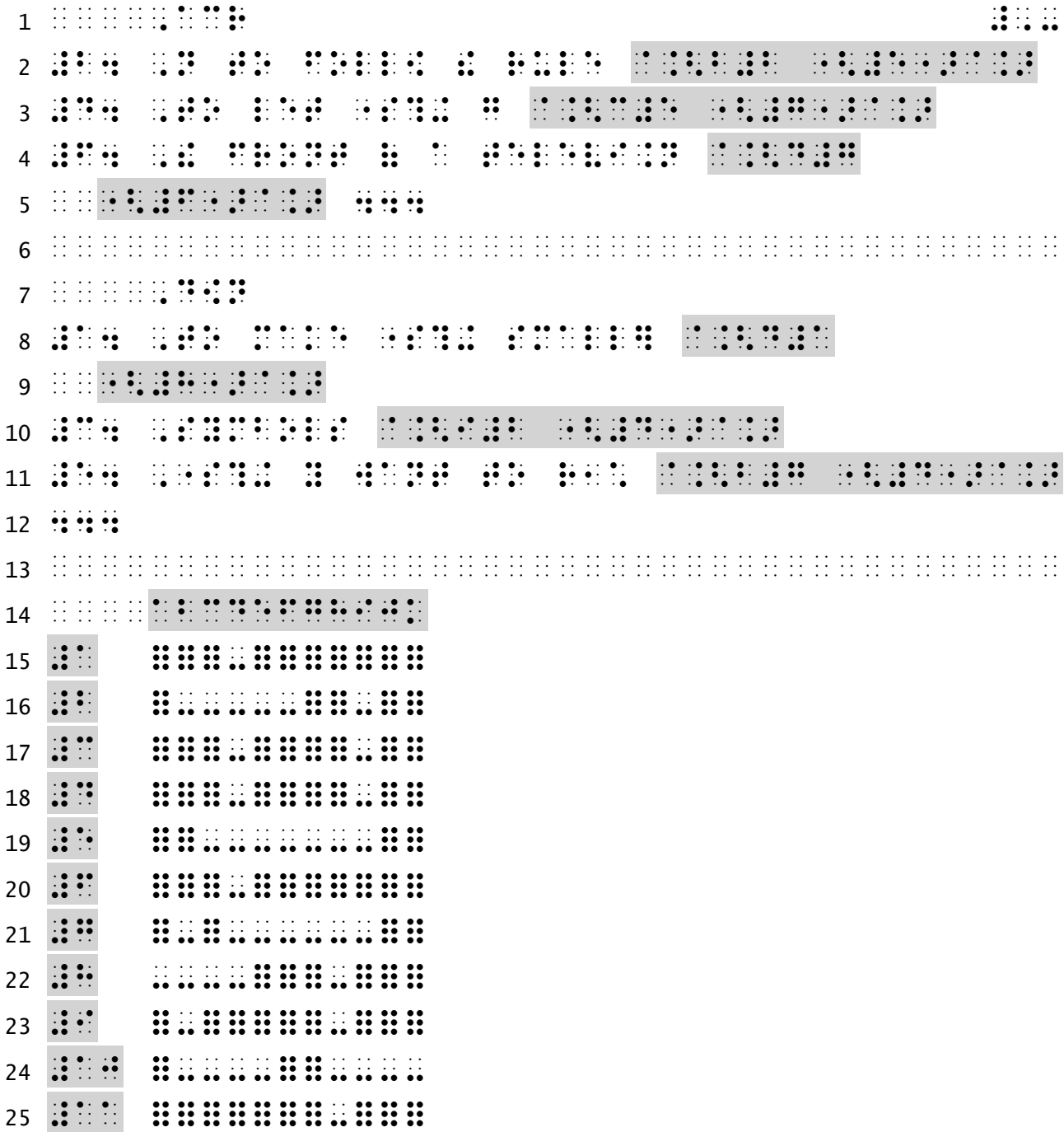
13 — 22 —

Riddle Answer:

1 2 3 4 5 6 7 8 9 10 11 12 13 14
 15 16 17 18 19 20 21 22 23 !

1
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Section 20 Pronunciation

| | | |
|------|---|-------|
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| 20.3 | Simple Pronunciation | 20-2 |
| 20.4 | Diacritic Pronunciation..... | 20-3 |
| 20.5 | Instructional Content | 20-6 |
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20.1 Fundamentals

20.1.1 Various systems for representing the pronunciation of speech appear in textbooks. Publishers sometimes use unique systems, and it is not possible to include all of them in these guidelines. This section provides guidance for transcribing simple pronunciation and diacritics.

Simple Pronunciation: Uses font attributes and capitalization to indicate pronunciation and syllable stress.

Diacritics: A pronunciation system is considered to be diacritic when it contains letters of the Latin alphabet and any of the diacritic marks or special letters. Syllable stress usually is shown with stress marks.

See *Formats*, §21, *Alphabetic References*, for additional information when pronunciation is used.

20.1.2 When transcribing phonetics—the exact sounds of a letter or letter combinations in a word—refer to *IPA Braille* (International Phonetic Alphabet, used in the study of linguistics) as the authorized BANA code for the representation of those sounds. The document can be found on the BANA website, at <http://www.brailleauthority.org/ipa/ipa-braille.html>.

20.2 Pronunciation Basics

20.2.1 Following are the common guidelines for all pronunciation. Additional information unique to different types of pronunciation is discussed later in this section.

- a. Contractions may be used in a word when the pronunciation of the word is featured.
- b. Use modified letter indicators to represent print diacritic marks. (See *UEB*, §4, Letters and Their Modifiers.)
- c. Divide syllabified words that do not fit on one braille line at a syllable break.

20.3 Simple Pronunciation

20.3.1 **Syllable Division.** Follow print for symbols or spaces used to show syllable division. Sample:

Example 20-1: Syllable Division

| |
|------------------------------------|
| <p>\ah•vant-GARD\ moh TEEF</p> |
|------------------------------------|

20.3.2 **Syllable Stress Represented by Capital Letters or Print Emphasis.** Syllable stress may be indicated by all capitals or font attributes such as italics.

- a. When text uses full capitalization to show primary syllable stress, place the capital letter or word indicator before the affected syllable.

Example 20-2: Primary Stress Indicated with Double Capitals

| |
|-------------------------|
| <p>(ad-ap-TAY-shun)</p> |
|-------------------------|

- b. Follow print when a font attribute (e.g., italics, boldface, etc.) is used to show stress.

Example 20-3: Primary Stress Indicated with Italics

| |
|--------------------------------|
| <p> ad ap <i>tay</i> shun </p> |
|--------------------------------|

- c. Follow print when syllabification is not indicated.

Example 20-4: Stress without Syllabification

adaptayshun

Example 20-5: Primary and Secondary Stress

<ay-bi-AH-tik>

20.4 Diacritic Pronunciation

- a. Use modified letter indicators for print markings used to indicate diacritic pronunciation.
- b. Use a transcriber-defined modifier for print markings that do not have a braille equivalent.
- c. List modifiers representing diacritic symbols on the Special Symbols page.
- d. Do not use contractions when a modifier applies to one of the letters within a contraction.

Example 20-6: Hyphenated Compound Word

(in-line skāt ing)

Example 20-7: Partial Pronunciation

(äk tiv, -tāv)

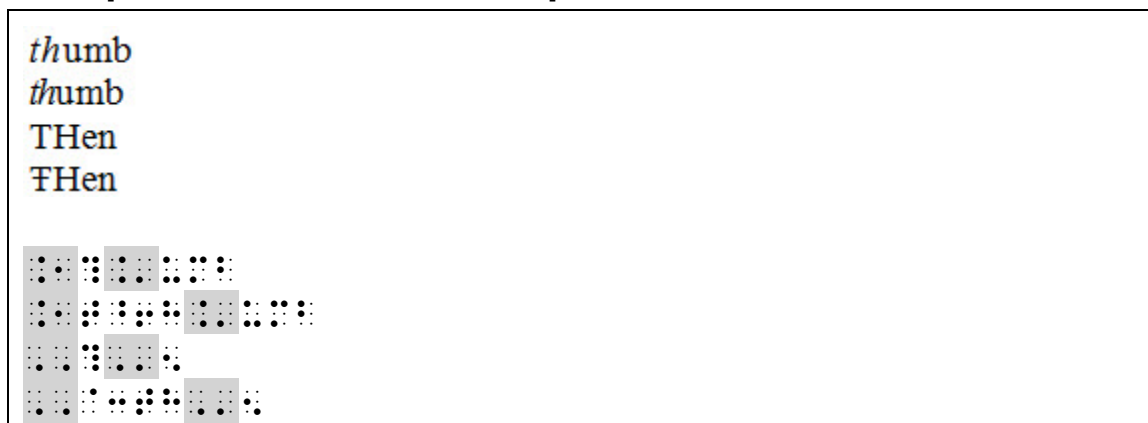
- 20.4.1 **Syllable Stress Using Print Symbols.** Different print signs may be used either before or after syllables to indicate stress. (See *UEB*, §15.2, Stress, for braille stress symbols.)
 - a. Follow print for placement of stress marks. A transcriber's note may be added to the Transcriber's Note page if

Example 20-12: Ignore Emphasis When Stress Mark Also Used



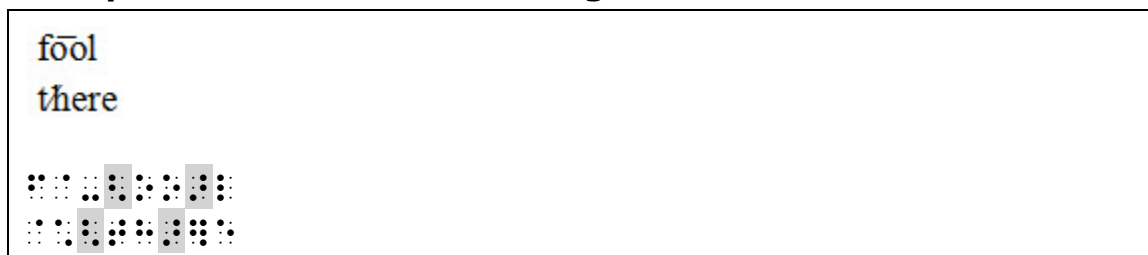
- 20.4.3 Follow print for emphasis or capital letters appearing in diacritic notation. (See *UEB*, §4, Letters and Their Modifiers and §8.8, Choice of Capitalized Indicators.)

Example 20-13: Italics and Capitals with Diacritics



- 20.4.4 **Diacritic Marking of Two Letters.** Enclose the modified letters in braille grouping indicators if a single modifier applies to more than one letter. **Note:** Grade 1 indicators are not required for the grouping indicators because a modifier cannot be followed by a contraction. (See *UEB*, §4.2.5, Modifiers.)

Example 20-14: Diacritic Marking of Two Letters



20.4.5 Diacritic Marking of Ligatured Letters

- The modifier precedes the affected letter when only one of a pair of ligatured letters is marked.

Example 20-15: Diacritic Ligature Letters



- b. The modifier precedes the first letter when both ligatured letters are marked with a single diacritic. Use grouping indicators to enclose the modified letters.

Example 20-16: Ligatured Letters with a Single Diacritic Mark



20.4.6 Diacritic Marking above and below a Single Letter

- a. The lowest mark is transcribed first if diacritic marks appear both above and below a letter, or both through and below a letter. Both marks are transcribed before the letter.

Example 20-17: Diacritic Marks above and below Letter



- b. The mark nearest the letter is transcribed first when two or more diacritic marks appear above a letter.

Example 20-18: Two Diacritic Marks above Letter



20.5 Instructional Content

- 20.5.1 Follow print when a diacritic symbol is shown in print without an associated letter or word, as in a dictionary entry or instructional material.

20-14, and [Sample 20-3: Pronunciation Key on Odd Pages](#) on page 20-15.)

20.7.3 **Placement of Pronunciation Keys**

- a. Insert pronunciation keys before the alphabetic reference material regardless of where they occur in print.
- b. The pronunciation key is necessary in every volume in which pronunciations are used. If the pronunciation key is needed in any other volume than the one in which it occurs, place it in the preliminary pages. **Note:** Maintain the original placement if there are no pronunciations prior to the print location of the key.
- c. Include the print page number of the transposed page that contains the repeated pronunciation key on the title page. For example:

Title page: Print pages 395, 45-a86

20.7.4 **Format for Pronunciation Keys.** The format for pronunciation keys varies, depending on how print sample words are shown.

- a. Follow print when categories are provided.
- b. Do not assign headings when none are shown in print.
- c. When pronunciation keys are shown in columns, list the entries using 1-3 margins, or 1-5, 3-5 for a nested list. Omit print column headings. Explain the change to print in a transcriber's note.
- d. Precede symbols by the dot locator for "mention."
Letters, groups of letters, or letters with modifiers do not require the dot locator and should be transcribed without contractions.

Example 20-29: Schwa

ə = a in above

Example 20-30: Diacritic Symbols without Identification

(See [Sample 20-4: Pronunciation Key without Heading](#) on page 20-16.)

20.7.6 Summary Keys

- a. Omit the summary key when print includes a pronunciation key *and* a summary key.
- b. Include the summary key when it is the only type of key.
- c. Insert summary keys before the beginning of dictionaries or glossaries. Do not repeat them in following text.
- d. Follow print paragraph or list format.

