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Chapter 1. Introduction

Everyone who writes has a style, and an opinion about writing style. Sun Microsystems' style guide, *Read Me First: A Style Guide for the Computer Industry*, describes style and its importance in technical documentation:

“If content is *what* we communicate, then *style* is *how* we communicate that content. Writing style is determined by all the decisions you make while creating a document, such as the type and tone of information you present, choice of words, language and format consistency, use of technical terms, and so forth...In the literary world, style is judged in part on artistic grounds, which may be highly subjective. In the field of technical documentation, however, experience and practice have provided objective criteria for evaluating style...”

“Good style is synonymous with effective communication ...” In technical documentation, the goal is not to show off the writer's personal style. The goal is to communicate information to the reader. Because technical documents often have more than one writer, it is especially important that all writers on a project use the same style. This style guide will help you write in a manner that is consistent with good grammar and effective communication, and will help everyone have a common ‘voice.’

This is not a writing handbook, nor is it a grammar guide. The items in this style guide address specific issues that have cropped up in our documents; some are ‘special requests’ from various project managers. For general style and grammar questions, refer to the *Chicago Manual of Style*, *The Elements of Style*, or *Hodge's Harbrace Handbook*. (Where this guide differs from these three references, follow this guide.) If you need a guide to writing in general, Michael Bremer's *UnTechnical Writing* is an excellent book, as is *The Elements of Technical Writing* by Gary Blake and Robert W. Bly. Online, you can check http://www.byterbyte.nl/html/technical_writing.html and <http://encarta.msn.com/column/questiongrammar.asp> for more information.

In all cases, client specifications override any other consideration. We should point out issues to the client, but we will follow the client's final decision.

Note about typing conventions: there are some key sequences described in this guide. Square brackets surround the letter or label of the key to be typed, as in this example: [h] means type the letter ‘h’ on the keyboard. When multiple characters appear together, you should type all the characters at the same time, as in this example: [Ctrl][Alt][Delete] means hold down the Control and Alt keys while pressing the Delete key.

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Chapter 2. Before You Start Writing

Before you actually start writing, there are some issues to consider:

- Document template
- Service request forms
- Editing
- Graphics
- Reproduction
- Audience

Document Template

The Compliance Business Unit has a basic Word template that governs the appearance of its documents. This style guide uses that template. It isn't necessarily the be-all, end-all of document templates, but it can be a good place to start if you don't have something else provided by a client. If nothing else, using this template saves you the trouble of building one, and it provides a common 'look and feel' to all documents that use it. You can request modifications, or ask for a completely different template that is custom-designed for your client.

Whatever you do, use some kind of template. The styles alone are a great time-saver when it comes to formatting—or reformatting—a document.

To obtain a copy of the latest Compliance template, contact a member of the editorial staff in Jacksonville at 904-288-8101. The template contains instructions on how to use the various styles.

Service Request Forms

Before work can start on a project, you must submit an Editorial Service Request form and/or a Graphics Service Request form to the Document Center Manager. The forms help the Document Center keep track of the job, and provide information needed to set up the files. The more information that you provide on the forms, the better the staff can meet your needs. The forms, designed to be completed electronically in Word and then e-mailed, contain check boxes, drop-down menus, and text fields. Illustrations appear below. The fields are indicated with shading.

Editorial Service Request

submit one request for each deliverable/charge number

Project charge number(s): XXXX-XXX-XX-XX	Project name: insert proj name (25 char)	Project Manager: insert PM name
Budgeted hours (graphics not incl): 0# Determine working budget with Document Center Mgr		

Services required (check appropriate items; supply additional info as necessary)

Create Template "Standard" Edit Substantive Edit Copyedit
 Format Generate Front/Back Matter (specifcs below) Create PDF Create CD(s) Quantity 0#
 Proofread
 Graphics, including covers/spines (also submit separate Graphic Services Request)
 Other (specify) enter details here

This document is a:

1st draft to Doc Center: 01/01/2002 to PM: 01/01/2002 to client: 01/01/2002

Paper Electronic: MSWord version: 2000 PageMaker PDF
 Other file (specify) insert file type

Document specifications

Approximate page count (HWMs are larger than ISCPs): 0#

Color or B & W: cover color inside pages B-W

Page size (letter, legal, etc.) and single- or double-sided: letter (8.5 x 11) double-sided (DS)

Continuous page numbers (1, 2, 3...) or chapter-based (1-1, 2-1, 3-1...): chapter-based

Type of binding (coil/GBC, spiral, velo, 3-ring binder): 3-ring

Preferred paper repro location (e.g., Jax, Tulsa, PM's location): Tulsa

Tabs: none

Number of bound copies: 0# 1 for Document Center Archive

Number of unbound copies: 0# singled-sided (SS)

Delivery address:
(no P.O. boxes for courier service)

Name
address 1
address 2
city, state, zip
telephone

Additional information (for example, types of front/back matter to create; special pages such as WPSs, PPOAs or shop sheets; location of input not provided directly; anything else that will affect the course of the work): enter addl. info here

- = text entry field
- = checkbox
- # = number field
- = drop-down menu
- = date field

Graphics Service Request

submit one request for each deliverable/charge number

Project charge number(s): XXXX-XXX-XX-XX	Project name: insert proj name (25 char)	Project Manager: insert PM name
Budgeted hours: 0# <i>Determine working budget with Document Center Mgr</i>		

Services required (check appropriate items; supply additional info as necessary)

<input checked="" type="checkbox"/> Original art - digital	<input checked="" type="checkbox"/> Original art - hand	<input checked="" type="checkbox"/> Maps	<input checked="" type="checkbox"/> Scan photo
<input checked="" type="checkbox"/> Scan form	<input checked="" type="checkbox"/> Recreate form	<input checked="" type="checkbox"/> Edit digital art	<input checked="" type="checkbox"/> Edit digital form
<input checked="" type="checkbox"/> Design page layout	<input checked="" type="checkbox"/> Design letterhead	<input checked="" type="checkbox"/> Design logo	<input checked="" type="checkbox"/> Design cards
<input checked="" type="checkbox"/> Design presentation	<input checked="" type="checkbox"/> Presentation graphics	<input checked="" type="checkbox"/> Presentation animation	
<input checked="" type="checkbox"/> Design Web page	<input checked="" type="checkbox"/> Web graphics	<input checked="" type="checkbox"/> Web animation	
<input checked="" type="checkbox"/> Interactive CD design	<input checked="" type="checkbox"/> CD label	<input checked="" type="checkbox"/> Document cover	<input checked="" type="checkbox"/> Doc. spines (3-ring binder)
<input checked="" type="checkbox"/> Other (specify) enter details here			


This graphic is for a:

1st draft original* to artist 01/01/2002 due date 01/01/2002 to client on 01/01/2002
**if no original, leave blank*

Delivery instructions

File format for electronic deliverables: EPS Resolution (tif / jpg / .bmp): screen (72 dpi)
 Final dimensions of graphic/image: up to artist unless you enter measurements here
 Paper stock for printed deliverables (e.g., 24 lb. letter, card, etc.): insert details here
 Quantity: 0#
 Deliver electronic files for review to: PM by: e-mail
Provide e-mail address below in Additional Information.
 Deliver electronic files for use to: Editorial staff (for insertion into doc) by: e-mail
Provide e-mail address below in Additional Information.
 Deliver prints/CDs to:
 (no P.O. boxes for courier service)
 Name
 address 1
 address 2
 city, state, zip
 telephone

Additional information (contact names, e-mail addresses, special instructions on graphics, anything that affects the course of the work): enter add'l. info here

-  = text entry field
- = checkbox
- # = number field
- ◇ = drop-down menu
- 📅 = date field

If you don't understand the forms or what is required in a field, call the Document Center Manager for clarification.

