Helping librarians and educators stay current with the best emerging technologies.

Mobile Apps News

Sign up and stay current.

“Your app newsletter is awesome, I’d been extremely busy lately and couldn't check on news, but this newsletter precisely gave me what I wanted. Looking forward to your next issue. You are awesome!”
– Parikshit Joshi

Get a free copy when you subscribe.
You’ll get a handout (PDF) with all the links
Part 1

- Reading on Screens
- Writing Guidelines
- Design Hints
- Discussion
Part 2

- Mobile Web
- Email guidelines
- Examples
- Discussion
Part 3

- Accessibility
- Learning More
- Discussion
Part 1

Reading on Screens
tl;dr
“too long, didn’t read”
People skim, scan, and select.
Noise: Monitor Noise Levels on Your iPhone

a little at a time, in short bursts.
Do they ever read whole passages online?
What’s Next in Computing?

The computing industry progresses in two mostly independent yet interrelated ways: financial and product cycles. There has been a lot of handwringing lately about where we are in the financial cycle. Financial markets get a lot of attention. They tend to fluctuate unpredictably and sometimes wildly. The product cycle by comparison gets relatively little attention, even though it is what actually drives the computing industry forward. We can try to understand and predict the product cycle by studying the past and extrapolating into the future.

Tech product cycles are mutually reinforcing interactions between platforms and applications. New platforms enable new applications, which in turn make the new platforms more valuable, creating a positive

Yes, but only when the goal is to get extended info.
On mobile they may use "read later" apps.
Layer the details
Using the library
Policies and guidelines

- **Hours**
  Hours and location

- **Membership**
  How to become a member

- **Remote access**
  Instructions for setting up the VPN service used for accessing library resources from off-campus.

- **ILL**
  Request books and articles from other libraries with interlibrary loan

- **Media Hub**
  Video editing, audio editing, and other multimedia applications.

- **Request a purchase**
  FAQ about purchase requests for the library.

Brief info on higher level
Membership
How to join the CEU Library

CEU and sponsored members

CEU faculty, students, and staff are automatically granted full membership at the CEU Library upon receiving their CEU ID cards.

Student memberships expire at the end of their program, unless otherwise requested by departments.

CEU Alumni are welcome to use all of the Library’s facilities. Alumni cards are accepted as library member cards. A letter of recommendation is required for borrowing privileges. CEU Alumni should turn to the CEU Alumni Affairs Office for CEU Alumni Cards and for recommendation letter. For “VPN service for alumni,” see Library Services for Alumni.
Less is more
Applying Writing Guidelines to Web Pages

by JAKOB NIelsen and JOHN MORKES on January 6, 1998

Summary: Web users generally prefer writing that is concise, easy to scan, and objective (rather than promotional) in style. We incorporated these and other attributes into a redesign of Web content. Doing so required trade-offs and some hard decisions, but results were positive. The rewritten website scored 159% higher than the original in measured usability. Compared with original-site users, users of the rewritten site reported higher subjective satisfaction and performed better in terms of task time, task error memory. Implications for website writing and design are discussed.

Introduction

Our earlier studies of how people read on the Web [1] indicated that they prefer to scan rather than read, to be short and to the point, and detest overly hyped promotional writing (“marketese”). We found improvements for new versions of a site that were either scannable, concise, or objective (rather than promotional style). When all three writing style improvements were combined in a final version of the site, usability increased 124%. These results prompted us to apply the improvements to pages from Sun's website.
They cut the words by 54% and people thought the site’s treatment of topics was more complete.
Cut, cut, cut
With each sentence ask, "do readers need that?"
Chunk the content
Keep sentences to one or two points.
Keep paragraphs short. A one-sentence paragraph is OK.
Membership
How to join the CEU Library

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Questions?
Contact us with questions or feedback, contactlibrary@ceu.edu.
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Questions?

Contact us with questions or feedback, contactLibrary@ceu.edu.
Use lists
Quick Search Tips
Know where to look for best results

Where to search by type of material

Books and e-books
- CEU Library Catalog: basic or advanced search
- E-journals and e-books A-Z
- Global Search

Articles
- Global Search
- Databases A-Z (search by name of the database, then search a particular database for articles)

Journals
- E-journals and e-books A-Z
- Global Search

Theses & Dissertations
- ETD: Electronic Theses & Dissertations – from CEU
- Global Search

What's in each search tool

CEU Library Catalog
Books, journals, theses, media, and other materials owned by the CEU Library.

E-journals & e-books A-Z
A tool for finding e-journals and e-books available to users of the CEU Library.

Databases A-Z
An alphabetical listing of research databases available to users of the CEU Library.

Global Search
A search tool for finding materials across all libraries and collections.
Use pictures & visual elements
Using the library
Policies and guidelines

Hours
Hours and location

Membership
How to become a member

Remote access
Instructions for setting up the VPN service used for accessing library resources from off-campus.

ILL
Request books and articles from other libraries with interlibrary loan

Media Hub
Video editing, audio editing, and other multimedia applications.

Request a purchase

Special information
- Accessibility
- Alumni
- External members
- Faculty
- New students
The Noun Project
https://thenounproject.com

What's the difference between a paid and a free account?
Both free and paid members get access to all the icons. As a free member, you must give credit to the icon's designer each time you use their icon. NounPro members get unlimited royalty-free licenses (no need to worry about attribution), can download icons in any color, and get access to all of our apps for quicker access.

What's a royalty-free license?
The creator of each icon holds the copyright to their work. By paying for a NounPro account, you get a perpetual, non-exclusive, worldwide right to use each icon you download as many times as you wish and in any medium, without having to credit the icon's creator. This is because Noun Project pays royalties to creators each time their icon is downloaded.
Unsplash - free images

https://unsplash.com/

License

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Questions? Read our FAQ.
Don’t write prose
Mission

The Central European University (CEU) Library’s mission is to provide exemplary library and academic information services in support of teaching, learning, and research.

Building on our traditional values of promoting openness, we serve the CEU community in Vienna, and the academic and research public in Budapest along with with Central and Eastern Europe.

Together with campus partners, the CEU Library develops new and augments existing library services in response to changes in pedagogy and research needs of the CEU faculty and students.

We contribute to enhancing CEU’s leadership position as an academic institution of excellence in the humanities and social sciences, business, law, and public policy.

Questions?
Contact us with questions or feedback, contactLibrary@ceu.edu.
Mission of the CEU Library
Central European University

This is only 4 sentences.

Mission

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A study
“Measuring the Effect of Improved Web Writing”
How Users Read on the Web
by JAKOB NIELSEN on October 1, 1997
Topics: Writing for the Web

Summary: They don't. People rarely read Web pages word by word; instead, they scan the page, picking out individual words and sentences.

In research on how people read websites we found that 79 percent of our test users always scanned any new page they came across; only 16 percent read word-by-word. (Update: a newer study found that users read email newsletters even more abruptly than they read websites.)