Example 20-31: Summary Key with Diacritics

add, āce, cāre, pālm; end, ēqual; it, īce; odd, ōpen, ôrder; up, būrn;
 ə = a in above, e in sicken, i in possible, o in melon, u in circus

20.8 Samples

[Sample 20-1: Pronunciation and Summary Keys](#), page 20-13

[Sample 20-2: Pronunciation and Paragraph Summary](#), page
20-14

[Sample 20-3: Pronunciation Key on Odd Pages](#), page 20-15

[Sample 20-4: Pronunciation Key without Heading](#), page
20-16

Sample 20-1: Pronunciation and Summary Keys (Print Only)

Spelling Dictionary

Parts of a Dictionary Entry

- 1 Entry word
- 2 Homograph number
- 3 Pronunciation
- 4 Definitions
- 5 Illustrative sentence or phrase
- 6 Part-of-speech label
- 7 Inflected forms
- 8 Etymology
- 9 Run-on entry
- 10 Idiom

Full Pronunciation Key

| | | | | | | | |
|----|-------------|----|--------------|----|--------------|----|------------------|
| a | hat, cap | i | it, pit | p | paper, up | v | very, sure |
| ā | egg, face | ī | ice, five | r | run, try | w | will, woman |
| ä | father, far | ī | iron, enjoy | s | say, yes | y | young, yet |
| är | core, hair | k | kind, speak | sh | she, wish | z | zero, seize |
| b | bad, ab | l | load, coal | t | tea, top | zh | measure, seizure |
| ch | child, much | m | me, am | th | this, both | | |
| d | dit, red | n | no, in | th | then, smooth | | |
| e | let, best | ng | long, bring | u | cup, other | | |
| ē | equal, be | o | hot, rock | ū | put, full | | |
| ēr | earn, learn | ō | open, go | ü | rule, move | | |
| f | fat, if | ö | oil, saw | | | | |
| g | go, bag | ō | order, stove | | | | |
| h | he, low | oi | oil, voice | | | | |
| | | ou | house, out | | | | |

The contents of the dictionary entries in this book have been adapted from the Scott, Foresman Intermediate Dictionary, Copyright © 1997, 1993, 1988, 1979, 1974 by Scott, Foresman and Company or from the Scott, Foresman Advanced Dictionary, Copyright © 1997, 1993, 1988, 1983, 1979 by Scott, Foresman and Company.

agreeable analyze

agreeable (ə grē/ə bəl), *giving pleasure; pleasing. She had an agreeable manner. adj.*

ag-ri-cul-ture (ə grī/ə kʌl/ʃər), *science or art of cultivating the soil, including the production of crops and the raising of livestock; farming. n.*

al-lig-er (ə līdʒ/ər), *in front; before. Walk ahead of me. adv.*

al-lig-er (ə līdʒ/ər), *in front; before. Walk ahead of me. adv.*

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al-lig-er (ə līdʒ/ər), *in front; before. Walk ahead of me. adv.*

al-right (ə lī/riht/), *1. in a satisfactory way. The engine seemed to be working all right. 2. in good health. The doctor says I am all right. a lot (ə lɒt/), a large number of persons or things considered as a group. n.*

al-ways (ə lɔɪz/), *loud enough to be heard; not in a whisper. The book I was reading was so funny I laughed aloud. The teacher read the story aloud to the class. adv.*

al-ready (ə lɪdɪ/), *before this time; by this time; even now. You are already here. adv.*

al-though (ə lð/), *in spite of the fact that; though. Although it rained all morning, they went on the hike. conj.*

al-ways (ə lɔɪz/ or ə lɔɪz/), *at all times; every time. Night always follows day. adv.*

am-a-teur (əm/ə tʃər or ə m/ə tʃər), *person who does something for pleasure, not for money or as a profession. Only amateurs are allowed to compete in this tournament. n.*

am-bi-tious (əm bīʃ/əs), *having or guided by ambition; desiring strongly. She is ambitious to get through high school in three years. adj.*

am-bu-lance (əm/ɪ/ə ləns/), *an automobile equipped to carry sick, injured, or wounded persons. n., pl. am-bu-lanc-es.*

a-mong (ə mʌŋ/), *surrounded by; a house among the trees. prep.*

a-mount (ə maʊnt/), *the total of two or more numbers taken together; sum. What is the amount of the bill for the groceries? n.*

a-muse (ə mjuːz/), *cause to laugh or smile. The clown's antics amused everyone. The joke was amusing. v.*

an-a-lize (ə nə/laɪz/), *examine carefully and in detail; analyze. The newspaper analyzed the results of the election. v.*

an-a-lyze (ə nə/laɪz/), *examine carefully and in detail; analyze. The newspaper analyzed the results of the election. v.*

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[\(Return to Text\)](#)

Sample 20-2: Pronunciation and Paragraph Summary (Print Only)

Pronunciation Key

| | | |
|--|---|---|
| <p>a as in at</p> <p>ā as in late</p> <p>ā as in care</p> <p>ä as in father</p> <p>e as in set</p> <p>ē as in me</p> <p>i as in it</p> <p>ī as in kite</p> <p>o as in ox</p> <p>ō as in rose</p> | <p>ó as in bought and raw</p> <p>oi as in coin</p> <p>oo as in book</p> <p>oo as in too</p> <p>or as in form</p> <p>ou as in out</p> <p>u as in up</p> <p>ūr as in turn; germ, learn, firm, work</p> | <p>ə as in about, chicken, pencil, cannon, circus</p> <p>ch as in chair</p> <p>hw as in which</p> <p>ng as in ring</p> <p>sh as in shop</p> <p>th as in thin</p> <p>th as in there</p> <p>zh as in treasure</p> |
|--|---|---|

The mark (·) is placed after a syllable with a heavy accent, as in **chicken** (**chik·ən**).

The mark (˙) after a syllable shows a lighter accent, as in **disappear** (**dis·əpɪr˙**).

application

Pronunciation Key: at; läte; cáre; fáther; set; mē; it; kīte; ox; rōse; ó in bought; coin; bōok; tōo; form; out; up; ūse; túrn, ə sound in about, chicken, pencil, cannon, circus; chair; hw in which; ring; shop; thin; there; zh in treasure.

Word Derivations

Below are some words related to *application*.

applying apply applicable applied applicatory

Word History

Archaeology, or archeology, came into English in the year 1897. It is from the Latin word *archaeologia*, meaning knowledge gained through the study of ancient objects. This Latin word's origins are with the Greek words *arche*, meaning "beginning," and *logos* meaning "word."

arms (árms) *n.* Plural of **arm**: weapon.

Word Derivations

Below are some words related to *arms*:

arm armor armed arming

armory armament arming

aromas (ə rō˙ mäs) *n.* Plural of **aroma**: a pleasant or agreeable smell.

ascend (ə send˙) *v.* To climb.

assassins (ə sas˙ ins) *n.* Plural of **assassin**: a person who murders a public figure, such as a government leader.

assigned (ə sɪnd˙) *v.* Past tense of **assign**: to give out as a task.

associate (ə sō˙ sē āt˙) *v.* To connect in one's mind.

association (ə sō˙ sē ā˙ shən) *n.* A group of people joined together for a common purpose.

assumed (ə sōōmd˙) *v.* Past tense of **assume**: to take for granted.

assure (ə sūr˙) *v.* To give confidence to.

astronomy (ə strɒn˙ ə mē) *n.* The science that deals with the sun, moon, stars, planets, and other heavenly bodies.

atmosphere (at˙ mə sfir˙) *n.* The layer of gases that surrounds a planet.

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Sample 20-3: Pronunciation Key on Odd Pages (Print Only)

GLOSSARY

The glossary that follows is an alphabetical list of various words found in the selections in this book. Use this glossary just as you use a dictionary—to find out the meanings of unfamiliar words. (Technical, foreign, or more obscure words are not listed here but are defined instead in the footnotes that accompany each selection.)

Many words in the English language have more than one meaning. This glossary gives the meanings that apply to the words as they are used in the selections in this book. Words closely related in form and meaning are usually listed together in one entry (*agitated* and *agitation*), and the definition is given for the first form.

The following abbreviations are used:

| | | |
|-------------------------|--------------------------|----------------------------|
| <i>adj.</i> , adjective | <i>n.</i> , noun | <i>prep.</i> , preposition |
| <i>adv.</i> , adverb | <i>pl.</i> , plural form | <i>v.</i> , verb |

Unless a word is very simple to pronounce, its pronunciation is given in parentheses. A guide to the pronunciation symbols appears at the bottom of each right-hand glossary page.

For more information about the words in this glossary or about words not listed here, consult a dictionary.

abasement (ə·bās'mənt) *n.*: humiliation.

abate (ə·bāt') *v.*: to lessen.

abject (əb'jekt') *adj.*: degrading; humiliating.

ablution (əb·lōō'shən) *n.*: washing of the body, especially as a religious rite.

abominable (ə·bām'ə·nə·bəl) *adj.*: disgusting; hateful.

absolution (əb'sə·lōō'shən) *n.*: forgiveness.

abstain (əb·stān') *v.*: to refrain from; hold oneself back from.

abyss (ə·bis') *n.*: bottomless pit.

accentuate (ək·sen'chōō·āt') *v.*: to emphasize.

accrue (ə·krōō') *v.*: to increase over time.

acquit (ə·kwit') *v.*: to clear of a charge; absolve.

admonish (əd·mān'ish) *v.*: to scold mildly.

adversity (əd·vər'sə·tē) *n.*: trouble; misfortune.

aesthetics (es·thet'iks) *n. pl.*: principles of beauty.

affliction (ə·flik'shən) *n.*: deep suffering.

aggrieved (ə·grēvd') *adj.*: offended; wronged.

agitated (əj'i·tāt'id) *adj.*: disturbed; upset. —**agitation** *n.*

agog (ə·gāg') *adj.*: in a state of excitement and anticipation.

alienate (āl'ē·ən·āt') *v.*: to drive apart.

allege (ə·lej') *v.*: to declare or assert, often without proof.

alleviation (ə·lē've·ā'shən) *n.*: something that lightens, relieves, or makes easier to bear.

allotment (ə·lāt'mənt) *n.*: distribution.

alms (āms) *n. pl.*: goods donated to the poor as charity.

altruistic (əl'trōō·is'tik) *adj.*: unselfish.

ambiguous (əm·big'yōō·əs) *adj.*: having more than one meaning; unclear; vague.

amiability (ā'mē·ə·bil'ə·tē) *n.*: friendliness.

—**amiable** *adj.*

amorous (əm'ə·res) *adj.*: full of love.

anecdote (ən'ik·dōt') *n.*: brief, little-known fact or amusing story.

anguish (ən'gwish) *n.*: agony.

animosity (ən'ə·mäs'ə·tē) *n.*: hostility; intense hatred or resentment.

annals (ən'əlz) *n. pl.*: historical records.

annihilate (ə·nī'ə·lāt') *v.*: to destroy completely.

annul (ə·nūl') *v.*: to do away with; cancel.

aperture (əp'ər·chər) *n.*: opening.

apparition (əp'ə·rish'ən) *n.*: strange figure, like a ghost, that appears suddenly.

apprehensible (əp'rē·hen'sə·bəl) *adj.*: able to be seen or understood. —**apprehend** *v.*

approbation (əp'rə·bā'shən) *n.*: approval.

arable (ər'ə·bəl) *adj.*: suitable for growing crops.

arboreal (ər·bôr'ē·əl) *adj.*: full of trees.

ardor (ər'dər) *n.*: passion; enthusiasm. —**ardent** *adj.*

arrears (ə·riəz') *n. pl.*: overdue debts.

arrest (ə·rest') *v.*: to check or halt in motion.

assail (ə·sāl') *v.*: to attack. —**assailable** *adj.*

assent (ə·sent') *n.*: acceptance.

assert (ə·surt') *v.*: to declare.

assignation (əs'ig·nā'shən) *n.*: appointment; meeting.

asunder (ə·sun'dər) *adv.*: apart.

attenuate (ə·ten'yōō·āt') *v.*: to make very slender or drawn out.

audacious (ō·dā'shəs) *adj.*: bold.

audit (ōd'it) *n.*: examination or accounting.

augment (ōg·ment') *v.*: to increase.

avarice (əv'ə·ris) *n.*: greed. —**avaricious** *adj.*

aversion (ə·vər'zhən) *n.*: dislike.

avow (ə·vou') *v.*: to openly declare; acknowledge.

baleful (bāl'fəl) *adj.*: sinister; threatening.

baser (bās'ər) *adj.*: less valuable or worthy.

bastion (bas'chən) *n.*: fortified place; bulwark.

beguile (bē·gil') *v.*: 1. to pass the time in a pleasant way.
2. to charm.

benediction (ben'ə·dik'shən) *n.*: blessing.

benign (bi·nīn') *adj.*: kind; gracious.

bequest (bē·kwest') *n.*: gift left by means of a will.

blanch *v.*: to turn pale.

blasphemy (blas'fə·mē') *n.*: mockery of God.