Editing

If you intend to have the editorial staff go over your document, discuss your needs with the Document Center Manager as you build your working budget. There are various tasks that can be performed, from editing to proofreading to formatting, based on the project's needs and the available budget. There is a certain amount of overlap between some of the tasks. Some tasks take significantly longer than others, so it's important to discuss your needs with the Document Center Manager as soon as you can.

Substantive Editing

Substantive editing is aimed at assisting the writer create the document. It looks at informational issues, rather than grammar and punctuation:

- Logical flow and grouping of content
- Unnecessary repetition
- Appropriate tone and reading level for the intended audience
- Necessity and appropriateness of graphics and tables
- Usefulness and placement of headers and footers

Copyediting

Copyediting gets more into the ‘nuts and bolts’ of writing:

- Logical flow of procedural steps and subsection headings
- Internal consistency (use of terms, titles, acronyms, etc.)
- Definition of acronyms on first use
- Spelling, grammar, and punctuation
- Internal consistency (references to headings, page numbers, figures, tables)
- Placement of graphics and tables
- Quality of graphics (print quality and readability)

Proofreading

Proofreading is like a preflight check, ensuring that certain things have been done correctly:

- Spelling, grammar, and punctuation
- Table and figure captions
- Internal consistency (references to headings, page numbers, figures, tables)
- List and procedure numbering
- Line and page breaks
- Page numbering
- Consistency of formatting

Proofreading is normally one of the final tasks performed on a document before it is printed and/or distributed electronically.

Formatting

Formatting deals with the appearance of the document:

- Page layout (margins, different first and odd/even headers/footers)
- Insertion of header/footer information, if not already present
- Application of appropriate styles
- Insertion/resizing of graphics
- Table (re)formatting

Many of the tasks performed during formatting can be handled by starting from a template and using of styles appropriately while writing.

Generating Front and Back Matter

These parts of the document are created after the writing is done, although some may be done concurrently with the writing:

- Table of contents
- List of figures
- List of tables
- Acronym list
- Index
- Word bookmarks (for cross- and page references)

“Standard Edit”

If nothing else is specified, these are the specific tasks that the editors perform on every document:

- Perform proofreading tasks.
- Flag (but not correct) logic problems, such as procedural steps that are out of order or headings that don't reflect the text below them.
- Flag text where meaning is unclear.
- Generate TOC from finished document (allow extra time if the TOC has to be created by hand rather than generated from Word styles).
- Supply general comments, including apparent reading level.

The editorial staff averages 8-10 pages per hour to perform these tasks, but that varies depending on the general condition of the document when it comes in.

Graphics

Good graphics can help explain your topic; bad graphics get in the way of understanding. Rather than drawing or searching for graphics that may be inconsistent in style or unsuitable for printing, use the graphic artist in the Document Center so as to save your time for developing the technical content. The graphic artist can provide a variety of services:

- Scan forms & photos.
- Edit/retouch photos.
- Recreate forms in .EPS.
- Re-draw site maps for plans.
- Create original hand-drawn graphics.
- Draw illustrations (such as underground oil/water separators, ASTs, etc.).
- Design PowerPoint presentations.
- Design Web pages.
- Create animated graphics for PowerPoint presentation or Web pages.
- Create interactive CD-ROMs using Flash or Director.
- Design CD labels/jewel cases.
- Design covers for plans/manuals.
- Design & lay out brochures and other documents.
- Create logos/letterhead/business cards.

Contact the Document Center Manager to discuss your needs.

Reproduction

Document reproduction can be handled by project managers in several ways. The preferred choice is to send it to the Tulsa office, which has in-house repro capabilities, as well as a relationship with an outside printer for large print runs or lamination. In Jacksonville, printing is outsourced to Kinko's at negotiated rates. You can also handle repro at your own location by any means suitable. If you choose to handle it yourself, and you intend to use a local Kinko's but don't have special rates, please contact the Document Center Manager, who will work with the Jacksonville Kinko's manager to see if your local Kinko's office will honor the negotiated rates.

The Editorial Service Request form has several fields related to document reproduction. No matter who is handling repro, the editorial staff needs that information. It affects how the Word file gets set up and handled. Please provide the requested information.

Audience

Determine the audience and reading level before you start writing. The reading level of the average shop mechanic is not the same as the average officer, whose reading level is not the same as the average scientist. If the audience is mixed—for example, a combination of shop, administrative, and scientific personnel—aim for an 8th grade reading level. Remember, no one ever complained that a document was too easy to read.

Be aware that reading level is determined more by sentence structure than by vocabulary. Use the necessary technical words, defining them where necessary, with simple, straightforward sentence structure. See “Simple Sentences” in Chapter 3.

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Chapter 3. While You're Writing

This section addresses common issues in company documents.

Simple Sentences

The simple sentence is the most basic sentence. It is an independent clause that contains a subject and verb, possibly with a direct object:

He works. (subject and verb)

She carried the box. (subject, verb, and direct object)

Although your topic material may be a little more involved than this, that doesn't mean your sentence structure has to be. Always construct sentences as simply as possible. Short, direct sentences communicate more clearly. Avoid tacking on extra clauses that may get in the way of information transfer.

Sentence Function

In English, sentences have four functions:

- Declarative sentences make statements: *PCBs are hazardous.*
- Imperative sentences give commands or make requests: *Close the valve.*
- Interrogative sentences ask questions: *Are all hazardous materials labeled correctly?*
- Exclamatory sentences make exclamations: *Don't exceed the container's capacity!*

Declarative sentences are the most common type of sentence in company documents. They can be written in first, second, or third person.

An imperative sentence can only be written in second person. The word *you* is normally implied rather than expressed. When you use the imperative, you speak directly to the reader. This can be especially important when writing procedural material.

As much as possible, be consistent in who you address in a document. Switching between second and third person can confuse readers and leave them wondering who is supposed to do what. You can avoid this problem by considering both the topic material and the audience before you start writing. For example, a report for managers can usually be written in third person throughout because it's reporting facts, not giving instruction. A procedural manual aimed at a specific type of technician could—and possibly should—be written in second person throughout because it's giving direction/instruction.

Do not use exclamatory sentences in company documents.

Active Voice

In general, it's better to use active voice in your documents. As defined in *Hodge's Harbrace Manual*, active voice "emphasizes the subject as the *doer* of the action." If the verb in your sentence has some form of the verb *be* attached, the sentence is in passive voice, not active.

Active voice is more direct, more precise, and more concise. It also assigns responsibility for the action. Here are examples of active and passive voice:

Active: If there is an emergency release, the *EPS must notify* outside agencies.

Passive: If there is an emergency release, *outside agencies must be notified* by the EPS.

The active-voice sentence puts the emphasis on who makes the call. The passive-voice sentence puts the emphasis on the receiver of the call.

Here is another pair of sentences:

Active: *Pack used batteries* in a cardboard box.

Passive: *Used batteries must be packed* in a cardboard box.

The active-voice sentence, which is also written in the imperative, gives direction. The writer is speaking directly to the reader, who will understand that he or she is the person who is supposed to perform the action. The passive-voice sentence states a requirement. It doesn't tell who is responsible for performing the action.

The table below compares active and passive verbs/verb phrases:

Active	Passive
Refer to	Make reference to
Determine	Make a determination
Consider	Take under consideration
Applies to	Is applicable to

The active examples are much more direct, and use fewer words. As much as possible, use active voice, especially when giving direction or instruction. However, in cases where the action is more important than who performs it (for example, a list of requirements), passive voice is acceptable.