As a result, Web pages have to employ scannable text, using

- highlighted **keywords** (hypertext links serve as one form of highlighting; typeface variations and color are others)
- meaningful **sub-headings** (not "clever" ones)
- bulleted **lists**
- **one idea** per paragraph (users will skip over any additional ideas if they are not caught by the first few words in the paragraph)
- the **inverted pyramid** style, starting with the conclusion
- **half the word count** (or less) than conventional writing
<table>
<thead>
<tr>
<th>Site Version</th>
<th>Sample Paragraph</th>
<th>Usability Improvement (relative to control condition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional writing (control condition) using the &quot;marketese&quot; found on many commercial websites</td>
<td>Nebraska is filled with internationally recognized attractions that draw large crowds of people every year, without fail. In 1996, some of the most popular places were Fort Robinson State Park (355,000 visitors), Scotts Bluff National Monument (132,166), Arbor Lodge State Historical Park &amp; Museum (100,000), Carhenge (86,598), Stuhr Museum of the Prairie Pioneer (60,002), and Buffalo Bill Ranch State Historical Park (28,446).</td>
<td>0% (by definition)</td>
</tr>
<tr>
<td>Concise text with about half the word count as the control condition</td>
<td>In 1996, six of the best-attended attractions in Nebraska were Fort Robinson State Park, Scotts Bluff National Monument, Arbor Lodge State Historical Park &amp; Museum, Carhenge, Stuhr Museum of the Prairie Pioneer, and Buffalo Bill Ranch State Historical Park.</td>
<td>58%</td>
</tr>
<tr>
<td>Site Version</td>
<td>Sample Paragraph</td>
<td>Usability Improvement (relative to control condition)</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Promotional writing (control condition) using the &quot;marketese&quot; found on many commercial websites</td>
<td>Nebraska is filled with internationally recognized attractions that draw large crowds of people every year, without fail. In 1996, some of the most popular places were Fort Robinson State Park (355,000 visitors), Scotts Bluff National Monument (132,166), Arbor Lodge State Historical Park &amp; Museum (100,000), Carhenge (86,598), Stuhr Museum of the Prairie Pioneer (60,002), and Buffalo Bill Ranch State Historical Park (28,446).</td>
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<td>58%</td>
</tr>
</tbody>
</table>
Nebraska is filled with internationally recognized attractions that draw large crowds of people every year, without fail. In 1996, some of the most popular places were:

- Fort Robinson State Park (355,000 visitors)
- Scotts Bluff National Monument (132,166)
- Arbor Lodge State Historical Park & Museum (100,000)
- Carhenge (86,598)
- Stuhr Museum of the Prairie Pioneer (60,002)
- Buffalo Bill Ranch State Historical Park (28,446).
Nebraska has several attractions. In 1996, some of the most-visited places were Fort Robinson State Park (355,000 visitors), Scotts Bluff National Monument (132,166), Arbor Lodge State Historical Park & Museum (100,000), Carhenge (86,598), Stuhr Museum of the Prairie Pioneer (60,002), and Buffalo Bill Ranch State Historical Park (28,446).
In 1996, six of the most-visited places in Nebraska were:

- Fort Robinson State Park
- Scotts Bluff National Monument
- Arbor Lodge State Historical Park & Museum
- Carhenge
- Stuhr Museum of the Prairie Pioneer
- Buffalo Bill Ranch State Historical Park
Call attention with useful headings
## Types of Headings

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>question</td>
<td>May I borrow items from other libraries?</td>
</tr>
<tr>
<td>verb phrase</td>
<td>Borrowing items from other libraries.</td>
</tr>
<tr>
<td>imperative</td>
<td>Borrow items from other libraries.</td>
</tr>
<tr>
<td>sentence</td>
<td>You may borrow items from other libraries.</td>
</tr>
<tr>
<td>noun</td>
<td>Interlibrary Borrowing</td>
</tr>
</tbody>
</table>
# When to use

<table>
<thead>
<tr>
<th>term</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>question</td>
<td>Good for policies, FAQs, user guides.</td>
</tr>
<tr>
<td>verb phrase</td>
<td>Sections of a longer page.</td>
</tr>
<tr>
<td>imperative</td>
<td>Instructions.</td>
</tr>
<tr>
<td>sentence</td>
<td>Sub-headings within a long article.</td>
</tr>
<tr>
<td>noun</td>
<td>Only if it names something users are looking for.</td>
</tr>
</tbody>
</table>
Questions - good for policies

What if I need a book/article urgently?
Indicate the urgency using the “Additional notes” field.

How do I know that the librarians got my request?
An acknowledging message appears on the screen upon submission (“Your request has been sent to the library”).

Can I cancel my request?
Yes, if it has not yet been processed. Please send us an e-mail.

What if I am unable to submit my request on the online form?
Check your card/account at the Information Desk.

How can I borrow books from CEU-ELTE Medieval Library (Call number: “Medieval Lib”)?
History/Medieval Department students can borrow their books at CEU-ELTE Medieval Library. Other students submit your request through the online form.
Imperatives - good for instructions

External members are entitled to use all the services of the library, but do not have borrowing privileges. Using laptops (or public PCs), external members can connect to any of the licensed databases from the library or laptop area.

Submit your membership form online.

Reference letters must:

- state the affiliation of both referrer and the referee,*
- clearly state the purpose why the person wishes to use the library and the duration of the visit,
- be written on an official letterhead or be stamped,
- be signed and dated within 30 days from the date submitted,
- include a phone number or e-mail address of the referrer,
- be submitted online.
Nouns & verbs - good if descriptive
The Most Promising Cancer Therapy in Decades Is About to Get Better

Tumors contain the seeds of their own destruction. We just need to work out how to activate them.

...that lung tumors carry anywhere from 80 to 700...that people tend to live longer. That makes intuitive sense: More potential targets for the immune system, which means a better chance of controlling a tumor.

“This is the first evidence that there are seeds of a tumor’s own destruction nestling in the tumor itself.”

But not all neoantigens are alike.

As cancers develop, they also evolve and diversify. Cells on one side of a tumor can end up with very different mutations (and neoantigens) from those just centimeters away. This concept, known as ‘heterogeneity,’ partly explains why the war against cancer has been so entrenched. Consider the much-vaulted...
5 REASONS TO LOVE SCHOOL LIBRARIES (AND THE LIBRARIANS WHO WORK THERE!)

By admin on September 17, 2021

It's back-to-school season, and if your students are coming home with books in their backpacks that channel their interests and enthusiasm into learning and literacy, there’s likely a school librarian to thank. There’s no better time to stop and celebrate school libraries and librarians. Here are just five reasons they’re the heroes we need now more than ever.

Information literate students are better prepared for college, career, and life

Post-secondary institutions, employers, and civic life demand the ability to find, evaluate, use, and create information in multiple formats. School librarians prepare students for their next life stages by teaching information, digital, and media literacies, as well as digital citizenship.

Students value the school library as a safe space

Students who feel safe and well-supported are more engaged in school and perform better academically. School librarians provide judgment-free learning spaces, curate resources that nurture student health and well-being, and promote reading for pleasure.