—**blaspheme** *v.*

blight (blit) *n.*: something that causes decay or withers one's hopes. —**blighted** *adj.*

botanical (bə·tan'i·kəl) *adj.*: of plants or plant life; connected to the science of botany, which is the study of plants, their structure, growth, and so on.

breach (brēch) *v.*: to break.

brevity (brev'ə·tē) *n.*: being brief.

fāt, āpe, cār; ten, ēven; is, bite; gō, hōrn, look, tōō; yoo, cure; yōō, use; ail, out; up, fur; get; joy; yet; chin; she; thin; then; zh, leisure; ŋ, ring; ə for a in ago, e in agent, i in sanity, o in comply, u in focus; ' as in battle (bat'tl).

Sample 20-4: Pronunciation Key without Heading

| | | | | |
|---|-------|-----|--------|----------------------|
| a | add | oo | took | ə = |
| ā | ace | ōō | pool | ɑ in <i>above</i> |
| â | care | u | up | e in <i>sicken</i> |
| ä | palm | û | burn | i in <i>possible</i> |
| e | end | yoo | fuse | o in <i>melon</i> |
| ē | equal | oi | oil | u in <i>circus</i> |
| i | it | ou | pout | |
| ī | ice | ng | ring | |
| o | odd | th | thin | |
| ō | open | th | this | |
| ô | order | zh | vision | |

1 [Braille text] [Braille text]

2 [Braille text]

3 [Braille text]

4 [Braille text]

5 [Braille text]

6 [Braille text]

7 [Braille text]

8 [Braille text]

9 [Braille text]

10 [Braille text]

11 [Braille text]

12 [Braille text]

13 [Braille text]

14 [Braille text]

15 [Braille text]

16 [Braille text]

17 [Braille text]

18 [Braille text]

19 [Braille text]

20 [Braille text]

21 [Braille text]

22 [Braille text]

23 [Braille text]

—New Braille Page—

1 [Braille text]

2 [Braille text]

3 [Braille text]

4 [Braille text]

5 [Braille text]

6 [Braille text]

7 [Braille text]

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Section 21

Alphabetic References

| | | |
|-------|---|-------|
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| 21.2 | General Format for Alphabetic References | 21-1 |
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21.1 Fundamentals

21.1.1 This section contains general provisions for alphabetic references, e.g., glossaries, thesauruses, dictionaries, and indexes. Other alphabetic reference materials (e.g., gazetteers) also fall into this category, and the guidelines provided in this section serve as the appropriate format for them. (See *Formats*, §21.6.3, English and Foreign Language Glossaries.)

Bibliographies fall into a separate category and are an exception to the guidelines in this section. (See *Formats*, §22, Bibliographies.)

21.2 General Format for Alphabetic References

21.2.1 These are the common guidelines for formatting alphabetic references. Additional information unique to specific alphabetic references is discussed later in this section. **Note:** See *Formats*, §21.9 for formatting specifically related to foreign language materials.

- a. Start each alphabetic reference on a new braille page.
- b. The main entry begins in cell 1. Each subentry level begins two cells to the right of the previous level. All runovers begin two cells to the right of the farthest indented subentry.

One level: 1-3
 Two levels: 1-5, 3-5
 Three levels: 1-7, 3-7, 5-7
 Four levels: 1-9, 3-9, 5-9, 7-9
 etc.

21.2.2 **Font Attributes.** Ignore entry word font attributes when *all* entry words are emphasized. Use emphasis only for entry words requiring distinction, e.g., book titles, foreign terms, etc.

Example 21-1: Italicized Entry Word

| |
|---|
| <p> “Action archaeology,” 302 Action theory of development of states, 313, 316 <i>Adapis,</i> 130 Adaptation, 50, 52, 55 </p> |
|---|

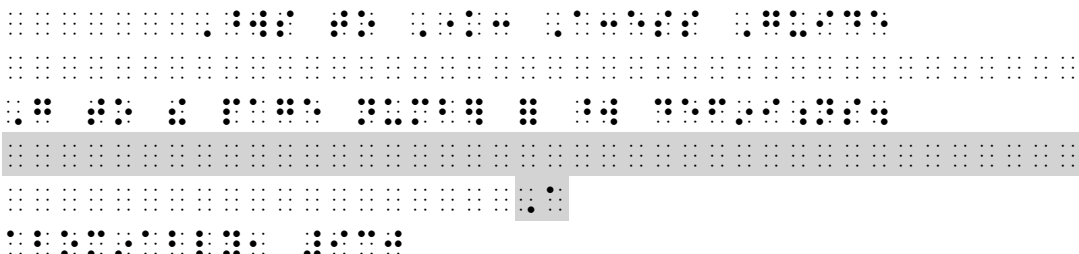
21.2.3 **Alphabetical Divisions**

- Center alphabetical division letters.
- The grade 1 indicator is used before alphabetical division letters as required.
- Insert a blank line before, but not after, the first alphabetical division.
- Do not insert blank lines before or after other alphabetical divisions.
- Follow print for capitalization.
- Alphabetical divisions are followed by at least one line of text at the bottom of the braille page.

Example 21-2: Alphabetical Division Preceded by a Blank Line

Words to Know: Access Guide
Go to the page number for word definitions.

A
abominably, 930




- g. Insert one blank line when print uses only blank lines to separate alphabetical divisions.

Example 21-3: Blank Lines Indicating Alphabetical Divisions

External migration, 707
Extinction, 683–684

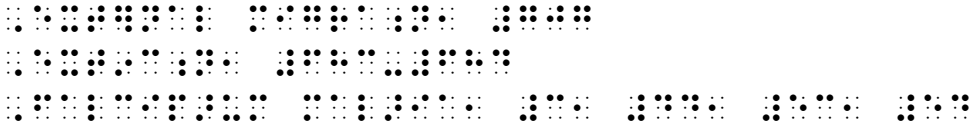
Falciparum malaria, 3, 44, 53, 54



- h. Do not insert blank lines if alphabetical divisions are not indicated in print.

Example 21-4: Alphabetical Divisions not Indicated

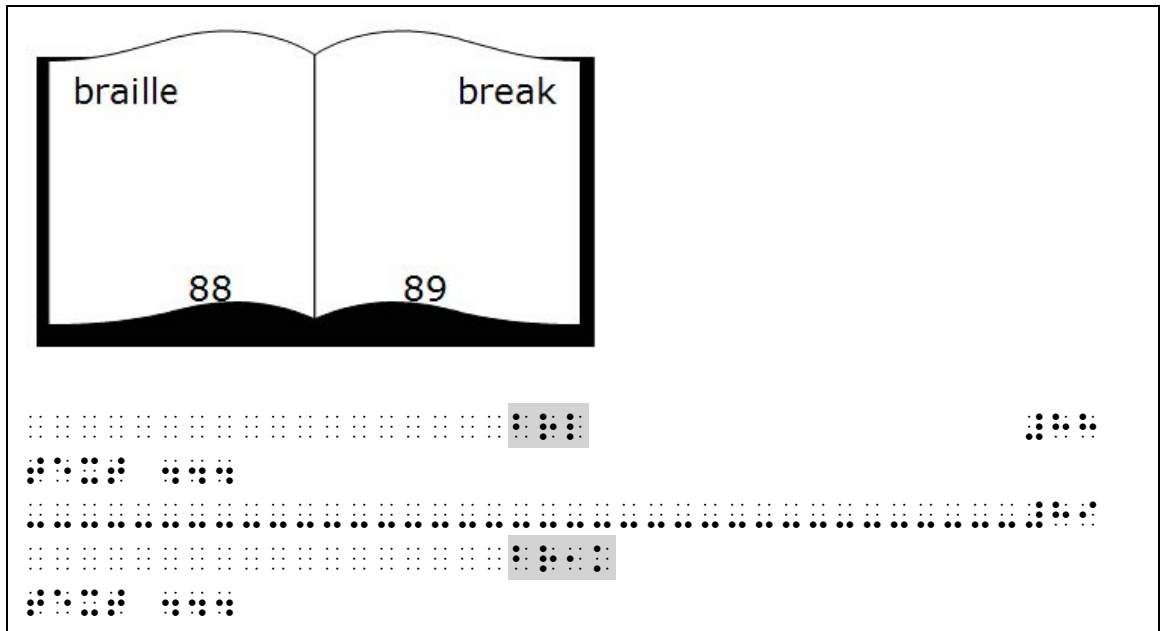
External migration, 707
Extinction, 683–684
Falciparum malaria, 3, 44, 53, 54



- b. When discussed in the text, center the print page guide words at the beginning of each print page.
- c. Do not leave blank lines before or after print page guide words.
- d. Insert a transcriber's note before an excerpt or facsimile to inform the reader when print shows only the first and last entry words on facing pages. Sample:

In the excerpt below, print guide words are centered at the beginning of each print page.

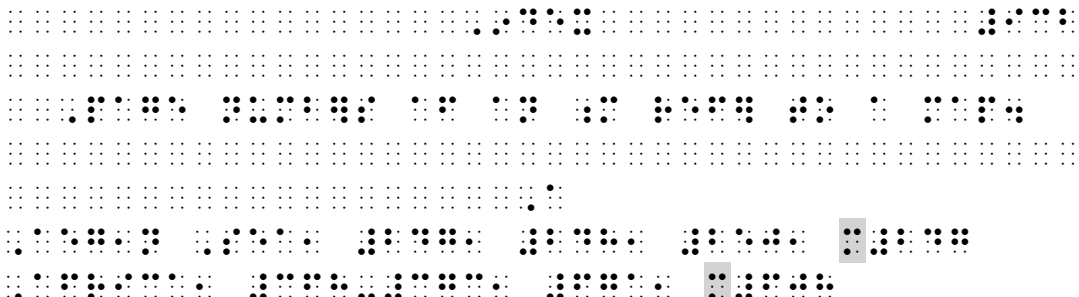
Example 21-7: Print Guide Words on Facing Pages



- e. Follow print for the symbol used between two guide words.

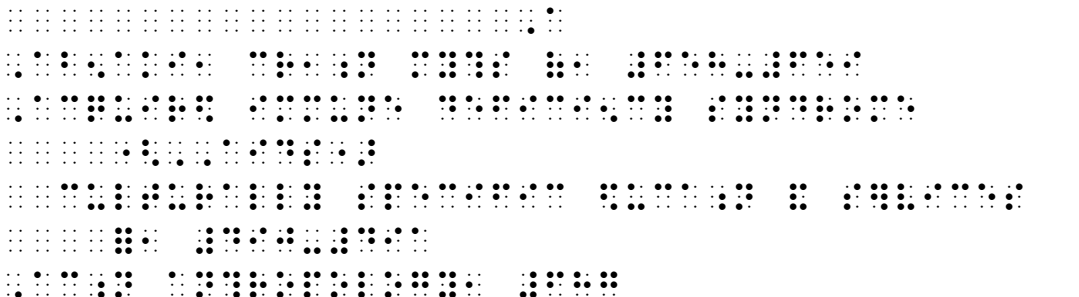
21.4.3 **Font Attributes.** Omit font attributes when a letter such as **m** for map, or **p** for photograph is emphasized as part of a page number in the index.

Example 21-12: Emphasized Page Numbers

| | |
|--|-----|
| Index | 932 |
| Page numbers after an <i>m</i> refer to a map. | |
| A | |
| Aegean Sea, 247, 248, 250, <i>m</i> 247 | |
| Africa, 368-373, 671, <i>m</i> 608 | |
|  | |

21.4.4 An *index entry* consists of the word or phrase with all its page references and subentries.

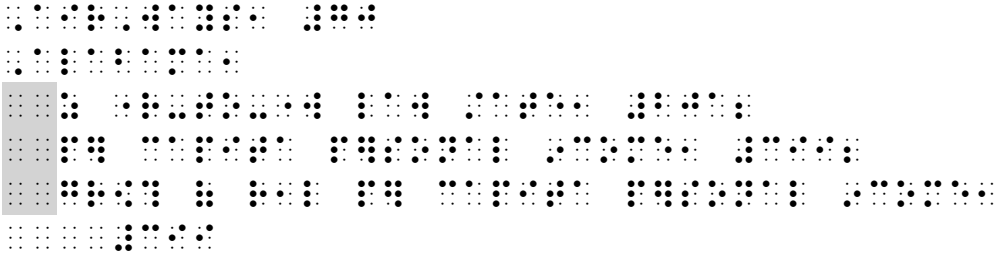
Example 21-13: Index with Listed Subentry

| |
|--|
| A |
| Abenaki, creation myths of, 658-659 |
| Acquired immune deficiency syndrome (AIDS) |
| culturally specific education and services for, 490-491 |
| Action anthropology, 687 |
|  |

Change subentries in paragraph form to a nested list. Start main entries in cell 1. All runovers are in the same position.

Example 21-14: Paragraphed Index Entries with Subentries

AirWays, 70
Alabama, as right-to-work law state, 201; per capita personal income, 399; growth of real per capita personal income, 399



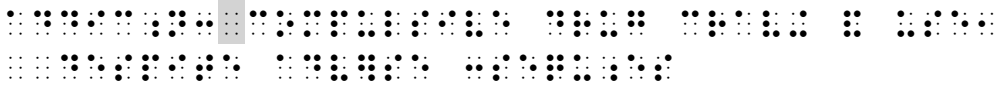
21.5 References without Syllabification or Pronunciation

21.5.1 Entry Words

- The *entry-word segment* includes the word or phrase being defined.
- The *definition segment* includes the part-of-speech label, definition, descriptions, examples, etc.
- Leave one blank cell between the entry-word segment and the definition segment when the entry word is followed by punctuation, capitalization, or enclosure symbols.