Acronyms

In order to be sure that all the readers know what you mean, you must define acronyms on their first appearance in the text of a document, even though there may be an acronym list in the document.

If the first use of an acronym is in a table, define it there but also define it the first time it appears in the body text. Define acronyms separately in a preface or an appendix, as well. Never define an acronym in a heading.

Once you've defined the acronym, use it. Don't redefine it repeatedly throughout the document/chapter/page. However, if you define and use an acronym in the document's first chapter but then don't use it again until several chapters later, and the acronym is not one that will be commonly known by the reading audience, it's appropriate to define it a second time as a reminder.

Don't define an acronym if it will never be used in the document.

Just because the acronym is in all caps doesn't necessarily mean that the phrase it's derived from has to appear in title caps. Compare: Hazardous Chemical Management Plan (HCMP) vs. hazardous waste (HW).

Use all caps for government agency acronyms (for example, *DOD*, not *DoD*) unless your client specifies otherwise.

The company's Infonet has a list of acronyms (click the Library link), but if you can't find what you're looking for there, try online at <http://www.acronymfinder.com>.

Special note: SOP usually stands for *standard operating procedure*. However, the US Army uses it to mean *standing operating procedure*. Check with your client to find out which meaning they use and then define the acronym appropriately.

Consistency of Verb Tenses

Verb tense indicates when actions take place. Past tense forms indicate the action has already happened. Present tense forms indicate that is happening now. Future tense forms indicate that it will happen later. Use verb tenses that accurately reflect when the actions took—or will take—place. Otherwise, the reader is forced to discern this from context, and may end up confused.

Notes, Cautions, and Warnings

Note, *Caution*, and *Warning* are trigger words that indicate a required level of attention on the part of the reader. The explanations below are displayed in the actual style from the Compliance template.

Note	<i>Note</i> signifies that the text is nice-to-know information that amplifies the previous text, but it won't make any difference if the reader skips it. If the information is too important to skip, it isn't a note.
-------------	--

Caution	<i>Caution</i> signifies that the reader should pay attention to this text because there is a risk of property damage.
----------------	--

WARNING	<i>Warning</i> signifies that the reader should pay attention to this text because there is a risk of injury or death.
----------------	--

In situations that involve flammable, reactive, and/or explosive materials, always use the trigger word *Warning*.

Items in Series

Be very careful with items in series. If you use a series as the subject or object of a single verb, the verb must apply appropriately to each item. To verify this, write the sentence using each item by itself. Example:

The truck is diesel-powered, painted green, and has six wheels.

The truck is diesel-powered.

The truck is painted green.

The truck *is has* six wheels.

The third item in the series had its own verb, so it wasn't the same as the other items and it doesn't work with the sentence's verb. The example below shows how to rewrite the sentence:

The truck is diesel-powered and painted green. It has six wheels.

For punctuation in a series, see the section "Punctuation" below.

Punctuation

This section addresses specific issues encountered in company documents.

End sentences with a period or a question mark, as appropriate. Follow that punctuation with only one space.

When introducing a list, end the complete sentence of introduction—the stem sentence—with a colon. (See the sample list shown under the series punctuation rules below and “Bulleted Lists” on page 19.)

In bullets, end complete sentences with a period or question mark, as appropriate. Use no punctuation at the end of phrases. Avoid mixing sentences and phrases in the same list.* First-level bullets and second-level bullets can be of different types, but be consistent within a level. (See “Bulleted Lists” on page 19.)

When writing a series, use a comma following the item before *and* or *or* as shown in the example:

When handling battery acid, you need proper PPE such as *gloves, boots, and an apron.*

If a series contains items that have internal punctuation—such as phrases with commas—separate the items with semicolons as shown in the example:

You can choose from the fruit plate with melon, pineapple, and cottage cheese; the salad plate with iceberg lettuce, Roma tomatoes, red onions, and no dressing; or the cereal special with granola and unflavored yogurt.

However, it's better not to write sentences like this because they can be more difficult to read and understand. If you can't rewrite the information as several sentences, consider presenting it as a bulleted/numbered list as shown in the example:

These are your choices:

- The fruit plate with melon, pineapple, and cottage cheese
- The salad plate with iceberg lettuce, Roma tomatoes, red onions, and no dressing
- The cereal special with granola and unflavored yogurt

Do not use semicolons to join sentences or phrases. Write two separate sentences.

* *If* it's unavoidable, use punctuation after all items in the list. Note that it's nearly always possible to avoid mixing phrases & sentences.

Apostrophes are used in contractions and to show possession. Examples:

that is = *that's* did not = *didn't* it is = *it's* was not = *wasn't*

the car belonging to the major = the *major's* car

the hazardous waste plan belonging to the facility = the *facility's* hazardous waste plan

One notable exception: the possessive form of “it” is *its*, without an apostrophe.

When typing phrases that include words and numbers—chapter names, regulations, laws, etc.—use non-breaking hyphens or spaces to ensure that the phrase doesn't break across the end of a line or page. Here are some examples of phrases that need non-breaking hyphens/spaces:

Chapter 11, AR 200-1, 40 CFR 129

To type a non-breaking hyphen, type [Control][Shift][-] (hold down the Shift and Control keys and press the hyphen key, similar to the way you type [Control][Alt][Delete]). To type a non-breaking space, type [Control][Shift][space bar].

Type telephone numbers without parentheses, as shown below:

904-288-8101

Use non-breaking hyphens to ensure that the digits are always on the same line. If there is an extension for the number, type it as shown below and use non-breaking spaces to keep it with the telephone number:

904-288-8101, extension 102

If desired, abbreviate *extension* as *ext.* but be consistent throughout the document. If the sentence continues after the extension, put a comma after the extension number.

When typing addresses, do not put a comma between the city name and the two-letter postal code for the state. Use a comma only when writing out the full state name, or when using abbreviations such as Fla., Calif., etc.

En-dashes and em-dashes serve specific purposes. The en-dash is slightly wider than a hyphen. Use it when writing ranges of numbers or dates, as shown below:

1975–1982, pages 32–57

To type an en-dash, hold down the Alt key while typing 0150 on the keypad. After you type the numbers, let go of the Alt key. The en-dash will appear.

The em-dash is roughly three times as wide as the hyphen. Use it to set off parenthetical text, such as quick examples or ‘asides.’ The em-dash appears in several places in this document, as in the example below:

Use verb tenses that accurately reflect when the actions took—or **will take**—place.

To type an em-dash, use Alt code 0151.

Refer to *Hodge’s Harbrace Manual* for general punctuation questions.

Hyphenation

Do not use hyphenation to “break” words at the end of a line in company documents. Doing so can make documents more difficult to read.

Phrases used as adjectives need hyphens between the individual words. Example:

Some tanks are built with *double walls*. (no hyphen; *double* describes *walls*)

Double-walled tanks are more expensive. (hyphenated; *double-walled* is a phrase that describes *tanks*)

For guidance on specific phrases, see “Problem Words” on page 24. For use of non-breaking hyphens, see “Punctuation” on page 15.

Latin Phrases

Certain Latin phrases, or their abbreviations—*i.e.*, *e.g.*, and *etc.*—are common in many types of writing. Because many writers use *i.e.* and *e.g.* inappropriately, and because not all readers know what they mean, do not use them in company documents. If you are giving an example, use the phrases *for example* or *such as*. Keep the use of *etc.* to a minimum.