New technology introduced by school librarians elevate student learning and enhance teaching methods

When librarians vet and introduce new educational technologies, students learn to safely and constructively navigate tools and resources that deepen inquiry, collaboration, and creation. In turn, teachers can enhance classroom teaching with resources provided by the school librarian.
Catch the user in the first few words
Think journalism (not academic writing)

- Who, what, where, when, why and how
- Start with the conclusion, then give the details
Start with the conclusion

<table>
<thead>
<tr>
<th>Yes:</th>
<th>No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT community members may now access many of our electronic resources from off-campus! To find out more about who is eligible for this service, how to set up certificates on your computer, and which vendors allow off-campus access, read our off-campus FAQ.</td>
<td>Current MIT students, faculty, staff, (Athena-account holders) with Netscape certificates enabled, may access many of our electronic resources from off-campus. We are working with the vendors of these resources to renegotiate contracts so off-campus access will be allowed. To find out more, read our off-campus FAQ.</td>
</tr>
</tbody>
</table>
Use the active voice, personal pronouns, and action verbs
Think in short stories

- Use active voice, personal pronouns, action verbs.

When people "think aloud" through a paragraph in typical academic style, they translate the passive, noun-based writing into stories.
### Passive vs. active

<table>
<thead>
<tr>
<th>No: An acknowledgement of the order will be issued via an e-mail message when payment is made by credit card.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: If you pay by credit card, we'll send you an e-mail acknowledging your order.</td>
</tr>
</tbody>
</table>

Write what you would say to them if you were talking on the phone.
Set the context with the “given/new” principle
The "given —> new" principle

Start with what the user already knows, or something that lets the user say "this applies to me," then give the new information.

Example:

If you need your article even sooner, please place your order by phone and request FedEx Standard Overnight Delivery. (We're sorry that overnight delivery is not yet available online).
Use lists (numbered for instructions)
Advantages of lists

- they make it easy to scan
- they create chunks
- they separate ideas
- they show relationships
- they allow counting

Nielsen: lists improved usability by 47%
http://www.useit.com/alertbox/9710a.html

P-cards

- P-cards are not transferable and they are issued to individuals, not to organizations.
- P-card holders may borrow materials for a maximum of 4 weeks, with no renewals.
- Interlibrary loan services are not available to p-card holders.

P-cards:

- are not transferrable
- are issued to individuals, not organizations
- allow borrowing of materials for a maximum of 4 weeks, with no renewals
- do not include access to interlibrary loan services.
Give instructions with imperatives
Give instructions with imperatives

Library Super Skills: Tutorials via text-message

About the platform

We are testing a tool for creating text messaging-based tutorials. It's called Arist.
Arist allows us to offer tutorials that are delivered by text message to your phone.
The tutorials are split into small segments that you'll be able to complete.

Getting started

Here's how to start:
1. Sign up for Library Super-Skills using your UA email address.
2. Select SMS or WhatsApp.
3. Decide what time of day to get your messages.
4. Complete the tutorial (you'll get messages for 6 days).

Questions?
Send an email to Yvonne Mery (ymery@arizona.edu).

FAQ

What is the topic of this tutorial?
This mini-course is about using the UA library to find information that will help you in your courses. You will learn how to find better sources that will lead to better research papers.
Give instructions with imperatives

Getting started

Here's how to start:

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FAQ
What is the topic of this tutorial?
This mini-course is about using the UA library to find information that will help you in your courses. You will learn how to find better sources that will lead to better research papers.
Use parallelisms
Use parallelisms

People like patterns.

- We grasp the information more quickly if we can anticipate the pattern.
- We try to see patterns in information even when there are none.
- When we have to switch patterns, we use extra mental energy.
Yes, uses parallelism:

**Interlibrary Loans**

- **If you are a member** of the MIT community interested in borrowing materials from other libraries, use our [Interlibrary Borrowing Service](#).

- **If you are not a member** of the MIT community and wish to borrow our materials, see our [Document Services Department](#).

---

No:

Members of the MIT community interested in borrowing library materials not held by the MIT Libraries should contact the [Interlibrary Borrowing Service](#).

[Document Services](#) lends original materials owned by the MIT Libraries to other institutions. It also provides photocopies, including copies of dissertations and theses.
Use simple words
Use simple words

Your audiences are almost always broader than you think.

• If your site is for the public, avoid internal language.

• If your site is internal only, consider how many different audiences you have inside.

• Even highly educated people read simpler words faster.
<table>
<thead>
<tr>
<th>Instead of this:</th>
<th>Try this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>obtain</td>
<td>get</td>
</tr>
<tr>
<td>prior to</td>
<td>before</td>
</tr>
<tr>
<td>purchase</td>
<td>buy</td>
</tr>
<tr>
<td>request</td>
<td>ask for</td>
</tr>
<tr>
<td>subsequent</td>
<td>next</td>
</tr>
<tr>
<td>terminate</td>
<td>end</td>
</tr>
<tr>
<td>utilize</td>
<td>use</td>
</tr>
</tbody>
</table>
Try fragments, but not telegraphic writing
Space is always at a premium.

- Complete sentences are not always necessary.

- But, telegraphic writing doesn't save time because the user has to mentally put the little words back in.

### Fragments - yes:

More fun in the great outdoors! The thrill of adventure. The beauty of nature. The exhilaration of your favorite outdoor sports.

llbean.com

### Telegraphic writing - no:

User gets receipt in e-mail message when pays with credit card.
Make links descriptive
Make links descriptive

Links that are descriptive are more useful than links that name categories. (Jakob Nielsen)

- Links that are a few words long are most useful.
- Words must be informative - not jargon.
- They should be self-explanatory.
- Don’t use “click here.”
<table>
<thead>
<tr>
<th>No (too vague):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Subjects</td>
</tr>
<tr>
<td>Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes:</th>
</tr>
</thead>
</table>

**Searchable Resources:**
databases you can search for books, journals, e-journals, theses and more

**Subjects/Courses:**
pages related to specific subjects & courses at MIT

**Services:**
research help, ordering articles, library tours and more
Quick Search Tips
Where to search for best results.

Research Guides
Guides to using Zotero, Ebook reading, and more.

Open Acess Publishing
Information on open access publishing for CEU authors.

Citation Management
Recommended software for managing your bibliographies (Zotero, EndNote, Mendeley).
Combine the guidelines
How do I connect from off-campus?

If you are an MIT user connecting from off-campus you will need:

- an [Athena account](#).
- Netscape 4.05 or higher, or Lynx on Athena.
- personal & MIT site certificates.
- to use those items marked with a "Go" button.

If you are not an MIT user:

- We regret that our vendors do not allow access for non-MIT users.
- You may still use items marked "Free, unlicensed access."
- You may use most items when you visit the MIT campus and use the public computers in the libraries.