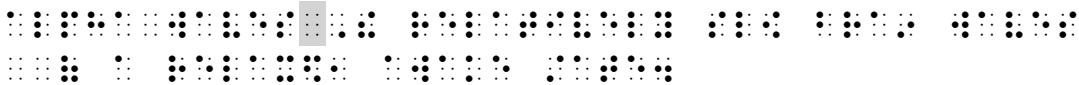
Example 21-15: Entry Word Followed by Punctuation

addiction: compulsive drug craving and use, despite adverse consequences

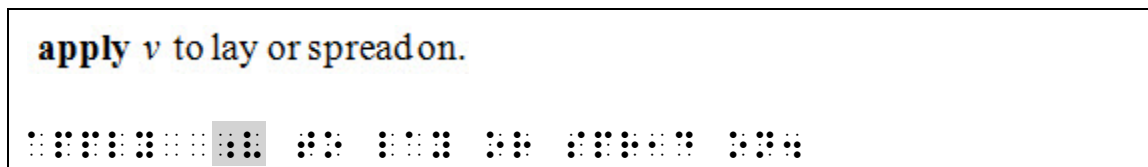


Example 21-16: Entry Word Followed by Capitalization

alpha waves The relatively slow brain waves of a relaxed, awake state.

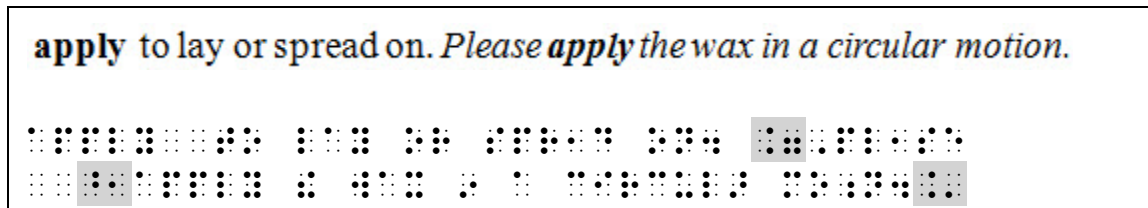


Example 21-20: Abbreviation with Font Attribute Omitted



21.5.3 **Sample Sentences.** Retain font attributes in sample sentences.

Example 21-21: Sample Sentence with Font Attributes



21.6 Glossaries

21.6.1 **Simple Glossaries.** There is no syllabification or pronunciation in a simple glossary. Follow print layout of entries and subentries arranged in paragraphs, lists, or other formats. (See [Sample 21-1: Simple Glossary](#) on page 21-26 and [Sample 21-2: Multilevel Glossary](#) on page 21-28.)

21.6.2 **Glossaries with Pronunciation.** The basic format of a glossary is the same when it includes pronunciation. (See *Formats*, §20.7, Pronunciation.) When entry words are shown with syllable breaks, insert the word in contracted form with no syllable breaks at the margin. Follow this (after one blank cell) with the word showing syllable breaks and using contracted braille. (See [Sample 21-3: Glossary with Diacritics](#) on page 21-30.)

21.6.3 **English and Foreign Language Glossaries.** English and foreign language entry words are frequently separated by a slash or dash, with the foreign language definition following on the same line.

- a. Use contracted braille for English entry words.
- b. Use uncontracted braille for foreign language entry words, using the appropriate accented letters and symbols for the language. (See *UEB*, §13, Foreign Language.)

- e. Use the appropriate format for the example, e.g., paragraphs, poetry, etc.
- f. Do not insert a blank line between the heading and illustrative material, even though blank lines *are* required in specific formats, such as poetry. (See [Sample 21-7: Glossary with Lines of Poetry](#) on page 21-35.)
- g. Examples of glossary terms are treated as displayed material when they follow the definition. (See *Formats*, §9, Displayed Material, Attributions, and Source Information.)

(See [Sample 21-8: Glossary with Displayed Text](#) on page 21-36.)

21.7 Thesauruses

- 21.7.1 Thesauruses may be a listing of synonyms, antonyms, etc., or a listing of a specialized vocabulary. Generally diacritics are not used.
 - a. Follow print layout of entries and subentries.
 - b. Follow print for the spacing of a dash, which typically indicates antonyms. This dash cannot end a braille line.
- 21.7.2 **Single-Level Thesaurus.** Use 1-3 margins for all entries. (See [Sample 21-9: Single-Level Thesaurus](#) on page 21-38.)
- 21.7.3 **Multilevel Thesaurus.** Print does not always use indention to indicate subentries. In this case, the entries are often bold and subentries are another font attribute, such as italics.
 - a. Use a nested list format, with 1-5 margins for all main entries and 3-5 margins for all subentries.
 - b. Omit font attributes for entry words at the main and subentry levels.

(See [Sample 21-10: Multilevel Thesaurus](#) on page 21-39.)

21.8 Dictionaries and Facsimiles

- 21.8.1 Dictionaries include a number of features not found in other alphabetic references.

21.8.2

Special Print Markers. Follow print for the placement and spacing of print markers, e.g., symbolic colon. List the symbols on the Special Symbols page or in a transcriber’s note before the text.

Example 21-23: Dictionary Entry with Left Angle Bracket

bou-le-ward (bool'ə vārd') *n.* [Fr < MDu *bolwerc*, bulwark] a broad street lined with trees, etc.

The Braille representation of the text above is shown in four lines. The first line contains the word and its phonetic transcription. The second line contains the etymology and definition. The third and fourth lines contain the Braille equivalent of the text, with a grey square highlighting the Braille for the left angle bracket in the definition.

- a. **Symbolic Colon.** Some dictionaries use the symbolic colon (i.e., a boldface or regular colon, often printed with a space preceding and following it) to introduce a definition, or to separate two or more definitions. Follow print for placement and emphasis.

Example 21-24: Lightface Symbolic Colon

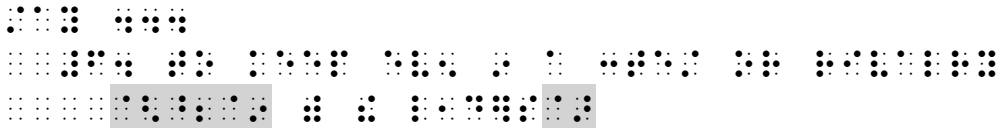
uncage ... *transitive verb* : to release from or as if from a cage : free from restraint

The Braille representation of the text above is shown in three lines. The first line contains the word and its part of speech. The second and third lines contain the definition. The Braille for the lightface symbolic colon is highlighted with a grey square.

- b. **Dashes and Swung Dashes.** Many dictionaries use the dash and/or the swung dash to replace or stand for the main entry word at certain points in the entries. Follow print for emphasis, number, and spacing of dashes.

Example 21-25: Angle Brackets, Swung Dash

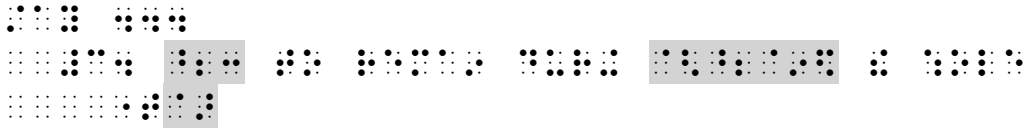
stay ... 6. to keep even in a contest or rivalry <~ with the leaders>



- c. Follow print when a swung dash is followed by an unspaced letter or letters.

Example 21-26: Symbolic Colon, Angle Brackets, Swung Dash

stay ... 3. : to remain during <~ed the whole time>



21.8.3 Terminology

- a. **Entry.** The entry includes the word or phrase being defined. It also includes pronunciation information; derivations; parts of speech; definitions; subentries, antonyms, synonyms; sample sentences; and illustrations.

Example 21-27: Entry (See Example 21-30 for Braille)

pre-sen-ta-tion \pre'-zen-tā'-shən\ *n* (15 c) **1 a** : the act of presenting **b** : the act, power, or privilege esp. of a patron of applying to the bishop or ordinary for instituting someone into a benefice **2** : something presented: **a** : a symbol or image that represents something **b** : something offered or given **3** : an immediate object of perception, cognition, or memory
—pre-sen-ta-tion-al

- b. **Entry-Word Segment.** A main entry-word segment includes the word or phrase, the respelling, and the pronunciation.

Example 21-28: Entry-Word Segment in Dictionary Entry (Print Only)

pre-sen-ta-tion \pre'-zen-tā'-shən\ *n* (15 c) **1 a** : the act of presenting **b** : the act, power, or privilege esp. of a patron of applying to the bishop or ordinary for instituting someone into a benefice **2** : something presented: **a** : a symbol or image that represents something **b** : something offered or given **3** : an immediate object of perception, cognition, or memory
—pre-sen-ta-tion-al

- c. **Definition Segment.** The definition segment includes the part-of-speech label, definition, descriptions, examples, etc.

Example 21-29: Definition Segment in Dictionary Entry (Print Only)

pre-sen-ta-tion \pre'-zen-tā'-shən\ *n* (15 c) **1 a** : the act of presenting **b** : the act, power, or privilege esp. of a patron of applying to the bishop or ordinary for instituting someone into a benefice **2** : something presented: **a** : a symbol or image that represents something **b** : something offered or given **3** : an immediate object of perception, cognition, or memory
—pre-sen-ta-tion-al

- d. **Subentry.** A subentry is an entry that is subservient to the main entry. It may be a definition, another part of speech, another form of spelling, or a cross-reference.

21.9 Alphabetic References in Foreign Language Materials

21.9.1 These guidelines are unique to the formatting of alphabetic references in foreign language materials.

- a. Ignore print emphasis for entry words, subentry words, and all translations and definitions unless needed for distinction.
- b. It is important to determine whether abbreviations are given in English or in the foreign language, e.g., *inf.* can mean either infinitive or infinitif, and *sing.* may represent either singular or singulier. Follow the guidelines for foreign language materials using contracted braille for English abbreviations and uncontracted braille for foreign abbreviations. (See *Formats*, §1.16, Foreign Material in English Context.)

21.9.2 Bilingual Reference Materials

- a. Use nested list format.
- b. A complete entry word consists of the main entry word itself plus its pronunciation, abbreviation for gender, part of speech, and other forms of the word.
- c. Insert a braille colon to indicate a change in language after each complete entry or subentry word that is followed by a translation. If a print comma appears at this point, omit it and substitute a colon.
- d. If a special print sign (e.g., an asterisk) is printed after an entry word, the asterisk symbol is transposed to precede the entry word. Explain this rearrangement in a transcriber's note placed before its first occurrence.
- e. Use the following format when articles, reflexive pronouns, special print signs, specially marked items, or English infinitives, are shown before entry words.
 - (1) Begin the longest article, reflexive pronoun, etc. in cell 1.
 - (2) Align the initial letters of the foreign language words.
 - (3) The left margin is the braille cell in which the initial letter of the entry words appears.
 - (4) Adjust each braille page to align the main entry words on that page.

- (5) All runovers are two cells to the right of the main entry left margin. If the main entry begins in cell 4, runovers are in cell 6; if the main entry begins in cell 5, runovers are in cell 7.
- (6) Begin subentries two cells to the right of the main entry margin and adjust the runovers accordingly. If the main entry begins in cell 5, all subentries begin in cell 7 and all runovers begin in cell 9.
- (7) When there is more than one element preceding a foreign main entry word, the established margin is still at the entry word itself.

Example 21-36: Foreign Language Glossary

las botas boots, 8
el bote boat, 9; **el bote de vela**
 sailboat, 10; **pasear en bote de vela** to go
 out in a sailboat, 10
el brazo arm, 7
brillar to shine, 7
brindar to offer, 5

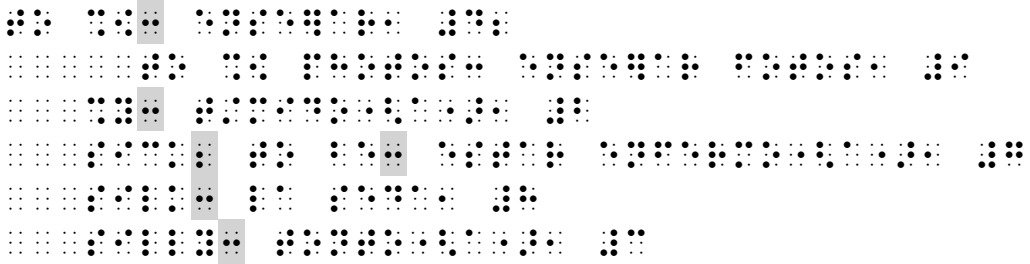
The Braille representation shows the following structure:

- Line 1: Braille for "las botas boots, 8".
- Line 2: Braille for "el bote boat, 9; el bote de vela".
- Line 3: Braille for "sailboat, 10; pasear en bote de vela to go".
- Line 4: Braille for "out in a sailboat, 10".
- Line 5: Braille for "el brazo arm, 7".
- Line 6: Braille for "brillar to shine, 7".
- Line 7: Braille for "brindar to offer, 5".

- f. When a print colon and a subentry word, rather than a translation, are shown following the entry word, substitute a semicolon for the colon. Place the subentry word on the following braille line at the established margin. The translation follows on the next braille line indented two cells to the right of the established margin.