Capitalization

“To capitalize” means to make uppercase the first letter of a word. In general, capitalize the first word of a sentence, the first word of a bullet item, proper names, trade names (but not common nouns that follow them, as in *Portland cement*), and academic degrees and honors that follow a person’s name. Additional note on academic degrees: use B.Sc.—not B.S. or BS—as the abbreviation for Bachelor of Science

In soil science, capitalize the 24 soil classifications (for example, *Alpine Meadow*) when the names are used as such, but not in normal speech (for example, *Switzerland has many beautiful alpine meadows*).

In zoology and botany, capitalize phylum, class, order, family, and genus names. Do not capitalize species names.

Capitalize titles of acts and laws, but not the common element (for example, act, law, etc.) when it used in place of the full name.

Capitalize the titles of books, magazines, and other documents, but do not capitalize a common word that is used alone on subsequent references. Example: “*The Colorado Army National Guard Hazardous Material & Hazardous Waste Plan* (COARNG HM&HWMP) was produced by e²M. The *plan* explains how to handle hazardous materials and hazardous waste commonly found at COARNG work sites.”

Capitalize the names of geological eras, periods, epochs, etc., but not the words *era*, *period*, *epoch*, etc. Examples: Cenozoic era, Tertiary period, Pliocene epoch. Do not capitalize modifiers such as early, middle, and lower.

Capitalize words that are part of the official designation of a country or territory, but do not capitalize the same words when used generically or with a different meaning. Examples follow:

United States, *but* the 50 states or foreign states; a country united

United Kingdom, *but* a small kingdom

Northwest Territories, *but* the territory of American Samoa

Cherokee Nation, *but* a peaceful nation or a foreign nation

Do not capitalize *school*, *company*, *department*, *federal*, *state*, *local*, or *tribal* unless they begin a sentence or are part of a proper name. Example: the Department of Health and Human Services, *but* HHS is a department of the government.

Do not capitalize military ranks unless they begin a sentence or are part of a proper name (except *General of the Army* and *Fleet Admiral*; as part of the signature line of correspondence; and when used in direct address, as in “Good morning, General.”).

Do not capitalize elective titles unless they begin a sentence or are part of a proper name (except the Speaker of the House, who is referred to as the Speaker; as part of the signature line of correspondence; and when used in direct address, as in “Good afternoon, Senator.”). Example: President Bush, *but* the president is George W. Bush.

Do not capitalize work titles (for example, supervisor, engineer, manager, etc.) unless they begin a sentence (except as part of the signature line in correspondence).

Do not capitalize directions when used generically (for example, east, south, northern, westerly, *but* Northern Ireland, the Midwest, the Pacific Northwest, South America). See the *Chicago Manual of Style* for more examples.

Do not capitalize geographical/topographical descriptors (for example, lake, bar, peninsula, valley, etc.) except when they are part of a proper name, such as Lake Superior or Red River Valley.

Bulleted Lists

Bulleted lists are used to present list material when the order of presentation doesn't matter. Bulleted lists must be preceded by a stem sentence. Example:

These information sources can help you identify wastes:

- DRMO database information
- Hazardous waste manifests
- Solid waste disposal records

In a stem sentence, the colon serves the same purpose as a period. That means that the sentence must be complete before it gets to the colon. Do not put a subject and verb before the colon and then use the bullet items as direct objects that will complete the sentence, with punctuation that makes it appear that the items are part of a 'flat' sentence, as shown below:

To identify wastes, refer to:

- DRMO database information;
- Hazardous waste manifests; and
- Solid waste disposal records.

The items in a bulleted list can be individual items, phrases, or sentences. Always use initial caps for the list items. Do not use title caps unless the items are proper names, such as book titles, personal names, or something similar.

The list items should all be of the same type. Do not mix phrases and sentences. Do not mix object (nouns and noun phrases) and action items (verb phrases and 'take-action' sentences) in a list. The example for stem sentences is a good example of a list of objects. Here's a bad example that mixes nouns and verbs, as well as phrases and sentences:

These information sources can help you identify wastes:

- DRMO database information <-- phrase; object
- Hazardous waste manifests <-- phrase; object
- Solid waste disposal records <-- phrase; object
- Check air emissions inventories. <-- sentence; action

Punctuation in bulleted lists is normally limited to the times when all the items are sentences. Punctuate the sentences as you would normally. Don't use ending punctuation for phrases. If you absolutely cannot avoid mixing sentences and phrases, put a period after every item.

Do not use paragraphs as list items. A list is exactly that: a list of objects or short actions (for example, “Do this.”, “Adjust that.”, “Verify the settings.”). Paragraphs are part of the body text.

In order to ensure that everyone uses the same type of bullet, and that the bullet is of reasonable size, do not use the automatic bullet feature in Word. (Turn off all of Word’s automatic formatting features before proceeding. See “Turning Off Auto-Formatting” on page 28.) To insert a bullet, follow these steps:

- Step 1. Place the cursor at the appropriate spot.
- Step 2. Ensure that the ‘Num Lock’ is on for the keypad.
- Step 3. While holding down the ALT key, type the number 0149 on the keypad (this won’t work with the number keys at the top of the keyboard). Then let go of the ALT key. The bullet character will appear.
- Step 4. Press the Tab key, and then type the text of the bullet item.

If you have a copy of the Compliance style template, use “List” for first-level bullets. Use “List 2” for second-level bullets, and use the en-dash for the bullet character. The ALT code for the en-dash is ALT 0150. Do not use a third level of bullets unless it’s unavoidable. However, before doing so, consider whether the list is constructed correctly. It may be possible to break it into multiple lists.

If a bulleted list is very long—more than five items—or if it crosses the page boundary, it can sometimes be difficult to locate specific items. In this case, use lowercase letters for each item, rather than bullet characters. As much as possible, avoid creating multi-page lists. They are difficult to absorb because there are too many items.

Numbered Lists

Numbered lists are used to present list material when the order of the items is important, or to present sequential steps, such as a procedure. The rules for bulleted lists apply to numbered lists, as well.

If a procedure has steps and substeps, use numbers for the steps and lowercase letters for the substeps, as shown in the example:

- Step 1. Open the peanut butter jar.
 - a. Unscrew the lid.
 - b. Remove the protective cover and discard it.

As much as possible, avoid this type of construction. Instead, break each “step” out as a procedure, with each “substep” being a single step.

If a step in a procedure has a short list of items in it, use the bullet character mentioned above (ALT 0149) . Do not use more than one level of bullets as part of a procedural step. Example:

- Step 1. Ensure that you have all of the components:
- Bread
 - Peanut butter
 - Jelly

Because the automatic numbering feature can ‘break’* and create problems when files are opened on different computers, do not use the automatic numbering feature in Word. (Turn off all of Word’s automatic formatting features before proceeding. See “Turning Off Auto-Formatting” on page 28.) Type the number, followed by a tab, and then the text of the item. If you have a copy of the Compliance style template, use “List” for a numbered list. Use “List 2” for a bulleted or lettered list that falls under an individual numbered item. Use “Step” for the first level of a procedural step; the word “Step” is added automatically by the style. Use “Substep” for a second-level procedural step.