Combined guidelines

- the heading is a question
- uses 2 lists
- uses parallelism ("if you are...")
- It's the user's question (not "What is the "Go" Service?").
- It's what you would say to someone on the telephone.
Design Hints

Part 1
Headings should be close to the text they cover
<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Heading One</td>
</tr>
<tr>
<td></td>
<td>1. Item one</td>
</tr>
<tr>
<td></td>
<td>2. Item two</td>
</tr>
<tr>
<td></td>
<td>3. Item three</td>
</tr>
<tr>
<td></td>
<td>Heading Two</td>
</tr>
<tr>
<td></td>
<td>1. Item one</td>
</tr>
<tr>
<td></td>
<td>2. Item two</td>
</tr>
<tr>
<td></td>
<td>3. Item three</td>
</tr>
</tbody>
</table>
Monographs
The CEU Library monograph collection of nearly 200,000 volumes grows at a rate of 4,000+ print volumes a year and contains almost the same number of e-books. The collection is predominantly English-language and is aligned closely with CEU's academic programs.

Periodicals
The CEU Library provides access to an impressive range of e-journals + e-books A-Z with over 50,000 electronic and about 100 current print subscriptions.
Open access free journals are also available at Directory of Open Access Journal (DOAJ) which covers free, full text, quality controlled scientific and scholarly journals.

Multimedia collection
The Multimedia collection includes a wide variety of audio, video, and CD-ROM materials. The collection

Book ordering
- Book ordering policies
- Suggest a title for purchase
Avoid all caps
It slows reading
Readers scan more quickly when they can see the letter shapes.
Tops of letters help us recognize shapes

Which is easier to read?

The cat sat on the mat
The cat sat on the mat
Title case vs. sentence case

Title case: More Bumps Than A Camel
Sentence case: More bumps than a camel

Title case takes longer to scan.
Centered text is harder to read than left-aligned text.
A straight margin helps users scan quickly.

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main page</td>
<td>Main page</td>
</tr>
<tr>
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<td>Publications</td>
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Avoid justified text

even at low tide, and home to a narrow long salt marsh, a flowing yellow-green surface carpeting the foot of the hillside, which was covered with brush and ferns and small trees, and studded with the island’s bossy gneiss outcroppings protruding out of the greenery.

I hummed slowly into the grass edging the salt marsh and turned upstream. Felt the bug’s starboard hydrofoil touch the bottom. It was near high tide. A quiet estuarine corner of the city, a little theoreautheater, cool in the shade of a passing cloud.

The grass of the marsh was almost entirely submerged at this point of the tide. Some kind of fluid eelgrass, flowing horizontally this way and that, pushed first downstream by the river’s flow, then upstream in the repeated slosh of boat wakes. The many grass stalks flowed in parallel, like hair underwater in a bathtub. Each green stalk had yellow chips crosshatching it, and as the flat mass angelhaired back and forth in the waves there was a lovely, mesmerizing sparkle of gold in the green. Back and forth the
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I hummed slowly into the grass edging the salt marsh and turned upstream. Felt the bug’s starboard hydrofoil touch the bottom. It was near high tide. A quiet estuarine corner of the city, a little theatre, cool in the shade of a passing cloud.

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Monographs
The CEU Library monograph collection of over 200,000 volumes grows at a rate of 4,000+ print volumes a year and contains an increasing number of e-books. The collection is predominantly English-language and is aligned closely with the academic programs at CEU.

Periodicals
The CEU Library provides access to an impressive range of e-Journal + e-books A-Z with over 41,000 electronic and 1,800 print periodical holdings (300 of those are current subscriptions).

Open access free journals are also available at Directory of Open Access Journal (DOAJ) which covers free, full text, quality controlled scientific and scholarly journals.

Multimedia collection
The Multimedia collection includes a wide variety of audio, video, and CD-ROM materials. The collection offers materials for studying a variety of languages, including English, French, German, Hungarian, and Russian. The selection of DVDs includes a wide range of Hungarian and foreign feature films.
We typically scan tables down the columns
Use vertical columns

<table>
<thead>
<tr>
<th>Month</th>
<th>Total circulation</th>
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<tbody>
<tr>
<td>May</td>
<td>502</td>
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<td>June</td>
<td>353</td>
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<td>July</td>
<td>368</td>
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<td>August</td>
<td>433</td>
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</tbody>
</table>

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</tbody>
</table>
Use high contrast between background color and type color
Privacy Policy

Reeder
I take your privacy very seriously. Reeder does not collect any data. All sensitive data (passwords and other account data) is stored securely in the Keychain on your device or iCloud (if you have enabled iCloud Keychain).

Third-party services
This policy does not apply to third-party services you use with Reeder. You can consult the relevant privacy policies on the websites of any services you are using with Reeder.

replies.io
Reeder uses replies.io for handling support requests. See their Privacy Policy.
4.5:1 is the minimum required by WCAG
The five boxing wizards jump quickly.
Contrast Ratio: 9.15:1

Normal Text
WCAG AA: Pass
WCAG AAA: Pass
The five boxing wizards jump quickly.

Large Text
WCAG AA: Pass
WCAG AAA: Pass
The five boxing wizards jump quickly.
Part 2

Mobile Web
So many screen sizes
Responsive web design

Adapts to any screen size.
Many Wordpress themes are responsive
Paragraphs look even more wordy on small screens

Collections
Subject areas of our collections

Monographs
The CEU Library monograph collection of nearly 200,000 volumes grows at a rate of 4,000+ print volumes a year and contains almost the same number of e-books. The collection is predominantly English-language and is aligned closely with CEU’s academic programs.

Periodicals
The CEU Library provides access to an impressive range of e-journal + e-books A-Z with over 50,000 electronic and about 100 current print subscriptions.

Open access free journals are also available at Directory of Open Access Journals (DOAJ) which covers free, full text, quality controlled scientific and scholarly journals.

Multimedia collection
The Multimedia collection includes a wide variety of audio, video, and CD-ROM materials. The collection offers materials for
Applying these guidelines
Interested persons, on or before June 14, 2019, may submit to the Hearing Clerk, 1000 Pennsylvania Avenue, NW, Washington, DC 20000, written comments regarding this proposal. Faxed comments will be accepted at 202-555-1234. To submit comments electronically, go to this site: [URL was here]
We invite you to comment on this proposal.

**Deadline: June 14, 2019.**

Choose your method:

- **online**
  - www.123.gov

- **mail**
  - Hearing Clerk
  - 1000 Pennsylvania Avenue, NW
  - Washington, DC 20000

- **fax**
  - 202-555-1234
  - Attn: John Jones
Discussion

• Do you write content for websites or social media?

• Which of these tips would help you the most?
Part 2

Email
How It Became Normal to Ignore Texts and Emails

Digital messages mimic the speed of real conversation, but often what people like best is the ability to put them off.

JULIE BECK  JAN 11, 2018
Same rules apply to email

Effective Email Communication

Version 1 of Jane Doe's Email:

Subject: tomorrow
As you know, tomorrow afternoon we'll be meeting to discuss the status of all of our current projects.
Donuts will be provided. Be sure to arrive on time and bring along teh materials you have been working
on this week—bring enough copies for everyone. Some of these material might include your calendars,
reports, and any important emails you have sent. Also, I wanted to remind you that your parking permit
requests are due later this week; you should turn those in to Ms. Jones, and if she is not at her desk
when you stop by, you can email them to her.