Example 21-37: Foreign Language Glossary with Print Colon

| | | |
|-------------|---------------------|----------------|
| to show | enseñar, 4; | to show photos |
| | enseñar fotos, 9 | |
| shy | tímido(a), 2 | |
| sick: to be | estar enfermo(a), 7 | |
| silk | la seda, 8 | |
| silly | tonto(a), 3 | |

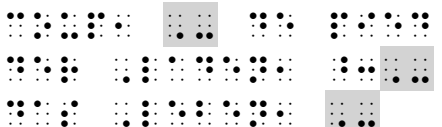


21.9.3 Dashes and Hyphens in Foreign Entries

- Insert the appropriate modifier (unspaced) before the braille dash or hyphen if an accent mark is shown above the print symbol. (See *UEB*, §4.2, Modifiers.) Explain this usage on the Special Symbols page.
- Represent a spaced dash, hyphen, or special print sign that is used to indicate the repetition of an entire word by a spaced braille dash.

Example 21-38: Repetitions Shown with Print Symbols

| | |
|--------------|---------|
| coup, — | de pied |
| der Laden, — | |
| das Leben, — | |



- Represent a dash, hyphen, or special print sign (often unspaced) used to indicate the omission of a word or

21.10 Samples

[Sample 21-1: Simple Glossary](#), page 21-26

[Sample 21-2: Multilevel Glossary](#), page 21-28

[Sample 21-3: Glossary with Diacritics](#), page 21-30

[Sample 21-4: Guide Words for English/Spanish Glossary](#),
page 21-32

[Sample 21-5: Side-by-Side English/Spanish Glossary](#), page
21-33

[Sample 21-6: Nested English/Spanish Glossary](#), page 21-34

[Sample 21-7: Glossary with Lines of Poetry](#), page 21-35

[Sample 21-8: Glossary with Displayed Text](#), page 21-36

[Sample 21-9: Single-Level Thesaurus](#), page 21-38

[Sample 21-10: Multilevel Thesaurus](#), page 21-39

[Sample 21-11: Dictionary with Sub- and Sub-subentries](#),
page 21-40

Sample 21-1: Simple Glossary

102

Glossary of Botanical Terms

Appressed: Lying close and flat against, as hairs against a surface.

Axil: The angle formed by a leaf or branch with the stem.

Axillary: Situated in an axil.

Bipinnately Compound: Twice pinnately compound; the primary leaflets being further divided into secondary leaflets.

Calyx: The collective term for all the sepals of a flower.

Corolla: The collective term for all of the petals of a flower.

Drupe: A fleshy fruit, surrounding a stone that contains a single seed.

Husks: Tiny thin scales enclosing a grass grain, often having hairlike appendages to assist with wind and animal dispersal of the seed.

Lenticels: Raised pores or short lines on the stems of plants, usually corky in color.

Ligule: A tiny membranous projection often fringed with hairs, from the summit of the sheath of grasses, located in the *uxil*.

Panicle: A loose irregularly branched inflorescence (flower cluster).

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11
12
13
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15
16
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19
20
21
22
23
24
25
.....

—New Braille Page—

1
2
3

[\(Return to Text\)](#)

Sample 21-2: Multilevel Glossary

Conjunction A word or phrase that connects words, phrases, or clauses.

Coordinating Connects words, phrases, or clauses of equal rank:

and, but, or, and nor.

Correlative Conjunctions consisting of two elements used in pairs:

both ... and, either ... or.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

[\(Return to Text\)](#)

Sample 21-3: Glossary with Diacritics

–6–

ac-cord-ing (ə-kôr´-ding) in agreement

ac-count (ə-kount´) explain. Can you account for the broken dishes in the sink?

ac-tu-al-ly (ak´-chü-əl-ē) 1. truly. 2. in fact. Are you actually going to read that whole book this week?

ad-mire (ad-mīr´) look up to. The little children admire their teacher.

ad-jec-tive (a´-jik-tiv) a word that tells about a noun. There are two adjectives in that long sentence.

ad-verb (ad´-vərb) 1. a word that tells about verbs and is also used to tell about adjectives and other adverbs. 2. a word that tells where, when, how or how much. She looked closely at the sentence and quickly found two adverbs in it.

a-gree (ə-grē´) 1. think the same as. I agree with your ideas on how to grow vegetables.
2. be the same as.

Sample 21-5: Side-by-Side English/Spanish Glossary

F

factors (p. 10) Two or more numbers that are multiplied together to form a product.

factores Dos o más números que se multiplicand entre sí para formar un producto.

- 1
- 2
- 3
- 4
- 5
- 6

[\(Return to Text\)](#)

Sample 21-6: Nested English/Spanish Glossary

A

absorption The process by which nutrients pass through the lining of the digestive system.

absorción Proceso mediante el cual los nutrientes pasan a través de las paredes del sistema digestivo.

- 1
- 2
- 3
- 4
- 5
- 6

[\(Return to Text\)](#)

Sample 21-8: Glossary with Displayed Text

Paradox

A paradox is a statement that seems to contradict itself but is, nevertheless, true, as in the beginning of this poem:

Much Madness is divinest Sense
To a discerning Eye;
Much Sense the starkest Madness.
—Emily Dickinson
from “Much Madness is divinest Sense”

Personification

Personification is a figure of speech in which human qualities are attributed to an object, animal, or idea. In “Incident in a Rose Garden” by Donald Justice, death is personified as someone who wears black and grins. In this line, morning is personified:

The grey-eyed morn smiles on the frowning night ...
—William Shakespeare, from *Romeo and Juliet*

Sample 21-9: Single-Level Thesaurus

agree *v.* coincide, get along, side with, harmonize with, match up, concur, stand together, go along with, say yes to, conform —Ant. differ, disagree, debate.

alarm *n.* anxiety, apprehension, dismay, distress, dread, strain, stress, tension —Ant. assurance, composure, peace, repose, security.

- 10
- 11
- 12
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- 14
- 15
- 16
- 17

[\(Return to Text\)](#)

Sample 21-10: Multilevel Thesaurus

Thesaurus

A a

agree v. to express one's willingness or approval. *My parents **agreed** to get a dog for my brother and me.*

approve to say officially that something is correct or should be done.

*The principal **approved** the plan for the field trip.*

consent to say yes. *Did Judy **consent** to the plan?*

antonyms: deny, refuse

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

[\(Return to Text\)](#)

- 22.2.2 Follow print for punctuation and font attributes.
- 22.2.3 If two or more works by the same author are listed, a long print dash frequently is substituted for the author's name. Use the long dash, spaced as shown in print, to reflect this type of print dash accurately. Follow print if other symbols are used.

Example 22-2: Bibliography with Long Dash

Johns, Evan. 1965. *An Industrial History of Ontario*. Toronto: Fieldhouse Press.

———. 1971. *Canada's Railroads*. Toronto: Fieldhouse Press.

Example 22-3: Bibliography with Three-Hyphen Dash

Puzo, Mario. *The Family: A Novel*. Completed by Carol Gino. New York: Harper, 2001.

Rowling, J. K. *Harry Potter and the Chamber of Secrets*. New York: Scholastic, 1999.

---. *Harry Potter and the Prisoner of Azkaban*. Thorndike, ME: Thorndike, 2000.

- 22.2.4 Transcribe bibliographies that are entirely in a foreign language in uncontracted braille using the appropriate foreign alphabet symbols.

22.3 Annotated Bibliographies

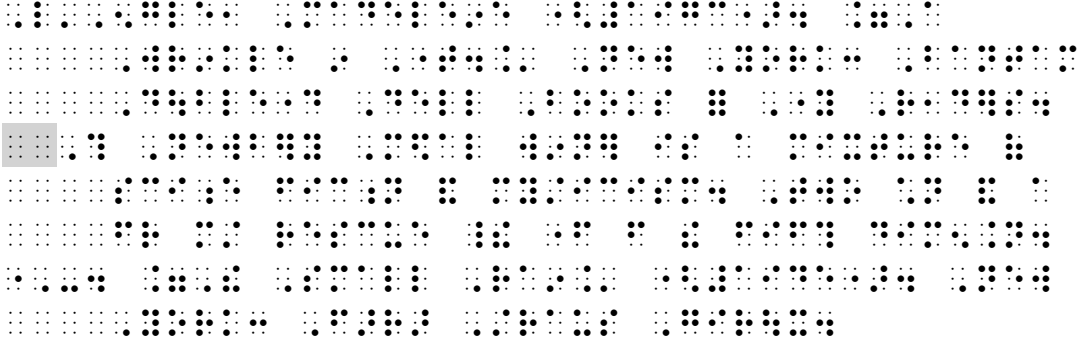
- 22.3.1 Annotated bibliographies have descriptive information as well as bibliographic information. List the bibliographic information using 1-5 margins and the descriptive information using 3-5 margins.
- 22.3.2 Use margins of 1-5, 3-5 for mixed bibliographies that include both annotated and unannotated entries.

Example 22-4: Annotated Bibliography

L'Engle, Madeleine (1973). *A Wrinkle in Time*. New York: Bantam Doubleday Dell Books for Young Readers.

This Newbery Medal winner is a mixture of science fiction and mysticism. Two children and a friend must rescue their father from the fifth dimension.

———. *The Small Rain* (1945). New York: Farrar Straus Giroux.



Appendix A

Changes and Amendments

Changes from *Braille Formats: Principles of Print-to-Braille Transcription, 2011* to *Braille Formats: Principles of Print-to-Braille Transcription, 2016*.

This listing is of the most significant changes to this revision and does *not* include sections where things were changed to use UEB symbols rather than EBAE symbols. The section headings listed below are those that appeared in the 2011 version; the section numbers refer to those in the 2016 revision.

Section 1: Basic Principles and General Formats

- §1.2 Transcriber's Notes for technical guidelines that are used (e.g., *Guidelines and Standards for Tactile Graphics* and *Music Braille Code*)
- §1.5 Formatting for magazines or newsletters
- §1.6.3 Preliminary volumes
- §1.6.4 Supplemental volumes
- §1.9.5 Break in context
- §1.11.6 Page change indicators for pages with no print numbers
- §1.11.8d Clarified wording regarding uncaptioned illustrations that take up a whole print page
- §1.15.2 Repeated or omitted braille page numbers
- §1.16 Foreign material in English context

Section 2: Transcriber-Generated Pages and Front Matter

- §2.3.4g Grade levels
- §2.3.6g Printing history (requirement for printing history statement was removed)
- §2.3.7a Code used is to be placed on the title page
- §2.5.2e Special Symbols page should be in braille order
- §2.10.1c Volume indicators and brief contents
- §2.10.2b Table of contents begin on a new page
- §2.10.3b Added words are enclosed in transcriber's note indicators

Section 3: Transcriber's Notes

No content changes

Section 4: Headings

§4.8.1 Fully capitalized paragraph headings

Section 5: Font Attributes

This section was completely rewritten. Follow print for emphasis used and use UEB typeform indicators.

Section 6: Illustrative Materials

§6.7.3e Use an underscore to represent blanks

§6.8.2b Use three dot 5s to represent missing data

Section 7: Boxed Material

§7.5.2 Colored boxes

Section 8: Lists

No content changes

Section 9: Displayed Material, Attributions, and Source Information

§9.5.5 Source citations and permission to copy

§9.7.1c Use the script typeforms to indicate handwriting

Section 10: Exercise Material

No content changes

Section 11: Tables and Related Columns

§11.2.5g Source citations to tables

§11.6.4 Use guide dots to indicate blank space in tables

§11.7.1j Numeric passage indicator and tables

§11.8.1c Keys may not correspond to shortform words or contractions

§11.16.1h Use guide dots to indicate blank space in tables

§11.16.1l Listed format requires a transcriber's note

§11.17.1c Linear format does not require a period at the end of the row

Section 12: Sidebars

No content changes

Section 13: Poetry and Song Lyrics

§13.11.2a Permission-to-copy notice

Section 14: Plays, Cartoons, and Graphic Novels

§14.1.2 Follow print for capitalization on speaker names

§14.1.3 Retain print emphasis on speaker names

§14.1.4 Retain only capitals if both capitals and emphasis are used on speaker names

§14.5.1c Follow print for punctuation after speaker names; do not add punctuation not found in print

§14.5.1d Speaker names with no print distinction

§14.5.3a Stage directions and cues between lines of dialogue

§14.5.3b Additional paragraphs in stage directions

§14.7.2 Stage directions

§14.10.5 Frame numbers are enclosed in transcriber's note indicators

§14.11 Graphic novels

Section 15: Line-Numbered and Line-Lettered Text

§15.7.1 Emphasized rhyme scheme letters

Section 16: Notes (Entire section)

§16.2.2 Follow print for reference indicators

§16.3 Emphasis as a reference mark (line numbers are no longer required to be part of the reference indicator)

§16.4 Unmarked reference notes

§16.6 Gloss notes in foreign language materials

§16.9 Endnotes

§16.11.1 Marginal labels

Section 17: Spellers

§17.5 Marked words in a list

§17.7 Word lists in foreign language materials

§17.8.1.b Syllabified words

Section 18: Grammar

§18.2.2 Follow print; contractions may be used

§18.7.1 Use UEB transcriber-defined typeform indicators for print emphasis

Section 19: Codes and Puzzles

- §19.2.2 Grade 1 passage indicator and puzzle codes
- §19.4 Morse code
- §19.6 Word puzzles and the grade 1 passage indicator
- §19.7 Puzzles and line mode

Tests

This section was removed

Section 20: Pronunciation

- §20.4.3 Follow print for emphasis in diacritics
- §20.5.1 Follow print for free-standing diacritic symbols
- §20.6 Syllabification and pronunciation
- §20.7.4d Use the dot locator for “mention” on symbols in a list
- §20.7.5b Use contractions in example words

Section 21: Alphabetic References

- §21.8.6 Superscripts of entry words
- §21.9 Alphabetic references in foreign language materials

Section 22: Bibliographies

- §22.2.3 Use the long dash to represent a 3-em dash
- §22.2.4 Bibliographies in foreign language materials

Appendix B

Agency Decisions

Some formats are agency decisions. The agency is responsible for distributing its decisions to transcribers who work for it. See the following sections for more specific details.