Word Choice

In technical documents, it’s important to choose the right word and use it correctly. The words in the table below are in no particular order. They reflect issues that have been raised by project managers, or problems that were noted in some documents.

affect (action) vs. effect (outcome)	“Will this change <i>affect</i> your plans?” “The final <i>effect</i> of the change is higher costs.” Do not use <i>effect</i> as a verb.
dispose of vs. dispose	To discard or throw away: “ <i>Dispose of</i> all wastes according to regulations.” “This waste must be <i>disposed of</i> in a waterproof container.” When used without <i>of</i> , <i>dispose</i> means to be inclined to do something.
hazardous waste/material	not “a” hazardous waste/material except when stating <i>Compound XYZ is a hazardous material.</i>
assure vs. ensure vs. insure	To <i>assure</i> means to declare earnestly; to <i>ensure</i> means to make certain; to <i>insure</i> means to guarantee against loss or harm. “I <i>assure</i> you, I <i>ensured</i> that your car is <i>insured</i> .”

* You type a list of items numbered 1, 2, and 3, followed by text, followed by another list numbered 1, 2, and 3. Later, you or someone else opens the file to discover that you now have items 1, 2, and 3, followed by text, followed by items 4, 5, and 6.

ensure that vs. ensure	Follow <i>ensure</i> with <i>that</i> when you mean that an action must be verified: “ <i>Ensure that</i> the drum is sealed before moving it.” Use <i>ensure</i> alone when you mean that a quality must be verified: “ <i>Ensure</i> the integrity of the seal before moving the drum.”
once vs. after	<i>After</i> indicates sequence. <i>Once</i> indicates a single occurrence. “ <i>After</i> the class is over, strike the bell <i>once</i> .”
However	<i>However</i> is often used to indicate a change in position or direction: “Dispose of the waste in a large box. <i>However</i> , if a box is not available, you may use a drum.” Note that there are two sentences here, not one sentence with a comma before <i>however</i> .
compose, include, comprise, and constitute	<i>Compose</i> indicates a complete list of components: “The site is <i>composed of</i> a concrete-block building, a small grassy area west of the building, an asphalt parking lot, and an asphalt driveway.” <i>Includes</i> (“The site <i>includes</i> a concrete-block building...”) generally indicates an incomplete list, so be careful when you use this verb. <i>Comprise</i> and <i>constitute</i> : The whole (the site) <i>comprises</i> (includes) the parts (building, etc.); the parts <i>constitute</i> (make up) the whole. The correct usage of <i>comprise</i> is “The site <i>comprises</i> a concrete-block building, a small grassy area west of the building, an asphalt parking lot, and an asphalt driveway.” It is never correct to say <i>is comprised of</i> . The correct usage of <i>constitute</i> is “A concrete-block building, a small grassy area west of the building, an asphalt parking lot, and an asphalt driveway <i>constitute</i> the site.”
between vs. among	<i>Between</i> is used when discussing relationships concerning two or more entities; <i>among</i> is used when there are three or more. Exception: use <i>between</i> with three or more entities when discussing the relationship of one to each of the others in turn.
average vs. mean vs. median	<i>Average</i> and <i>mean</i> both stand for the sum of the items divided by the number of items. <i>Median</i> stands for the number that is exactly in the middle of the list of items: half the numbers are higher than the median and half the numbers are lower.
imply vs. infer	<i>Imply</i> is an action of the speaker, meaning to pass on meaning or information without actually stating it (“He said that he didn’t cause the accident, but his tone <i>implied</i> that he knew who did.”). <i>Infer</i> is an action of the listener/reader, meaning to extract meaning that wasn’t explicitly stated (“From the complicated driving directions, she <i>inferred</i> that the site was extremely isolated from the main highways.”).
since vs. because	<i>Since</i> indicates occurrences after a particular point in time. <i>Because</i> indicates a reason. “ <i>Since</i> last May, he’s been in a wheelchair. He can’t walk <i>because</i> he was injured in a car accident.”

can vs. may vs. might	<i>Can</i> indicates ability. <i>May</i> gives permission. <i>Might</i> indicates a possibility that is not certain.
shall (or must) vs. will vs. should	<p><i>Shall</i> (or <i>must</i>) indicates a requirement (“This type of hazardous waste <i>shall be</i> (<i>must be</i>) accumulated in a 55-gallon, closed-head drum.”). <i>Will</i> indicates a future action (“I <i>will</i> leave at 10:00.”). <i>Should</i> indicates a suggestion (“You <i>should</i> check your car’s oil at least once each month.”).</p> <p><i>Shall</i> is often used in legal documents. <i>Must</i> is more appropriate for our documents, unless the client specifies otherwise. Never use <i>should</i> when stating a requirement.</p>
less vs. fewer	<i>Less</i> refers to amount or quantity (“ <i>Less than</i> half of the fuel was contaminated.”). <i>Fewer</i> refers to number (“Reorder the filters when the stock on hand is <i>fewer</i> than four.”). Other examples: fewer people (the number of people), less work (the amount of work), fewer opportunities, less trouble [but fewer difficulties (refers to number of difficult things)].
consists of vs. contains	<p><i>Consists of</i> refers to ingredients: “Our training program consists of 40 hours of classroom instruction and 20 hours of hands-on instruction.” “Chocolate chip cookies <i>consist of</i> flour, sugar, eggs, milk, and lots & lots of chocolate chips.”</p> <p><i>Contains</i> refers to what is held inside a container or area: “The box contains used batteries.” “Building 112 <i>contains</i> office space, toilet facilities, and a small weapons room.”</p>
lay vs. lie	<p><i>Lay</i> requires an object. <i>Lie</i> doesn’t. “<i>Lay</i> the hammer on the bench.” “I am going to <i>lie</i> down for a nap.” <i>Put</i> is a synonym for <i>lay</i>. If the sentence doesn’t make sense when you use <i>put</i>, use <i>lie</i>.</p> <p>The past tense of <i>lay</i> is <i>laid</i>: “He <i>laid</i> the hammer on the bench.” The past tense of <i>lie</i> is <i>lay</i>: “He <i>lay</i> down for a nap.”</p>
which vs. that	<p><i>Which</i> is nonrestrictive. It introduces nonessential information. “The mobile refueler, <i>which</i> is full, is ready to go.” The phrase <i>which is full</i> provides additional information, but the sentence will make sense without it. The phrase is set off by commas.</p> <p><i>That</i> is restrictive. It introduces essential information. “The mobile refueler <i>that</i> SSgt. Sims will drive is still in the shop.” The phrase <i>that SSgt. Sims will drive</i> identifies a specific vehicle out of several. Without the phrase, we can’t identify which vehicle is under discussion.</p>
who vs. whom	<i>Who</i> is a subject. “ <i>Who</i> is driving that refueler?” <i>Whom</i> is a subject. “The shipping instruction say to deliver the package to <i>whom</i> ?”

When choosing words, keep in mind that “bigger” words don’t make for better writing. The reverse is usually true because such words sound stuffy or intimidate the reader. Don’t say *utilize* when *use* works just as well. Choose the simpler synonym to keep your writing accessible to everyone.

One Word or Two, or Hyphenated?

The table below shows whether certain “problem” words should be used as one word, two words, or a hyphenated pair. In a few cases, a word is listed simply to show the correct spelling.