Version 2 of Jane Doe's Email:

Subject: materials for Wed. staff meeting

Hi, everyone—

For tomorrow's 3 p.m. staff meeting in the conference room, please bring 15 copies of the following
materials:

• Your project calendar
• A one-page report describing your progress so far
• A list of goals for the next month
• Copies of any progress report messages you have sent to clients this past month

See you tomorrow—

Jane
Subject lines - be specific

Subject: Tomorrow’s meeting

Subject: Wednesday’s meeting has been moved from 1pm to 2pm

Subject: my upcoming webinar

Subject: Is a date change possible for my Dec. 18 webinar?
2. Present your email thoughtfully

Give the right amount of information in the right way so that your reader is able to read your message easily, and wants to.

- Place your key message and call to action near the top so it’s the first thing your reader sees
- Organize the rest of the information from most to least important
- Limit the number of issues covered in the email to increase the chance of a response
- Write briefly and stick to the point: try to keep to 150 words or less
- Use short, everyday words instead of jargon and difficult words
- Avoid acronyms and terms your reader won’t understand
- Keep sentences short

5 tips to improve your email writing skills

From: Translation Bureau
Posted: February 12, 2018
Hi Catherine—This is Mark Holland. I run the popular Firestarters conference, which draws over 5,000 entrepreneurs to the Staples Center in L.A. each year. I’m writing to extend an invitation for you to speak at our event on March 5, 2016.

• She knows it’s a speaking invitation.
• She knows the date and location.
• She knows it has impressive attendance numbers.

• After that she can read the details and learn more about the conference.
Can you do this? Five sentences (or less)

Mastering the Short Email

1. **Who are you?** This might be skipped if you already have a relationship with the recipient; otherwise, in as little space as possible, explain the relevant facts about yourself.

2. **What do you want?** Explain why you’re writing the email, what you expect your recipient to do about it, and any relevant information they need to respond with the appropriate action.

3. **Why should you get it?** Or, more to the point, why should they bother? Explain why your request is important, and if relevant, what’s in it for them.

4. **When do you need them to act?** Open-ended requests get open-ended responses – that is, they get responded to whenever the recipient gets around to it. Be as specific as possible, so that your recipient a) has a sense of urgency, b) feels that their response is important to you, and c) feels inspired to act.

who, what, why, when
### Who to copy?

<table>
<thead>
<tr>
<th><strong>To</strong></th>
<th>People required to take action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cc</strong></td>
<td>Kept informed of the content, but no actions required from them</td>
</tr>
</tbody>
</table>

It's also a good idea to include all the people you put in the To: field in your opener line. This lets the others know who is involved in the conversation.

```
Hi Bill, Ted, Mary, Suzy,
```

If you are sending to more than four people, don't bother with this and just start with *Hi all* or *Hello team.*
How to close: Cheers? Regards? Thank you?

We looked at closings in over 350,000 email threads.

We used messages from mailing list archives of over twenty different online communities. These emails proved to be a great sample for looking at variations in response rate, as many entailed people asking for help or advice, hoping for a reply.
Closing with a *thank you* gets higher response rate

The difference a simple “thanks” makes in getting a reply was even clearer when we compared emails with “thankful closings” to all others. Emails where we detected a thankful closing saw a response rate of 62%. This compared to a response rate of 46% for emails without a thankful closing. **Closing with an expression of gratitude thus correlated with a whopping 36% relative increase in average response rate compared to signing off another way.**

Emails that closed with a variation of thank you got significantly more responses than emails ending with other popular closings.

<table>
<thead>
<tr>
<th>Email Closing</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>thanks in advance</td>
<td>65.7%</td>
</tr>
<tr>
<td>thanks</td>
<td>63.0%</td>
</tr>
<tr>
<td>thank you</td>
<td>57.9%</td>
</tr>
<tr>
<td>cheers</td>
<td>54.4%</td>
</tr>
<tr>
<td>kind regards</td>
<td>53.9%</td>
</tr>
<tr>
<td>regards</td>
<td>53.5%</td>
</tr>
<tr>
<td>best regards</td>
<td>52.9%</td>
</tr>
<tr>
<td>best</td>
<td>51.2%</td>
</tr>
</tbody>
</table>

*Baseline (all emails in sample) 47.5%*
Hi Rachel and Beth,

I’m going to be in New England for the holidays and just wanted to check and see if you might be interested in having me do more workshops at your library.

Here are some possible topics:

- Smart Digital Assistants: An Introduction to Voice Computing
- Keeping Up with Emerging Technologies
- TLDR (Too long, didn’t read): How to Write Effectively for Websites and Mobile

See descriptions on this page: https://nicolehennig.com/webinars/

I haven’t made my travel arrangements yet, but I could stay there until Jan. 8th or so — which means the 2nd, 3rd, 4th, or 7th would be good dates.

Hope you are doing well! I’m enjoying living in Tucson with it’s always sunny weather!

Thanks for considering this,

Nicole
40 One-Sentence Email Tips

2 months ago In Articles

Email doesn’t have to be a nightmare.

Here are a collection of concepts to help you write better emails, optimize your inbox, and keep your sanity.

1. The simplest way to get fewer emails is to send fewer emails.

2. The more ideas you try to communicate in a single email, the more likely one will be overlooked.

3. If a message was truly urgent, it wouldn’t have been sent to you in an email.

4. Inbox zero doesn’t make you more productive—unless your job is to achieve inbox zero.

5. You don’t need to sign your name at the end of your email—the recipient knows who it’s from.

6. If you reply to emails immediately, you train people to expect you to reply immediately.

7. The more your email sounds like you speak, the more effective it will be.
A site that works well

nypl.org
It’s clear what you can do there.
<table>
<thead>
<tr>
<th>Using the Library</th>
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<tbody>
<tr>
<td>Manage Your Account</td>
<td>Get a Library Card</td>
</tr>
<tr>
<td>Find &amp; Borrow Materials</td>
<td>Download an E-Book</td>
</tr>
<tr>
<td>Library Card Terms &amp; Conditions</td>
<td>Reserve a Computer</td>
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</tbody>
</table>
Find & Borrow Materials

About the Catalog
Learn how to use our catalog to find books, movies, and more, plus request research materials.

Requests, Renewals & Returns
Find out about lending periods for Library materials, plus how to renew and request materials.

Download an E-Book

Get Started
Download free Library e-books, audiobooks, music and other content on your Kindle, iPhone, Android, Nook, and more.
Get a Library Card at NYPL

Quick Links

- Apply for a New Card
- Forgot Your PIN?
- Replace a Lost or Stolen Card
- Renew Your Card
- Manage Your Account Online

Forgot Your PIN?  What's This?

If you provided the Library with a valid email address, you can click on the Your PIN link on the main screen of either the Catalog or Research Cat with instructions on changing your PIN will be sent to the email address account, giving you a brief period of time to update your information. Your PIN is a 4-digit numeric PIN, with no repeating or obvious characters (e.g. 123-)

Reset Your PIN

If you have not provided us with a valid email address, you may visit the location with valid identification to have a staff member create or reset your PIN. Your PIN cannot be changed or confirmed by phone, email, or chat.