Section 1: Basic Principles and General Formats

- §1.6.1 Volume size
- §1.6.3 Designation of volume number for preliminary volume
- §1.7.1 Page size, line length, and spacing
- §1.8.2 Running head
- §1.17 Volume labels

Section 2: Transcriber Pages and Front Matter

- §2.3.3 Title page requirements
- §2.3.6e Placement of reproduction notice
- §2.3.6g Format of printing history
- §2.3.7 Placement of transcriber/transcription segment
- §2.3.8a Volume identification
- §2.4.2 The inclusion of lists of consultants

Section 6: Illustrative Materials

- §6.4 Decision to omit illustrations
- §6.11 Guidelines when a tactile graphic is not produced

Section 8: Lists

- §8.8.5f Inclusion of outline division guide on odd pages only

Section 10: Exercise Material

- §10.1.3 Inclusion of repetitive material in exercises
- §10.1.4 Requesting accommodations for expendable material
- §10.1.5 Notification of material unsuitable for braille
- §10.1.7d Whether question and answer choices should be shown on facing pages

Section 11: Tables and Related Columns

- §11.11.1 Decision to change graphs to charts or tables

Section 16: Notes

- §16.7.7 Providing notes in a separate volume when the notes and text are on facing pages
- §16.10.1a Create an endnote section at the end of a volume
- §16.10.1b Move notes to a separate volume

Section 19: Codes and Puzzles

- §19.1.2 Binding two-page puzzles to facing pages

Section 21: Alphabetic References

- §21.3.2 Omission of guide words in alphabetical references

Interpoint Guidelines

- §1.1.3 Request materials in interpoint
- §1.6.1 Volume size
- §1.15.1f Suppression of even page numbers
- §8.8.5f Use of guide text on odd pages only
- §10.1.7d Whether questions and answer choices must be on facing pages

Appendix C

Blank Lines

When a page change indicator occurs at a place where the guidelines require a blank line before it, (e.g., at the end of a list) and another guideline requires a blank line after it (e.g., before a centered heading) only one blank line is used. Place that blank line *after* the page change indicator.

Alphabetical Divisions in Glossary or Index

Blank line only before first alphabetical division

Blank line as alphabetical divisions when print uses blank lines only

No blank line before or after print guide words

No blank line between a heading and illustrative material

Alphabetic Page Number

No blank line between alphabetic page number and heading

Answer Choices

Blank line before and after boxed answer choices

Blank line before and after list of choices for multiple questions

Attribution

Blank line after an attribution

Boxed Material

Blank lines before the top box line and after the bottom box line in most situations

Blank line between separate boxes that follow each other

Blank line between adjoining vertical boxes

Blank line after a page change indicator and before the top box line

Blank line between heading and box when heading is *unrelated* to the boxed material

Exceptions

No blank line between *related* heading and top box line

No blank line between bottom box line and source

No blank line after a top box or before a bottom box line

No blank line before or after interior box lines

Cartoons

Blank line before and after each single cartoon or multi-frame cartoon

Cell-5 Heading

Blank line before but not after a cell-5 heading

Exceptions

Blank line after if followed by columned material

No blank line between a top box line and heading on next line

No blank line between cell-5 and related cell-7 heading

Cell-7 Heading

Blank line before but not after a cell-7 heading

No blank line between cell-7 headings and lists

Exceptions

Blank line after if followed by columned material

No blank line between a top box line and heading on next line

No blank line before cell-7 heading that follows a cell-5 heading

Centered Heading

Blank line before and after a centered heading

Exceptions

No blank line between *related* centered headings

No blank line after Following Volumes or Volume number in the table of contents

No blank line after centered heading in the table of contents

No blank line following a *related* centered heading following a box line

No blank line when used as an alphabetic division in an alphabetic reference

Codes

Blank line before and after code characters

Columns and Tables

Blank line after column/table before beginning regular text

Follow print for blank lines within the column or table

Blank line between sections of a table

Blank line separates a cell-5 heading from columned material

Blank line separates a cell-7 heading from columned material

Correspondence, Instructional

Blank line before and after the letter if not in a box

Cross-References

Blank line before and after cross-references and incidental notes

Displayed Material

Blank line before and after displayed material

Exception

No blank line between individual elements of displayed material

Double-Spaced Material

Two blank lines where there is normally one blank line

Blank line before and after a page change indicator

Exceptions

No blank lines after a top box line

No blank lines before a bottom box line

No blank lines between a column heading and a separation line

End of Volume

Blank line before the end-of-volume statement, unless the text ends
on line 24

Epigraphs

Blank line before and after epigraphs

Exercises

Blank line before and after each complete exercise

Blank line before and after displayed material in an exercise

Blank line before and after exercise examples

Blank line between page change indicator and directions/exercise material

Blank line between directions and matching columns

Expendable Materials

Blank lines are inserted for writing answers

Extraneous Material

Blank line before and after extraneous material

Headings

Blank line before and after centered heading

Blank line before cell-5 headings

Blank line before cell-7 heading

Blank line before heading when it follows a page change indicator

Exceptions

No blank line between headings and illustrative material in glossary

No blank line between note separation line and heading

No blank line between a cell-5 and cell-7 heading

No blank line between related headings, e.g. chapter heading and title

No blank line between top box line and following heading

No blank line between centered heading and its related box

Incidental Notes

Blank line before and after the note

Instructions (Directions)

Blank line before but not after instructions unless required by other formats

Keys

Blank line before and after key

Blank line before and after key list

Blank line between key and title of column/table

Letters (Correspondence)

Blank line before and after letter

Line-Numbered Material

Blank line between end of a note and *beginning* of line-numbered material (not within line-numbered material)

Lists

Blank line before and after a list

Exceptions

No blank line between a list and a cell-5 or cell-7 heading

No blank line between a top box line and following list

Notes

Blank line between notes for multiple titles on same print page

No blank line between note separation line and headings

Blank line between notes and page change indicator when text is in same runover position as note

Blank line before note separation line when required by other formats, such as end of a list

Page Change Indicator

Blank line after list, before page change indicator

Blank line follows or precedes displayed material and the page change indicator

Blank line after page change indicator and before exercises

Blank line after page change indicator and before headings

Blank line before the page change indicator when the text after the indicator begins in the same cell as note runovers

Blank line between page change indicator and top box line

Paragraphs

Blank line before each blocked paragraph except following a cell-5 or cell-7 heading

Plays

Blank line after scene setting

Blank line before and after end-of-play statement

Poetry and Lyrics

Blank line before and after each poem or song

Blank line between each verse or stanza

Blank line before beginning new verse or stanza on new braille page

Blank line before second writing of scansion

Blank line following the music title before information printed between the title and the song

Blank line between page change indicator and new stanza

Blank line at top of braille page when new stanza begins

Blank line between end of poem and note separation line

Exception

No blank line between entry word and poem in a glossary

Print Blank Lines

Blank line inserted to represent print blank lines in columns

Puzzles/Grids

Blank line before and after code key

Blank line before and after each puzzle

Running Head

Blank line between running head and headings

Blank line following running head before any format requiring a leading blank line, e.g., list, instructions, etc.

Blank line between running head and repeated headings

Second/Subsequent Title Page

Blank lines between title page segments

Sentence Diagrams

Blank line before and after each sentence diagram

Blank line before each line in sentence diagram with arrows

Sidebars

Blank line before and after sidebar when not in box

Source

Blank line after the source

Table of Contents

Blank line after Contents heading

Blank line before connected centered headings

Blank line before unit/part headings

Blank line separates front matter or end matter from body matter

Blank line before chapter or other identifier when it follows front matter

Blank line before cell-5 heading in body of table

Blank line before volume division

Exception

No blank line after centered headings (Volume, Unit, Part, etc.)

Tables

Blank line before and after a table

Blank line when print uses blank line to indicate groupings or set off column totals

Blank line between each row of listed table

Blank line following transcriber's note in wide table

Blank line between transcriber's note and key heading

Blank line between end of key and table title

Blank line between transcriber's note and listing of column headings for stairstep table

Title Page

Blank line(s) between segments (no blank line within segment information)

Transcriber's Notes

Blank line between transcriber's note and key list and table title

Blank line between transcriber's note and listing of column headings for stairstep table

Blank line between explanatory transcriber's note and line-numbered material

Blank line before directions

Word Lists

Blank line before and after word lists

Appendix E

Interpoint Guidelines

E.1 General Information

- E.1.1 These guidelines are recommendations only. Agencies may choose to use some or all of them. The recommendations are presented to foster a consistency of procedure.

E.2 Front Matter Pages

- E.2.1 The title page begins on the right-hand side. Some agencies leave the back of the title page (braille page **t2**) blank.
- E.2.2 Some agencies choose to have the table of contents begin on a right-hand page.
- E.2.3 All other preliminary pages may begin on a new right-hand or left-hand page.

E.3 Text Pages

- E.3.1 The first page of text in a volume begins on a right-hand page.
- E.3.2 Some agencies choose to have units and chapters begin on a right-hand page, which allows a volume to be unbound and individual sections handed out easily.
- E.3.3 Include the print page number on all pages.
- E.3.4 The braille page number usually is on all pages. An agency may choose to omit the braille page number for left-hand pages.
- E.3.5 All braille pages must be accounted for, therefore blank pages have either an actual or implied braille page number.
- E.3.6 When used, a running head appears on all pages that have text. The running head is not used on blank pages.

E.4 Graphics

- E.4.1 Braille is not produced on the reverse of a graphics page.
- E.4.2 See *Guidelines and Standards for Tactile Graphics, 2010* for information on tactile graphics.

E.5 Special Formats

- E.5.1 Table of contents entries may be on line 25 of a left-hand page when even braille page numbers are suppressed.
- E.5.2 Line-numbered prose and poetry may be on line 25 of a left-hand page when even braille page numbers are suppressed.
- E.5.3 Guide words appear on both right-hand and left-hand pages. An agency may choose to limit the guide word text to right-hand pages.
- E.5.4 Expendable braille is single-sided only.

Appendix F

Glossary for Transcribers

acronym: a word formed by using the initial letters of other words
radar (*radio detecting and ranging*)

acute: a print accent mark
café

alliteration: repetition of initial sounds in two or more syllables or words

Bill's boy Bobbie bent the bike.

alphabetic reference: text listed in alphabetical order, such as a dictionary, index, or glossary

analogies: comparisons of words

a leaf is to a tree as a page is to a book

arabic numbers: numbers written as 1, 2, 3, 4, 5, 6, 7, 8, 9, 0

asterisk: print symbol * often used as a footnote or reference indicator

attribution: identification of the source or author of the material

Ask Not What Your Country Can Do For You

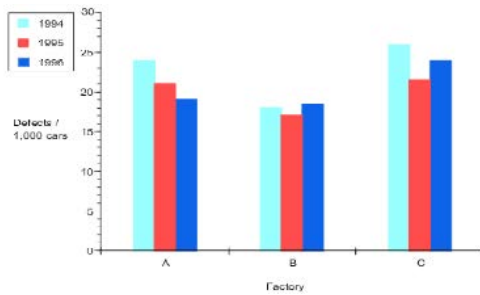
—Inaugural Address by John F. Kennedy, January 20, 1961

author segment: portion of braille title page with information concerning author(s)

authorized entity: a nonprofit organization or governmental agency having a primary mission to provide specialized services related to training, education, or adaptive reading or information access needs of the blind or other persons with disabilities

back matter: the material following the main body of the text; it may include—but is not limited to—a bibliography, glossary, and index

bar graph: a diagram showing information using vertical or horizontal bars



bibliography: a list of books, magazine articles, stories, and other resources used in the writing of the text

Capodiferro, Alessandra, ed. Wonders of the World: Masterpieces of Architecture from 4000 BC to the Present. Vercelli: White Star, 2004.

Cross, Charles R. Room Full of Mirrors: A Biography of Jimi Hendrix. New York: Hyperion, 2005.

Maltin, Leonard, ed. Movie & Video Guide 2002 Edition. New York: New American, 2001.