Hyphenated (note: never put a hyphen after words ending in the suffix <i>ly</i>)	One Word	Two Words
	aboveground	
	antifreeze	
	backup (noun, adj.)	back up (action)
	barbwire	
base-wide (adj.)		
	belowground	
	buildup (noun)	build up (action)
built-in		
by-product		
clean-up (adj.)	cleanup (noun)	clean up (action)
	collocate – verb; to set or place together	
	combating	
	commingle	
cosmic-ray (adj.)		cosmic rays (noun)
	deionize	
drop-off (adj./noun)		drop off (action)
	downwind	
		flight line
follow-up (adj.)		follow up (verb)
		ground water
hard-copy (adj.)		hard copy (noun)
heavy-duty (adj.)		
	heavyweight (adj.)	
in-depth (adj.)		in depth (adv.)
	kickoff (noun, adj.)	kick off (verb)
	landfill (noun)	
	landform (noun)	

Hyphenated (note: never put a hyphen after words ending in the suffix /y)	One Word	Two Words
		life span
make-up (adj.)	makeup (noun)	make up (action)
	multiuse	
	nonfilterable	
	nonflammable	
	nonhazardous	
	nonindustrial	
	offline (adj., adv.)	
off-load (action)		
off-site (adj.)		off site (location)
	ongoing	
	online (adj., adv.)	
on-site (adj.)		on site (location)
	overpack	
	payback (noun)	pay back (action)
	pickup (adj./noun)	pick up (action)
	predetermined	
	prefabricated	
	recirculate	
	reclose	
	recordkeeping	
	reestablish	
	regrade	
	reuse	
	runoff (noun)	
run-on (adj.)		
	sandpaper	
	semivolatiles	
	setup (noun, adj.)	set up (action)
		shelf life
	sorbent	
stand-alone		
	standby	
	statewide	

Hyphenated (note: never put a hyphen after words ending in the suffix /y)	One Word	Two Words
		storm water
	subsection	
	subsurface	
		surface water
	takedown (noun, adj.)	take down (verb)
	tenfold	
turn-in (noun, adj.)		turn in (action)
ultraviolet-ray (adj.)		ultraviolet rays (noun)
	upright (adv.)	
	upwind	
walk-through (noun)		
	washrack (noun)	
	wastewater (noun)	
	workover	
x-ray (verb, adj.)		x rays (noun)

Singular vs. Plural

Words ending in *-ful*: make the root word plural (one bagful, two bagful).

Acronyms and decades: Do not use an apostrophe (six SQGs, **not** six SQG's; the 90s, **not** the 90's).

Latin words: memorandum (singular) and memoranda (plural); index (s.) and indices (pl.); appendix (s.) and appendices (pl.); data (s.) and data (pl.) [modern usage; see the dictionary for exceptions].

Compound words: For closed compound words, add *s* or *es* (as appropriate) to the end of the word. For hyphenated and open compound words, add the plural inflection to the element that changes in number: daughters-in-law, courts-martial, doctors of philosophy, masters of art.

Abbreviations: Normally add *s* or *es*, but there are exceptions. For abbreviations with more than one period, add an apostrophe and an *s*: M.A.'s and Ph.D.'s. Certain abbreviations become plural by doubling the letter: One page is *p*. but two or more pages is *pp*. One note is *n*. but two or more notes is *nn*.

Chapter 4. MS Word Tips

This section contains some tips on using MS Word more easily and/or more effectively.

These tips work in Word 2000. If you've moved up to Word 2002, proceed carefully as some of the menu items and dialogue boxes may have changed. For more help with Word, try these online resources:

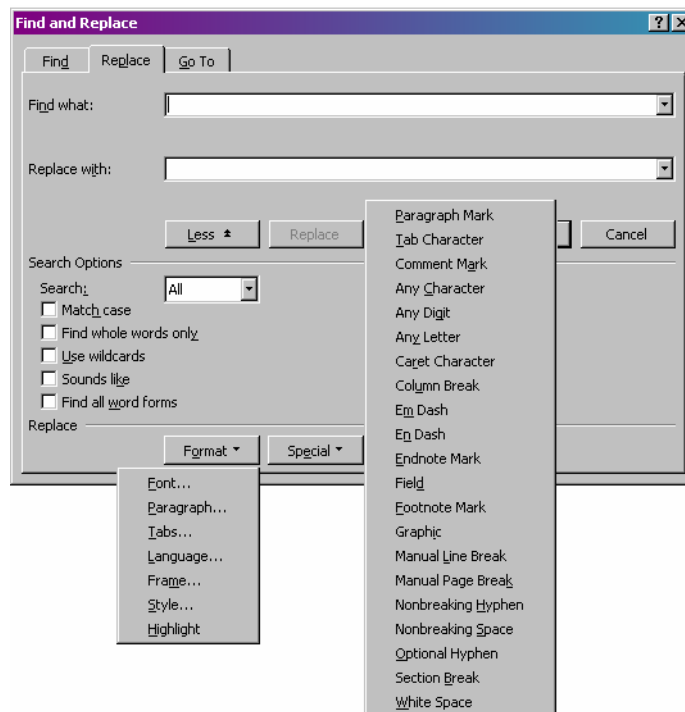
<http://www.mvps.org/word/index.html>

<http://tutorials.beginners.co.uk/>

<http://www.ootraining.com/QwikAndDirty/QwikAndDirtyWordWeb/qwikword.htm>

Find & Replace

Word's Find & Replace feature is very powerful. In addition to handling text, it can find and replace special characters and styles, or some combination of the three. The image below shows the various 'Find and Replace' fields and menus that are mentioned in this section.



To see the additional options, select 'Replace...' from Word's 'Edit' menu (or press [Ctrl][h]). Look for the 'More' button in the lower left corner of the 'Find and Replace' box when it pops up. Click that button to see the various search options. (If the button says 'Less,' then you can already see the search options.)

Put the cursor in the 'Find' or 'Replace' field, as appropriate, and then click the 'Format' button to see these options: Font, Paragraph, Tabs, Language, Frame, Style, Highlight. If you select one of these options for the 'Find' field without entering any text, Word will look for *any* text that has the attributes that you specified in the various dialogue boxes. If you select one of these options for the 'Replace' field without entering any text, Word will apply the attributes that you specified in the various dialogue boxes to *any* text that meets the search criteria.

Here's an example: You want to replace the style Level 2 Head with Heading 2. (This is an example. You may not have these particular styles in your document.) With the cursor in the 'Find what:' field, click the 'Format' button, and select 'Style' from the list. In the 'Find Style' dialogue box, select the style Level 2 Head and then click OK.

Look at the 'Find what:' field in the 'Find and Replace' dialogue box. Under the field, you'll see 'Style: Level 2 Head.'

Now put the cursor in the 'Replace' field. Click the 'Format' button and select 'Style' from the list. In the 'Replace Style' dialogue box, select the style Heading 2 and then click OK.

Look at the 'Replace with:' field in the 'Find and Replace' dialogue box. Under the field, you'll see 'Style: Heading 2.'

As long as you didn't type any text in either field, Word is now ready to replace Level 2 Head style with Heading 2 style in any paragraph it finds. Click the 'Replace All' button to do just that. If you want to decide on a case-by-case basis, click the 'Find Next' button to find the paragraphs with Level 2 Head applied and then decide whether to change each one.

The process is similar for each 'Format' option. If you put text in the 'Find and Replace' fields, you'll limit the change to only that specific text, and, in the case of the example, only if it's in Level 2 Head style.

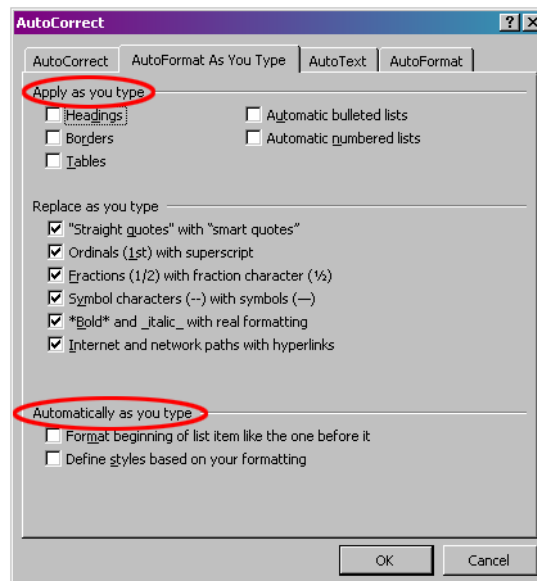
Next to the 'Format' button, you can see the 'Special' button. When you click the 'Special' button, you'll see a list of 21 options. In addition to paragraph marks, tab characters, and fields, you can choose "wildcards" like any character, any digit, or any letter, as well as footnote marks, em- and en-dashes, non-breaking hyphens and spaces, graphics, and more.