Replace a Lost or Stolen Card

Cardholders are responsible for all items on a card, all use made of the card, and all charges made against it until it is reported as lost or stolen. If your card is lost or stolen, inform the library immediately. You have three ways of notifying us of a lost or stolen card: Call 917-ASK-NYPL (917-275-6975), email Ask NYPL, or visit your library to report the card lost.
The New York Public Library Privacy Policy

Last Updated: November 30, 2016

Privacy is essential to the exercise of free speech, free thought, and free association. The New York Public Library (“NYPL” or “Library”) is committed to protecting your privacy, whether you are a user, visitor, and/or donor. This Privacy Policy explains what information we collect from you and why. By using our website, downloading our mobile applications, visiting a Library location, or donating to us, you agree to this policy. You also agree to let us use your email and postal address to communicate with you about our programs, services, fundraising efforts, and more. While New York State law requires that we treat as confidential information about materials you check out and information you access (NY CPLR Section 4509), we also do so because it is in keeping with our commitment to you to protect your privacy. In developing this Privacy Policy, we drew upon industry best practices and national standards for privacy.

This Privacy Policy may change from time to time by posting such changes to our website, so we encourage you to check back periodically for updates. We will alert you to material changes that have been made by indicating on the policy the date it was last updated, by placing a notice on our website, by sending you an email and/or by some other means.

What information does NYPL collect?

We collect information about you in three ways: directly from you, from automatically-collected network logs, and through cookies. We typically keep information only for so long as it is needed for the proper operation of the Library and in order to better deliver Library services to you. We may retain some information in backup storage systems, hard copy form, or as required by law. We collect different types of information from you depending on your chosen level of engagement with our Library services and the information needed in order to provide you with access to those services.

1. User-Provided Information. When you register for a user account for our Library services, we may ask you to share certain information with us. If you register with us, we offer you the opportunity to review and, when practical, to update, change or delete some information you have provided us. You can do this by logging into your registered user account or you can ask our staff to assist you by phone at 1-917-ASK-NYPL or by emailing us at gethelp@nypl.org or by visiting a Library location and speaking to our staff. If you deactivate your registered user account, you may not be able to continue using certain Library services that require registration. The following are examples of information that you might be asked to provide to us:

- **Personal Information**: any information that can personally identify you, such as your name, physical address, email address, phone number, Library barcode, payment information, and other similar information.
- **Residency Verification**: information such as driver’s license, other government-issued identification, and utility bills containing a postal address (click here for a complete list of acceptable forms of proof of residency).
- **Shared Content**: includes anything created by you that you choose to make public by using our Library services. Your registered user account and any information you have chosen to display may accompany your shared content.
- **Social Media Information**: includes the option of using your social media accounts and posting content on our social media pages, our crowdsourcing sites, or elsewhere on the Internet, and such information you allow to be shared with us.
- **Login Credentials**: includes username, password, and a set of personal questions about
Some ideas for NYPL privacy policy

- more bold headings
- link to each section of the page at top
- find and use parallelisms
- more simple words & friendly language
- emphasize why
- use lists
- sentence case instead of title case for headings
- consider FAQ format (questions as headings)
B. The information collected and retained by the Library varies, depending on the context:

1. Circulating Materials Checked Out With Standard NYPL Library Cards Issued to Individuals and Organizations. The information provided in this paragraph covers standard transactions by borrowers of NYPL’s circulating materials (excluding eContent, (e.g., eBooks, eVideo, eMusic, and eAudiobooks)) with traditional NYPL library cards. When you check out a book, video, DVD, CD, game or any other item from NYPL’s circulating collections, we keep an electronic record of that transaction. If the item in question is returned on time, the electronic record for that transaction is deleted from our integrated library system. Except as set forth below, if the item is returned after the due date and the fine is paid when it is returned, the electronic record for that transaction is also deleted from our integrated library system. If an item is returned after the due date and the fine associated with that item is not paid when the item is returned, then we keep a record of that transaction until the fine in question is paid. As a precaution, we also keep a record of information contained in our integrated library system on back-up files that are stored off site. These files are purged on a rolling basis so that only four weeks of transaction history is kept at any given time. Please note that some of the Library’s services and programs, such as Summer Reading and any collaborative features available through the Library's online public access catalog, may allow you to make information about materials borrowed or otherwise used by you available publicly. If you use these services, please read the description of the services carefully, so that you are aware of the extent to which information about these materials will be stored and made available for other users to see. More information about the use of user information in connection with the collaborative features mentioned above may be obtained by clicking here.
B. The information collected and retained by the Library varies, depending on the context.

We keep this information only as long as needed in order to protect your privacy.

1. Circulating materials checked out with standard NYPL library cards issued to individuals and organizations.

The information provided in this paragraph covers standard transactions by borrowers of NYPL's circulating materials (excluding eContent, (e.g., eBooks, eVideo, eMusic, and eAudiobooks)) with traditional NYPL library cards.

When you check out a book, video, DVD, CD, game or any other item from NYPL's circulating collections, we keep an electronic record of that transaction.

If the item in question is returned on time, the electronic record for that transaction is deleted from our integrated library system.

Except as set forth below, if the item is returned after the due date and the fine is paid when it is returned, the electronic record for that transaction is also deleted from our integrated library system.
If an item is returned after the due date and the fine associated with that item is not paid when the item is returned, then we keep a record of that transaction until the fine in question is paid.

As a precaution, we also keep a record of information contained in our integrated library system on back-up files that are stored off site. These files are purged on a rolling basis so that only four weeks of transaction history is kept at any given time.

Using Our Collaborative Features
Please note that some of the Library's services and programs, such as Summer Reading and any collaborative features available through the Library's catalog, may allow you to make information about materials borrowed or otherwise used by you available publicly.

If you use these services, please read the description of the services carefully, so that you are aware of the extent to which information about these materials will be stored and made available for other users to see.

Learn more about the use of your information with collaborative features.
Appropriate Library Use Policy
Policies & Procedures


Haga clic aquí para leer esta política en español (PDF)

The Boston Public Library is proudly open to all; a judgment-free space for everyone, shared by the community and used by many different people for many different reasons. The Library expects each of our facilities to be clean, comfortable, and safe places for community use. To this end, the Library is responsible for establishing rules of conduct to protect the rights and safety of Library patrons, volunteers, and staff, and for preserving and protecting the Library's materials, equipment, facilities, and grounds.

The Children's Library and any other designated children's space are reserved for use by children, their parents or caregivers, and adults interested in children's literature while they are retrieving material from the collection. Teen Central and any other designated teen spaces are reserved for teens and those who accompany them, and adults interested in Teen literature while they are retrieving material from the collection.

For the comfort and safety of patrons, volunteers, and staff, and the protection of Library property, the following actions are examples of conduct not allowed on Library property:

- Engaging in any activity in violation of Federal, State, local or other applicable law, or Library policy.
- Carrying firearms and dangerous weapons of any type (except by law enforcement officers).
- Being under the influence of illegal drugs and selling, using, or possessing illegal drugs or selling alcohol, cigarettes or marijuana.

All bags and other articles are subject to inspection by security and other authorized personnel. The Library reserves the right to limit the size and number of items brought into the Library.