Meidenbauer, Jörg, ed. Discoveries and Inventions: From Prehistoric to Modern Times. Lisse: Rebo, 2004.

blank line: a line with no braille on it that appears between lines of braille; may also be line 2 or line 25 of a braille page

blank space: a cell with no braille in it

blocked paragraph: a paragraph with no indent

body matter: the main text, including state-mandated materials and extra explanatory materials

boldface: a font attribute used for **emphasis**

braces: enclosure symbols { }

Get your book {history, science, health} and follow me.

brackets: enclosure symbols []

Get your book [history, science, health] and follow me.

breve: a print accent mark indicating a short vowel

tĕn

bullet: print symbol • often used at the beginning of a list item; may appear also with another shape, such as a triangle ▲ or diamond ◆

- go to bank
- fill car with gas
- pick up laundry

caesura: double vertical lines representing a break in poetic meter

To err is human; || to forgive, divine.

caret: a print proofreading symbol indicating letters or words are to be inserted

to be or ^{not} to be
^

cedilla: a print accent mark with a hook below the letter
François

chart: method of visually representing information, such as a pie chart, bar chart, and line chart

circumflex: a print accent mark, often called a caret
brôt

column entry: intersection of a row and a column

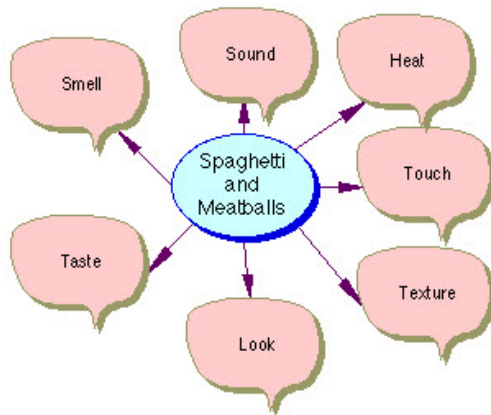
commentaries: material inserted to explain or elaborate on the text, often in a biblical context

Introduction to Psalm (Matthew Henry's Concise Commentary)

David was the penman of most of the psalms, but some evidently were composed by other writers, and the writers of some are doubtful. ...

compound word: a word composed of two or more words; specifically, two or more words joined together by a hyphen

concept map: a visual arrangement of material to show relationships



contracted braille: transcription that uses contractions for letter combinations or words

credit lines: identification of the source or author of the material (see **attribution**)

cross-reference: reference directing the reader to another location in the same book

declension: listing of a verb in all its forms, such as past and present

| | |
|--------------------|---------|
| Infinitive | write |
| Past | wrote |
| Present Participle | writing |
| Past Participle | written |
| Present: | |
| I | write |
| You | write |
| He, She, It | writes |
| We | write |
| You | write |
| They | write |

definition segment: includes the part-of-speech label, definition, descriptions, examples, etc.

diacritic mark: a print symbol that shows the pronunciation of a letter, such as the breve and acute

| DIACRITICS | | |
|------------|---|--------------|
| ´ | é | acute accent |
| ` | è | grave accent |
| ^ | ô | circumflex |
| ~ | ñ | tilde |
| - | ō | macron |
| ˘ | ǔ | breve |
| ˇ | č | hacek |
| ¨ | ö | diaeresis |
| ¸ | ç | cedilla |

diaeresis: two dots placed over a vowel to indicate that the vowel is pronounced as a separate syllable

naïve, Brontë

diagramming: linear diagramming shows sentence structure on one line, using font attributes to distinguish parts of speech; spatial diagramming shows sentence structure using visual cues such as horizontal, vertical, and diagonal lines

digraph: two successive letters that indicate a single sound

ea in bread

diphthong: a sound made by two vowels that seems to be pronounced without hesitation between the vowels

oy in toy

directions: instructions given to the student concerning material immediately following the instructions

Write the same words without endings in the second column.

directive sentences: similar to directions, but not followed by an activity in the book to be completed

Ask your grandparents about a significant world event in their life.

elision: the omission of a letter or shortening of a word, e.g., comin' for coming

emphasis: accentuation of a word or words using **color** or attributes such as **bold**, underlining or *italics*

ellipsis: a symbol—specifically, a set of three equally spaced periods—that shows the omission of a word or words, or numbers in a series

• • •

em dash: a typographic dash, which is supposed to be as wide as an “m” (can vary between fonts), but frequently is twice as wide as an en dash; used as a break between two thoughts

She is—according to her brother—a geek.

en dash: a typographic dash the width of an “n”; typically used as a range in numbers

It will be 14–16 days before the application can be processed.

enclosure symbols: any symbols that come in pairs, such as quotation marks, parentheses, brackets, braces

endnotes: footnotes (references) compiled at the end of a chapter, section, or book in print

entry: a word or phrase, and all its accompanying information, in an alphabetical listing

entry-word segment: a word(s) and its pronunciation

enunciate: to pronounce, articulate; to state or set forth precisely or systematically

enunciate a doctrine

guide words: in print, words usually at the top of a dictionary page listing the beginning and ending word on the page or facing pages; in braille, words centered on the last line listing the beginning and ending words on the braille page

guillemet: either of the marks « or » used as quotation marks in French

highlighting: use of a colored background to emphasize a word, phrase, sentence, etc.

hyperlink: a word, phrase, or image that can be clicked on to jump to a different location

idea web: see **concept map**

incidental note: a note directing the reader to another source, e.g., an accompanying handbook, a website, etc.

IPA: International Phonetic Alphabet; used by linguists to show exact pronunciations

ISO: International Organization for Standardization; sets the standards for state and country abbreviations

italics: font attribute used for emphasis

Latin alphabet: the alphabet that is the direct derivation of the alphabet first used to write Latin

liaison: the upper \wedge or lower \smile tie bar symbol, connecting two letters

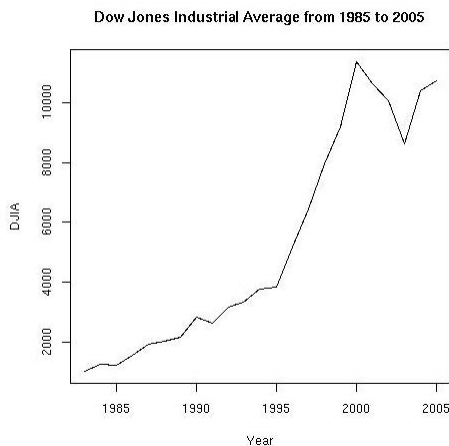
ng ring

libretto: lyrics without the musical notation

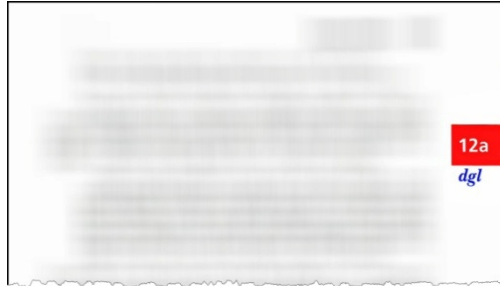
ligature: connected print letters

encyclopædia

line graph: a diagram of connecting lines between data points



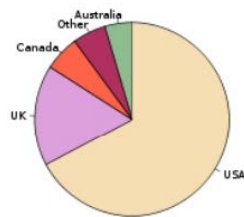
page tab: a print indication of what is on the page; it may be numbers or words and is usually along the outside edge of the page in a tabbed layout



paragraph heading: generally an indication of the subject of a paragraph; text in a different font at the beginning of a paragraph

partial table of contents: a short table of contents at the beginning of a unit or chapter

pie chart: a diagram showing information using sections of a circle



Pie chart of populations of English native speakers

poetic line: a unit of verse ending in a visual or typographic break and generally characterized by its length and meter

poetry: a form of literary art in which language is used for its aesthetic and evocative qualities in addition to, or in lieu of, its apparent meaning

primary stress mark: the larger or darker of the stress marks used to indicate the pronunciation of a word

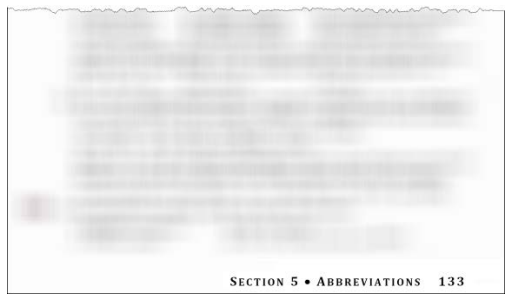
prose: ordinary speech or writing, without metrical structure

publisher and copyright segment: portion of braille title page with the publisher and copyright information

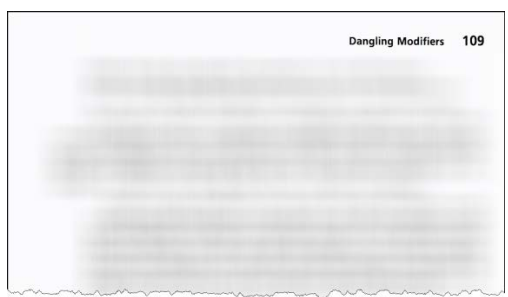
pull quote: “quotation or excerpt from an article that typically is placed in a larger or distinctive typeface on the same page, serving to entice readers into an article or to highlight a key topic”
 (https://en.wikipedia.org/wiki/Pull_quote)



puzzle grid: a puzzle pattern with open and filled-in squares
roman numerals: numbers written as i, ii, iii, or I, II, III
run-in headings: headings that are shown at the beginning of a paragraph, i.e., paragraph headings
running footer: a word, phrase, or number that is repeated at the bottom of more than one print page



running head: the title of the book, centered on line one of each braille page
running header: a word, phrase, or number that is repeated at the top of more than one print page, such as Chapter 11 Nouns



scansion: the metrical analysis of verse

secondary stress mark: the smaller or lighter of the stress marks used to indicate the pronunciation of a word

separation line: in tables, the line separating the column headings from the cell entries; in footnotes, the line separating the footnotes from the body of the text

shared poetic line: two or more short lines of poetry that, together, are a complete line in the rhyme scheme or layout of the poem

sidebar: a typographically distinct section of a page, as in a book or magazine, that amplifies or highlights the main text

source citations: identification of the source or author of the material (see **attribution**)

stairstep table: a braille format for a wide table, using a stepped format (1-1, 3-3, 5-5, etc.) for each cell entry

STEM: description guidelines for Science, Technology, Engineering, and Math content; helpful for writing transcriber's notes
http://ncam.wgbh.org/experience_learn/educational_media/stemdx/guidelines

stress marks: primary, secondary, and tertiary marks indicating syllable stress

subentry: an entry that is indented further than the main entry

subject-specific table of contents: a table of contents arranged by subject or type of material

sub-subentry: an entry that is indented further than the subentry

summary table of pronunciation: table in the running footer at the bottom of each print page or alternate print page

swung dash: symbol for a dash which resembles a tilde ~

syllable stress: a syllable with a stress mark before or after the syllable; if there is more than one stress mark, the darker or larger of the two is the primary stress, and the lighter or smaller is the secondary stress

table: a chart in which the information is arranged in columns and rows

| Dept. Code | Class # | Days | Start Time | End Time | Inst. |
|------------|---------|-------------|------------|----------|---------|
| BIO | 100 | Mon,Wed,Fri | 10:00 | 11:00 | Magde |
| | 100 | Tue,Thu | 11:00 | 12:30 | Indge |
| | 205 | Tue,Thu | 09:00 | 10:30 | Magde |
| | 315 | Mon,Wed,Fri | 13:00 | 14:00 | Indge |
| BUS | 150 | Mon,Wed,Fri | 09:00 | 10:00 | Roberts |
| | 210 | Mon,Wed,Fri | 08:00 | 09:00 | Rasid |

table of pronunciation: the key to the pronunciation symbols used in print

Pronunciation Symbols (Merriam-Webster)

| | | |
|-----------------------------|-------------------------|------------------------|
| \ ə \ as a in abut | \ ɡ \ as ɡ in go | \ r \ as r in red |
| \ ɪ \ ə \ as u in abut | \ h \ as h in hat | \ s \ as s in less |
| \ ə \ as e in kitten | \ i \ as i in hit | \ sh \ as sh in shy |
| \ ər \ as ur/er in further | \ i \ as i in ice | \ t \ as t in tie |
| \ ə \ as a in ash | \ j \ as j in job | \ θ \ as th in thin |
| \ ə \ as a in ace | \ k \ as k in kin | \ θ \ as th in the |
| \ ə \ as o in mop | \ k \ as ch in ich dien | \ ū \ as oo in loot |
| \ ə \ as ou in out | \ l \ as l in lily | \ ū \ as oo in foot |
| \ b \ as in baby | \ m \ as m in murmur | \ v \ as v in vivid |
| \ ch \ as ch in chin | \ n \ as n in own | \ w \ as w in away |
| \ d \ as d in did | \ ŋ \ as ng in sing | \ y \ as y in yet |
| \ e \ as e in bet | \ ō \ as o in go | \ yū \ as you in youth |
| \ ɪ \ ɛ \ ə \ as ea in easy | \ ō \ as aw in law | \ yū \ as u in curable |
| \ ə \ as y in easy | \ ō \ as oy in boy | \ z \ as z in zone |
| \ f \ as f in fifty | \ p \ as p in pepper | \ zh \ as si in vision |

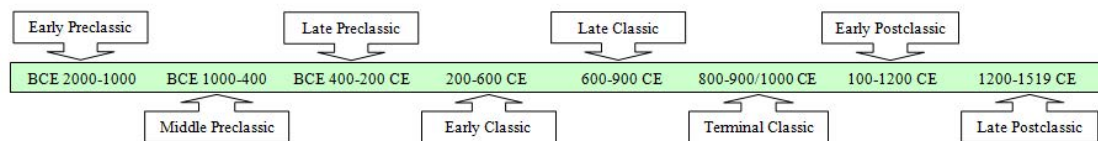
tertiary stress: rarely used third level of syllable stress

tilde: a print accent mark frequently over the letter *n*

señor

time line: a vertical or horizontal listing of points of information, such as historical dates and events

Summary of the Chronology and Cultures of Mesoamerica, Preclassic to Postclassic



title case: capitalization of the first and last words in titles and subtitles and all other major words

The Chicago Manual of Style, 16th ed. The Univ. of Chicago Press, 2010

title segment: portion of braille title page with book title information

transcriber's note: information inserted by the transcriber

transcriber/transcription segment: portion of braille title page concerning the transcriber and his/her location and affiliation

typeface: set of characters of the same design, including letters, numbers, punctuation marks, and symbols; popular typefaces are Arial, Helvetica, Times, and Verdana (Verdana is a typeface, **Verdana 12 pt bold** is a font)

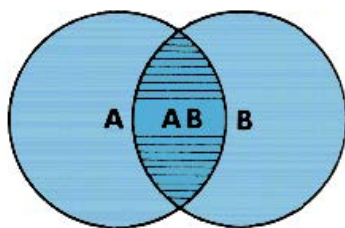
umlaut: a diacritical mark with two dots placed over a vowel to indicate a more central or front articulation

älter

uncontracted braille: transcription that uses none of the braille contractions and is transcribed letter for letter

uppercase letters: capitalized letters A B C D

Venn diagram: overlapping shapes (typically circles) used to show differences and similarities



Venn diagram: AB represents the intersection of sets A and B

volume segment: portion of braille title page that states information about the volume: number, paging, etc.