When you select one of these items, the special character appears in the field where you had placed the cursor. You can search and replace with special characters on their own, or in combination with specific text and/or format attributes.

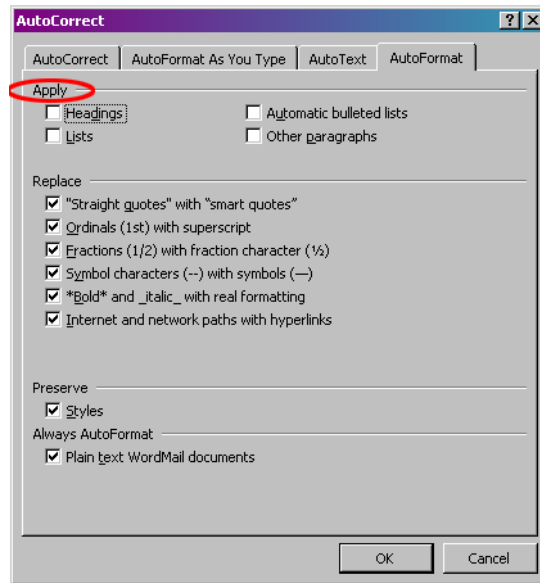
Turning Off Auto-formatting

Some of Word's auto-formatting features actually cause problems at times, especially when different users of the same document have different versions of Word. The steps below will help you turn off the features that "break" the formatting in e²M documents:

- Step 1. On the menu bar at the top of the Word screen, click 'Tools.'
- Step 2. Select 'AutoCorrect' from the drop-down menu.
- Step 3. Click the 'AutoFormat As You Type' tab along the top of the pop-up window.
- Step 4. In the 'Apply as you type' section (see figure below), make sure the following items are turned off (if there is a checkmark in the box to the left of the item, click the box to remove it):
 - Headings
 - Borders
 - Tables
 - Automatic bulleted list
 - Automatic numbered lists



- Step 5. In the 'Automatically as you type' section (see figure above), make sure the following items are turned off:
 - Format beginning of list item like the one before it
 - Define styles based on your formatting
- Step 6. Click the 'AutoFormat' tab at the top of the pop-up window (see figure below).



Step 7. In the 'Apply' section, make sure the following items are turned off:

- Headings
- Lists
- Automatic bulleted lists
- Other paragraphs

Step 8. Click 'OK' at the bottom of the pop-up window.

Cross-References in Word Documents

When you need to refer the reader to a topic on a specific page, don't type in the page number manually. Instead use cross-references. MS Word will figure out which page the item is on and supply the correct page number.

Follow these steps to insert the bookmark:

- Step 1. Go to the form, table, or section that you want to refer to.
- Step 2. Select the desired caption or paragraph.
- Step 3. Pull down the 'Insert' menu and select 'Bookmark.' You'll see the dialogue box that appears below:

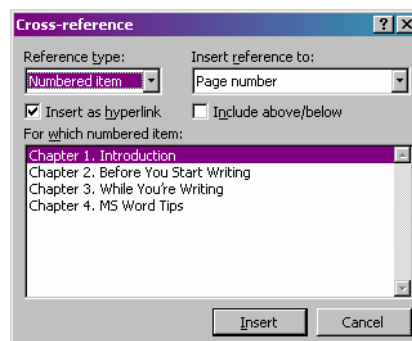


If there are any bookmarks already in the document, you will see them in the dialogue box, as shown in the figure.

- Step 4. In the 'Bookmark name' field, type a brief descriptive name for the bookmark; spaces are not allowed, so use underscores.
- Step 5. After you type the name, click the 'Add' button. The dialogue box will close and your bookmark will be ready to use.

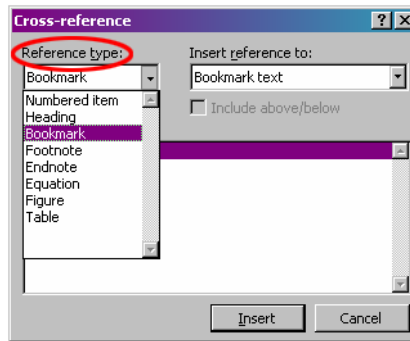
Follow these steps to insert the cross-reference:

- Step 1. Go to the place in the text where you refer to the bookmarked item.
- Step 2. Put the cursor in the spot where you would normally put the hand-typed page number.
- Step 3. Pull down the 'Insert' menu again, but this time select 'Cross-reference.' You will see the dialogue box shown below:

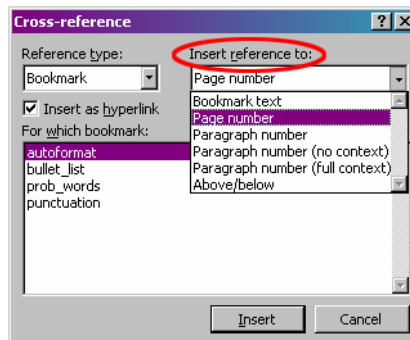


(The 'For which numbered item' list will contain different items in your document.)

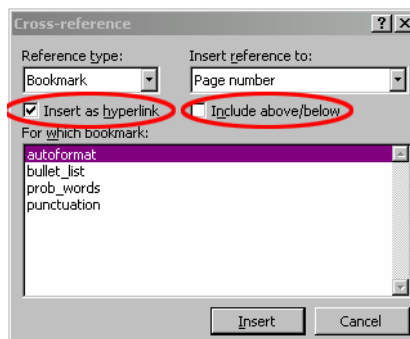
Step 4. From the 'Reference type' drop-down menu, select 'Bookmark.'



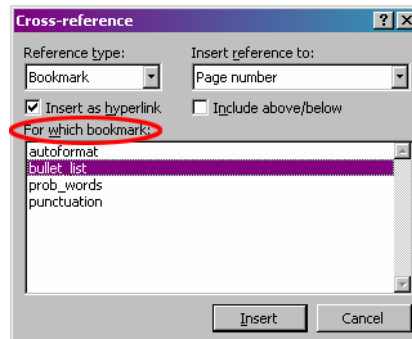
Step 5. From the 'Insert reference to' drop-down menu, select 'Page number.'



Step 6. Check the 'Insert as hyperlink' box if you want users to be able to jump directly to that spot in an online copy of the document. Leave the 'Include above/below' box unchecked.



Step 7. In the 'For which bookmark' list, click to select the desired bookmark.



Step 8. Click the 'Insert' button.

Your document now shows the correct page number for the cross-reference. (If you are using chapter-based page numbering but your style sheet doesn't automatically add the chapter number to the page number, you will have to manually type the chapter number and a hyphen before the page number in the cross-reference.)

To update any field references, select the paragraph where they appear and press the F9 key on your keyboard. (This update method works for any kind of inserted field, including TOCs and indexes.) To update all the fields in the entire file, select all text (type [Control][a]) and then press F9. Be sure to do this before you print so that all the page references are up to date.