Category A (Library Specific Violation)

- Engaging in any activity in violation of a Library policy.
- Disruptive behavior, such as creating loud noises, loud talking, screaming, or banging on computer keyboards.
- Entering the Library barefooted, without a shirt, with offensive body odor or personal hygiene, or being otherwise attired so as to be disruptive to the Library environment.
- Consuming food or beverages in public areas of the Library not authorized by the Library (see Administrative Procedure, Food and Beverage in the Library).
- Trespassing in nonpublic areas, being in the Library without permission of an authorized Library employee before or after Library operating hours, or camping on Library grounds.
- Leaving packages, backpacks, luggage, or any other personal items unattended. Any unattended items are subject to immediate confiscation and disposal.
- Moving Library furniture from where it is placed by Library staff.
Category B (Drug or Alcohol Possession or Use)
- Being visibly intoxicated.
- Possession, selling or use of alcohol in non-designated areas.
- Possession, selling or use of illegal drugs.
- Selling marijuana, or tobacco products.

Category C (Serious Violation Toward Person(s) or Property)
- Carrying, exhibiting, displaying, or drawing any firearm in a manner that demonstrates intent to intimidate or that warrants alarm for the safety of other people.
- Possession of any other dangerous weapon.
- Assault, fighting, or challenging to fight.
- Verbally or physically harassing other patrons, volunteers, or staff, including, but not limited to, stalking, lurking, offensive touching, and obscene acts such as sex acts and indecent exposure.
- Damaging or stealing personal or Library property in Library facilities or on Library grounds, including hardware and software, printers, copiers, phones, and other equipment.
- Threatening other patrons, volunteers, or staff - verbally, physically or in writing, including all forms of social media.
- Engaging in any other behavior that would constitute a misdemeanor felony under applicable law.
Headings would make it easier to understand

Appropriate Library Use Policy

Clean, comfortable, and safe

The Boston Public Library is supported by the taxes of the people of Boston and the Commonwealth of Massachusetts who expect each of our facilities to be clean, comfortable, and safe places for selecting materials, reading, researching, studying, writing, and attending Library or community sponsored programs and meetings.

We protect your rights and safety

To this end, the Library is responsible for establishing rules of conduct to protect the rights and safety of Library patrons, volunteers, and staff, and for preserving and protecting the Library’s materials, equipment, facilities, and grounds.

Children’s and Young Adult areas

The Children’s Department is reserved for use by children, their parents or guardians, and adults interested in children’s literature. The Young Adults’ Room is reserved for young adults* and those who accompany them.

What happens when you violate these policies

Enforcement of these rules will be conducted in a fair and reasonable manner. Library staff and/or security staff will intervene to stop prohibited activities
Example of conduct not allowed on Library property:

Litter, food, garbage, foul smells

- Littering
- Consuming food or beverages in public areas of the Library, including restrooms

**Exceptions:**
- water in closed containers as permitted by authorized library employees,
- drinking fountain use
- baby bottles or nursing
- locations where use is authorized: McKim Courtyard, Map Room Café, Novel, and at authorized events, and in specific areas of branch libraries as designated by the branch librarian

- Smoking, chewing, and other tobacco use
- Bringing in garbage, articles with a foul odor, or articles which, alone or in their aggregate, impede the use of the library by other users.
- Entering the Library barefooted, without a shirt, with offensive body odor or personal hygiene, or being otherwise attired so as to be disruptive to the Library environment.

Noise

- Neglecting to provide proper supervision of children
- Creating disruptive noises such as loud talking, screaming, or banging
Headings would make it easier to understand

### Noise
- Neglecting to provide proper supervision of children
- Creating disruptive noises such as loud talking, screaming, or banging on computer keyboards.
- Using audible devices without headphones or with headphones set at a volume that disturbs others.
- Using cell phones, pagers, and other communication devices in a manner that disturbs others. Cell phone and pager audible ringers must be turned off.
Headings would make it easier to understand

Other annoyances that disturb people using the library

- Soliciting or conducting surveys not authorized by the Library.
- Gambling and group activities which are disruptive to the Library environment.
- Lying down or sleeping in the restrooms or on any floor, couch, table, or seat in the Library, and by blocking aisles, exits, or entrances by sitting or lying down in them.
- Using restrooms for bathing or shampooing, doing laundry, or changing clothes.

Using wheeled devices in Library property or on Library grounds, except in designated areas, including skateboarding, roller-skating, bicycling, scooters, and shopping carts

**Exceptions:** wheelchairs, walkers, and strollers.

Other prohibited activities

- Trespassing in nonpublic areas, being in the Library without permission of an authorized Library employee before or after Library operating hours or camping on Library grounds.
- Being under the influence of alcohol/illegal drugs and selling, using, or possessing alcohol/illegal drugs.
- Stealing, damaging, altering, or inappropriate use of Library property in Library facilities or on Library grounds, including computer hardware and software, printers, copiers, phones, and other equipment.
- Carrying firearms and dangerous weapons of any type (except by law enforcement officers).
- Fighting or challenging to fight, running, pushing, shoving, or throwing things.
- Verbally or physically threatening or harassing other patrons, volunteers, or staff, including stalking, staring, lurking, offensive touching, and obscene acts such as sex acts and indecent exposure.
- Engaging in any activity in violation of Federal, State, local or other applicable law, or Library policy.
Privacy

What kinds of information do you collect?

When you use this website, our web server collects technical information from your web browser, including:

- browser type
- internet address
- operating system type
- web address of the page from which you linked to our site

We also use Google Analytics, which uses cookies, for statistical analysis related to your browsing behavior on this page.

OUR COMMITMENT TO YOU

One of the cornerstones of librarianship is respect for the privacy of library users. Duke University Libraries recognize the importance of protecting your privacy and the confidentiality of the information you share with us when you use our websites or other library services. On this page you will find our policy on collecting, disclosing, and using your personal information.
These are questions users would ask

How do you use this information?

Information that we automatically collect via this website is used internally for the following:

- improving the usability of our website
- technical troubleshooting
- tracking aggregate statistical trends

Do you collect my personal information?

We do not collect any personally identifiable information, such as your:

- age
- address
- gender
- ID numbers
- name
- phone number

But what about personal information I submit via a web form or an e-mail message?

We interact with our library users regularly and receive personal information via email messages, chat sessions, web forms and other communications. If you submit personal information via one of these methods, that information will be used internally to better address your questions and concerns.
Can I see the information you are maintaining in my library account?

You are entitled to view your library account information and to amend information that is incorrect.

- If you are a student, you can correct your library account information via the Registrar's Office.
- If you are a Duke University employee, you can correct your library account information via Human Resources.
- If you are a patron who has purchased borrowing privileges and who shows proper identification, you can correct your library account information at the library that issued your library card.

Is my information secure?

In general, Internet transactions are not secure because they often are not encrypted. In some cases, however, transactions on our website occur using a SSL (Secure Socket Layer protocol) connection. This provides increased security to the information as it is transmitted. Only authorized library staff with assigned passwords may access personally identifiable information stored in Duke University Libraries’ computer systems, and they may do this for the purpose of performing library work only. We use industry-standard security measures to protect any personal information that you may provide to us. However, we cannot guarantee that your submissions to our website, any content residing on our servers or any transmissions from our server will be completely secure.