Appendix G

Symbols and Indicators

Note that symbols may require a grade 1 indicator preceding them when used within text. Refer to *The Rules of Unified English Braille (UEB)* for rules governing symbol usage. If a symbol has more than one meaning, only list the definition that applies to the material being transcribed.

The following symbols are required on the Special Symbols page if they are used within a braille volume. Each symbol is preceded by the dot locator for "mention," which is the first symbol in the list.

Dot locator(s) (*UEB* §3.13, §3.14)

Arrow symbols (*UEB* §11.6)

Line mode indicators (*UEB* §16.2, §16.3)

Sections and Paragraph Marks (*UEB* §3.20)

Grouping indicators [braille grouping indicators, parentheses, braces, brackets, angle brackets] (*UEB* §7)

Typeform indicators (*UEB* §9)

Foreign language symbols (*UEB* §13)

Music symbols (*UEB* §3.18)

Modified letter indicators (*UEB* §4)

Shape indicators (*UEB* §11.7)

Math symbols (*UEB* §3.17, §3.24, §6, §11)

Numeric passage/terminator (*UEB* §6.9)

Currency symbols (*UEB* §3.10)

Ratio (*UEB* §3.17)

Proportion (*UEB* §3.17)

Prime (*UEB* §3.11, §3.15)

Double prime (*UEB* §3.11, §3.15)

Minutes (*UEB* §3.11)

Feet (*UEB* §3.15)

At sign (*UEB* §3.7)

Tilde (*UEB* §3.25)

Trademark and Registered Trademark (*UEB* §3.8)

Code switch indicators (*UEB* §14)

Subscript and superscript indicators (*UEB* §3.24)

Transcriber-defined symbols (*UEB §3.26*)

Ditto sign (*UEB §3.12*)

The following symbols are new with the approval of UEB. These symbols may be included on the Special Symbols list.

Ellipsis

Opening transcriber's note indicator

Closing transcriber's note indicator

Percent sign

Low line (underscore)

Grade 1 symbol indicator (new terminology, same symbol)

Single closing quotation mark

Capitalized passage indicator

Capitals mode terminator

Dash

Period, dot, or decimal (*UEB §6*) [Only when used as a dot or decimal]

Punctuation (*UEB §7*)

| Braille | Print | Meaning |
|----------------|--------------|-------------------------------|
| ⠠ | , | Comma |
| ⠤ | ; | Semicolon |
| ⠒ | : | Colon |
| ⠨ | . | Period, Full stop, Decimal |
| ⠠⠠⠠ | ... | Ellipsis |
| ⠠ | ! | Exclamation point |
| ⠠ | ? | Question mark |
| ⠠ | “ ” | Opening double quotation mark |
| ⠠ | ” ” | Closing double quotation mark |
| ⠠⠠ | ` ' | Opening single quotation mark |

| Braille | Print | Meaning |
|----------------|--------------|-----------------------------------|
| ⠠⠠ | ' ' | Closing single quotation mark |
| ⠠ | ' ' | Apostrophe |
| ⠠⠠ ⠠⠠ | () | Opening/closing parenthesis |
| ⠠⠠ ⠠⠠ | [] | Opening/closing (square) brackets |
| ⠠⠠ ⠠⠠ | < > | Opening/closing (angle) brackets |
| ⠠⠠ ⠠⠠ | { } | Opening/closing (curly) brackets |
| ⠠⠠ | / | Solidus, Slash |
| ⠠⠠ | \ | Reverse solidus, backslash |
| ⠠ | - | Hyphen |
| ⠠⠠ | — | Dash |
| ⠠⠠⠠ | — | Long Dash |
| ⠠⠠ | | Low line, Underscore |

General Symbols and Indicators (*UEB §3*)

| Braille | Print | Meaning |
|---------|-------|---|
| ⠠ ⠨ | | Opening/closing braille grouping indicators |
| ⠠ | | Shape indicator |
| ⠠ | | Arrow indicator |
| ⠠⠠ | ← | Simple left-pointing arrow |
| ⠠⠠ | → | Simple right-pointing arrow |
| ⠠⠠ | ↑ | Simple up-pointing arrow |
| ⠠⠠ | ↓ | Simple down-pointing arrow |
| ⠠ | : | Ratio, is to |
| ⠠⠠ | :: | Proportion, as |
| ⠠ | | Subscript indicator |
| ⠠ | ' | Single prime meaning foot or feet |
| ⠠ | ' | Single prime meaning minutes or arc |
| ⠠⠠ | " | Double prime meaning inches |
| ⠠⠠ | " | Double prime meaning seconds or arc |
| ⠠ | | Superscript indicator |
| ⠠⠠ | ♮ | Natural |
| ⠠⠠ | ♭ | Flat |
| ⠠⠠ | ♯ | Sharp |
| ⠠⠠ | @ | At sign |
| ⠠⠠ | ¢ | Cents |

| Braille | Print | Meaning |
|----------------|--------------|--------------------------------------|
| ⠠⠠⠠ | € | Euro |
| ⠠⠠⠠ | ₣ | French franc |
| ⠠⠠⠠ | £ | Pounds sterling |
| ⠠⠠⠠ | ₵ | Naira |
| ⠠⠠⠠ | \$ | Dollar sign |
| ⠠⠠⠠ | ¥ | Yen |
| ⠠⠠⠠ | & | Ampersand |
| ⠠⠠⠠ | < | Less than |
| ⠠⠠⠠ | ^ | Caret |
| ⠠⠠⠠ | ~ | Tilde |
| ⠠⠠⠠ | > | Greater than |
| ⠠⠠⠠⠠ | | Opening transcriber's note indicator |
| ⠠⠠⠠⠠ | | Closing transcriber's note indicator |
| ⠠⠠⠠⠠ | † | Dagger |
| ⠠⠠⠠⠠ | ‡ | Double dagger |
| ⠠⠠⠠ | © | Copyright |
| ⠠⠠⠠ | ° | Degrees |
| ⠠⠠⠠ | ¶ | Paragraph |
| ⠠⠠⠠ | ® | Registered trademark |
| ⠠⠠⠠ | § | Section |
| ⠠⠠⠠ | ™ | Trademark |

| Braille | Print | Meaning |
|----------------|--------------|---|
| ⠠⠠⠠⠠ | ♀ | Female sign |
| ⠠⠠⠠⠠ | ♂ | Male sign |
| ⠠⠠⠠⠠ | # | Number sign, Crosshatch, Pound sign |
| ⠠⠠⠠⠠ | • | Bullet |
| ⠠⠠⠠⠠ | // | Ditto |
| ⠠⠠⠠⠠ | + | Plus |
| ⠠⠠⠠⠠ | = | Equal |
| ⠠⠠⠠⠠ | × | Multiplication, Times |
| ⠠⠠⠠⠠ | * | Asterisk |
| ⠠⠠⠠⠠ | ÷ | Division |
| ⠠⠠⠠⠠ | – | Minus |
| ⠠⠠⠠⠠⠠ | | Dot locator for “use” |
| ⠠⠠⠠⠠ | | Dot locator for “mention” |
| ⠠⠠⠠⠠ | % | Percent |
| ⠠⠠⠠⠠ | | Vertical line (<i>UEB §15.1</i>) |
| ⠠⠠⠠⠠⠠ | | Double vertical line (<i>UEB §15.1</i>) |

Indicators

| Braille | Meaning |
|----------------|---|
| ⠠ | Grade 1 symbol indicator (<i>UEB §5.2</i>) |
| ⠡ | Grade 1 word indicator (<i>UEB §5.3</i>) |
| ⠢ | Grade 1 passage indicator (<i>UEB §5.4</i>) |
| ⠣ | Grade 1 terminator (<i>UEB §5.5</i>) |
| ⠠ | Numeric indicator (<i>UEB §5.6, §6.1</i>) |
| ⠡ | Numeric passage indicator (<i>UEB §6.9</i>) |
| ⠢ | Numeric terminator (<i>UEB §6.9</i>) |
| ⠠ | Capitalized symbol indicator (<i>UEB §8.1</i>) |
| ⠡ | Capitalized word indicator (<i>UEB §8.4</i>) |
| ⠢ | Capitalized passage indicator (<i>UEB §8.5</i>) |
| ⠣ | Capitals terminator (<i>UEB §8.6</i>) |

Typeform Indicators (*UEB §9*)

| Braille | Meaning |
|----------------|------------------------------|
| ⠠⠨ | Italic symbol indicator |
| ⠠⠨ | Italic word indicator |
| ⠠⠨ | Italic passage indicator |
| ⠠⠨ | Italic terminator |
| ⠠⠨ | Bold symbol indicator |
| ⠠⠨ | Bold word indicator |
| ⠠⠨ | Bold passage indicator |
| ⠠⠨ | Bold terminator |
| ⠠⠨ | Underlined symbol indicator |
| ⠠⠨ | Underlined word indicator |
| ⠠⠨ | Underlined passage indicator |
| ⠠⠨ | Underline terminator |
| ⠠⠨ | Script symbol indicator |
| ⠠⠨ | Script word indicator |
| ⠠⠨ | Script passage indicator |
| ⠠⠨ | Script terminator |

Modified Letter Indicators (*UEB §4.2*)

| Braille | Print | Meaning |
|---------|-------|---|
| ⠠⠨ | ⁄ | Solidus (forward slash) overlay on following letter |
| ⠠⠨ | ⊖ | Horizontal stroke overlay on following letter |
| ⠠⠨ | ◌̆ | Breve above following letter |
| ⠠⠨ | ◌̄ | Macron above following letter |
| ⠠⠨ | ◌̸ | Cedilla below following letter |
| ⠠⠨ | ◌̀ | Grave accent above following letter |
| ⠠⠨ | ◌̂ | Circumflex above following letter |
| ⠠⠨ | ◌̊ | Ring (circle) above following letter |
| ⠠⠨ | ◌̃ | Tilde above following letter |
| ⠠⠨ | ◌̈ | Diaeresis (umlaut) above following letter |
| ⠠⠨ | ◌́ | Acute accent above following letter |
| ⠠⠨ | ◌̣ | Caron (hacek, wedge) above following letter |
| ⠠⠨⠨ | | First transcriber-defined modifier on following letter |
| ⠠⠨⠨ | | Second transcriber-defined modifier on following letter |
| ⠠⠨⠨ | | Third transcriber-defined modifier on following letter |

Pronunciation Symbols

| Braille | Print | Meaning |
|---------|-------|------------------|
| ⠠⠠⠠ | | Primary stress |
| ⠠⠠⠠⠠ | | Secondary stress |
| ⠠⠠ | ə | Schwa |
| ⠠⠠ | ŋ | Eng |

Transcriber-Defined Symbols (*UEB §3.26*)

| Braille | Meaning |
|---------|------------------------------------|
| ⠠ | First transcriber-defined symbol |
| ⠠⠠ | Second transcriber-defined symbol |
| ⠠⠠⠠ | Third transcriber-defined symbol |
| ⠠⠠⠠⠠ | Fourth transcriber-defined symbol |
| ⠠⠠⠠⠠⠠ | Fifth transcriber-defined symbol |
| ⠠⠠⠠⠠⠠⠠ | Sixth transcriber-defined symbol |
| ⠠⠠⠠⠠⠠⠠⠠ | Seventh transcriber-defined symbol |

Transcriber-Defined Emphasis Indicators (*UEB §9*)

| Braille | Meaning |
|---------|--------------------------------------|
| ⠠⠠ | First transcriber-defined indicator |
| ⠠⠠⠠ | Second transcriber-defined indicator |
| ⠠⠠⠠⠠ | Third transcriber-defined indicator |
| ⠠⠠⠠⠠⠠ | Fourth transcriber-defined indicator |
| ⠠⠠⠠⠠⠠⠠ | Fifth transcriber-defined indicator |

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