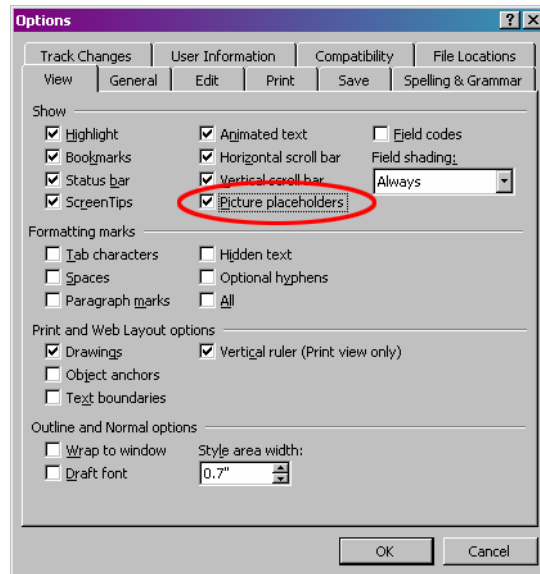
“Hide” Graphics for Faster Scrolling

Some company documents are very graphic-heavy. Word's scroll speed slows down considerably when it has to keep redrawing the pictures as they go by. If this is a problem for you, tell Word to use picture placeholders instead:

Step 1. From the 'Tools' menu, choose 'Options.'

Step 2. In the dialogue box, click the 'View' tab.

- Step 3. In the 'Show' section, make sure there is a checkmark in the 'Picture Placeholders' check box (click in the box).



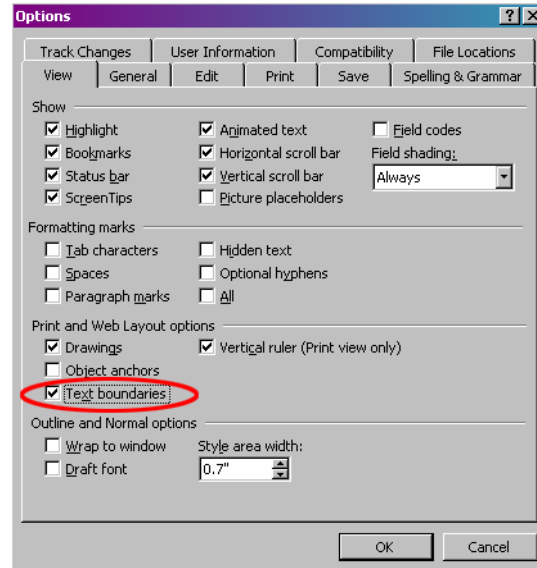
- Step 4. Click OK.

Now Word will display empty boxes where the images are inserted. The images are still there, and they will print. They just don't appear on the screen, and Word will scroll much faster. Any new images that you insert from this point will also show up as empty boxes. To view them without printing, select 'Print Preview' from the 'File' menu, or go back to 'Options' and uncheck the 'Picture Placeholders' check box.

Using Page Boundaries

In all versions of Word, you can click the Standard toolbar's Show/Hide button to view paragraph markers to help you identify bad breaks or unnecessary blank lines. Unfortunately, seeing paragraph markers doesn't help much when your document uses a variety of margin settings and contains both single and multi-column text. That's where Word 2000's Text Boundaries feature comes in. To view page boundaries, follow these steps:

- Step 1. From the 'Tools' menu, select 'Options.'
- Step 2. In the resulting dialogue box, click the 'View' tab. In the 'Print And Web Layout Options' section, select the 'Text Boundaries' check box.



- Step 3. Click OK.

Word 2000 now displays a dotted line that identifies page margins, columns, and other objects. This line is visible only in the Web Layout or Print Layout views; it doesn't appear on printed pages.

Accent Characters from the Keyboard

To add accent characters to the appropriate letters from the keyboard, use these shortcuts:

- To add an acute accent (´) to a letter, press [Ctrl]['] (that's [Ctrl] and the apostrophe), followed by the letter (for example, é).
- To add a grave accent (`) to a letter, press [Ctrl][`] (the apostrophe under the tilde), followed by the letter (for example, è).
- To add a tilde to a letter, press [Ctrl][Shift][~], followed by the letter (for example, ñ).
- To add a circumflex (^) to a letter, press [Ctrl][Shift][^], followed by the letter (for example, â).
- To add a dieresis (¨) to a letter, press [Ctrl][Shift][:], followed by the letter (for example, ü).

Word adds the accent characters only to those characters that use them. For example, if you press [Ctrl]['] and type z or Z, Word will ignore the first keystroke because Z doesn't use any accent characters.

Accent Characters Using ALT Codes

Some accent characters can be typed by themselves, without a letter, directly from the keyboard, such as the tilde (~) and the circumflex (^). However, the others cannot. You can type those characters, or the letters that use them, by using ALT codes. To do this, hold down the ALT key while typing the appropriate four-digit code on the keypad at the right side of the keyboard (this won't work using the number keys at the top). The table below provides the codes for various accent characters and accented letters, as well as some other useful symbols.

<i>sorted by symbol</i>		<i>sorted by code</i>	
Symbol	Code	Code	Symbol
~	0126	0126	~
€	0128	0128	€
...	0133	0133	...
^	0136	0136	^
™	0153	0153	™
ı	0161	0161	ı
¢	0162	0162	¢
£	0163	0163	£
¥	0165	0165	¥
¨	0168	0168	¨
©	0169	0169	©
®	0174	0174	®
°	0176	0176	°
±	0177	0177	±
²	0178	0178	²
³	0179	0179	³
μ	0181	0181	μ
˙	0184	0184	˙
◊	0186	0186	◊
ı	0191	0191	ı
À	0192	0192	À
Á	0193	0193	Á
Â	0194	0194	Â
Ã	0195	0195	Ã
Ä	0196	0196	Ä
Å	0197	0197	Å
Æ	0198	0198	Æ

sorted by symbol

Symbol	Code
Ç	0199
È	0200
É	0201
Ê	0202
Ë	0203
Ì	0204
Í	0205
Î	0206
Ï	0207
Ñ	0209
Ò	0210
Ó	0211
Ô	0212
Õ	0213
Ö	0214
Ø	0216
Ù	0217
Ú	0218
Û	0219
Ü	0220
Ý	0221
ß	0223
à	0224
á	0225
â	0226
ã	0227
ä	0228
å	0229
æ	0230
ç	0231
è	0232
é	0233
ê	0234
ë	0235
ì	0236

sorted by code

Code	Symbol
0199	Ç
0200	È
0201	É
0202	Ê
0203	Ë
0204	Ì
0205	Í
0206	Î
0207	Ï
0209	Ñ
0210	Ò
0211	Ó
0212	Ô
0213	Õ
0214	Ö
0216	Ø
0217	Ù
0218	Ú
0219	Û
0220	Ü
0221	Ý
0223	ß
0224	à
0225	á
0226	â
0227	ã
0228	ä
0229	å
0230	æ
0231	ç
0232	è
0233	é
0234	ê
0235	ë
0236	ì

sorted by symbol

Symbol	Code
í	0237
î	0238
ï	0239
ñ	0241
ò	0242
ó	0243
ô	0244
õ	0245
ö	0246
ø	0248
ù	0249
ú	0250
û	0251
ü	0252
ý	0253
ÿ	0255

sorted by code

Code	Symbol
0237	í
0238	î
0239	ï
0241	ñ
0242	ò
0243	ó
0244	ô
0245	õ
0246	ö
0248	ø
0249	ù
0250	ú
0251	û
0252	ü
0253	ý
0255	ÿ

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