How will I know if your privacy policy changes?

We will post any substantial changes in this privacy policy at least 30 days prior to the change taking effect. Any information collected under this current policy will remain bound by the terms of this privacy policy.
Duke University Libraries Privacy Statement

The Duke University Libraries ("the Libraries") are committed to fairly and appropriately managing and safeguarding the information collected, used and maintained in support of its missions and to transparency regarding our data management practices. Duke respects the integrity of all its stakeholders, including as represented by personally identifying information about each stakeholder, and takes seriously its responsibility to protect individuals’ privacy in balance with meeting its legal, policy and administrative obligations.

We encourage you to review the sections below, as well as the Duke University Privacy Statement, for more information about how we collect, use, and maintain information at DUL. In addition, if you are in a jurisdiction with additional notice requirements, including the European Economic Area, please review the Duke University Privacy Statement for more information about our privacy practices.

DUL additionally endorses the Stanford Libraries Statement on Patron Privacy and Database Access.

What kinds of information do the Libraries collect?

When you use this website, the Libraries’ web server collects technical information from your web browser. We also use Google Analytics, which uses cookies, to understand how people use the Libraries’ website. In some cases the Libraries' web server may use browser cookies or other technologies to maintain session and preference information.
Part 3

Accessibility
Web Content Accessibility Guidelines (WCAG) 2.1
W3C Recommendation 05 June 2018

This version:
https://www.w3.org/TR/2018/REC-WCAG21-20180605/

Latest published version:
https://www.w3.org/TR/WCAG21/

Latest editor’s draft:
https://w3c.github.io/wcag21/guidelines/

Implementation report:
https://www.w3.org/WAI/WCAG21/implementation-report/

Previous version:
https://www.w3.org/TR/2018/PR-WCAG21-20180424/

Previous Recommendation:
https://www.w3.org/TR/2008/REC-WCAG20-20081211/

Editors:
Andrew Kirkpatrick (Adobe)
Joshua O Connor (Invited Expert, InterAccess)
Alastair Campbell (Nomensa)
Michael Cooper (W3C)

WCAG 2.0 Editors (until December 2008):
Ben Caldwell (Trace R&D Center, University of Wisconsin-Madison)
Loretta Guarino Reid (Google, Inc.)
Gregg Vanderheiden (Trace R&D Center, University of Wisconsin-Madison)

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0.5.1 New Features in WCAG 2.1
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Accessibility

Which accessibility items do you need to pay attention to when writing page copy?
Accessibility issues for text

- Heading structure `<H1> <H2>` (don’t skip a number)
- Descriptive links
- Simple language
- Color - high contrast
Accessibility issues for multimedia

- Videos should not auto-play and should have captions
- Use the “alt” attribute for images
HTML `<img>` alt Attribute

Example

An image with an alternate text specified:

```html
<img src="smiley.gif" alt="Smiley face">
```

Try it Yourself »
Functions of the “alt” attribute

- Spoken out loud by screen readers
- Text is shown if images are not loading or turned off
- Describes content of images for search engines
The "alt" attribute should

• Accurately present the content and function of the image

• Be succinct

• Not be redundant with the surrounding text

• Not use "image of..." or "graphic of..."
Using an empty “alt” attribute

In some cases (decorative images), an empty attribute is fine.

(alt="")

Content text here.

---

Footer text here.

This image of a rule is decorative.
Research: By Course, Subject, or Topic

Course Guides

These course guides will help you get started on your assignments.

- ARC 101 - Foundation Studio 1
- ENG 101/107: Research Basics
- GC 170A1 - Introduction to Global Change

Subject Guides

These subject guides will help you with research in particular fields.

- American Indian Studies
- Business
- Chemistry & Biochemistry
- Education

Topic Guides

These topic guides will help you with research on specific topics.

- LGBTQ+ Awareness
- News Literacy: Resources for Evaluating Sources
- Open Access
Learn to write the best “alt” text for images

http://webaim.org/techniques/alttext/
High-level decisions

- Choose an accessible theme for your website
- Web forms have special accessibility requirements
Building accessible websites that don’t exclude people with different kinds of disabilities has become more of a requirement in web design in the recent years. These days it’s hard to get a government contract without taking care of digital inclusivity, and many well-known companies such as Microsoft, Apple, and Google also treat accessibility as a priority.

WordPress as a leading content management system and blogging platform is on the frontline of accessibility development as well. The WordPress A11y (Accessibility) Team is busy making the platform available to as many people as possible, and they have even published a great Handbook on WordPress Accessibility for developers.
Part 3

Learning More
Recommended books

- *Letting Go of the Words: Writing Web Content that Works* by Janice (Ginny) Redish
- *Don’t Make Me Think Revisited: A Common Sense Approach to Web Usability* by Steve Krug
Accessibility

We have web accessibility in mind
Our mission is to empower organizations to make their web content accessible to people with disabilities.

**Accessibility Training**
Whether here in Utah or on-site at your organization, WebAIM can provide web and document training to fit your needs.

**Technical Assistance**
Need assistance implementing accessibility? WebAIM's expert staff can provide the assistance you need.

**Accessible Site Certification**
As a respected third party accessibility expert, WebAIM can evaluate and certify your site to established web accessibility guidelines.

**Evaluation and Reporting**
We can provide reports to help you know how accessible your site is and how to make it better.
Hemingway Editor

Hemingway App makes your writing bold and clear.

The app highlights lengthy, complex sentences and common errors; if you see a yellow sentence, shorten or split it. If you see a red highlight, your sentence is so dense and complicated that your readers will get lost trying to follow its meandering, splitting logic — try editing this sentence to remove the red.

You can utilize a shorter word in place of a purple one. Mouse over them for hints.

Adverbs and weakening phrases are helpfully shown in blue. Get rid of them and pick words with force, perhaps.

Phrases in green have been marked to show passive voice.

You can format your text with the toolbar.

Paste in something you’re working on and edit away. Or, click the Write button and compose something new.
Free images

Pixabay

Unsplash

The Noun Project

Pexels
How to Write More Effective Email and Web Content
Nicole Hennig, September 2021

Usable writing style

Studies - how users read online
The Nielsen/Norman Group does research on usability.
How User Read on the Web http://www.nngroup.com/articles/how-users-read-on-the-web/

Email
Good advice for email writing style.
Effective Email Communication: UNC Chapel Hill https://writingcenter.unc.edu/tips-and-tools/effective-e-mail-communication/
Mastering the Short Email by Dustin Wax https://www.lifelock.org/articles/communication/mastering-the-short-email.html
Go forth and improve your sites!
Discussion & Questions
Thank you!
Mobile Apps News

Sign up and stay current.

“Your app newsletter is awesome, I'd been extremely busy lately and couldn't check on news, but this newsletter precisely gave me what I wanted. Looking forward to your next issue. You are awesome!”

– Parikshit Joshi

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