

# How to Write Effective Content for Email and Websites

**An Infopeople Webinar**

September 30, 2021

Presented by Nicole Hennig





**NICOLEHENNIG**

[nicolehennig.com](http://nicolehennig.com)







Cambridge, MA



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– Parikshit Joshi

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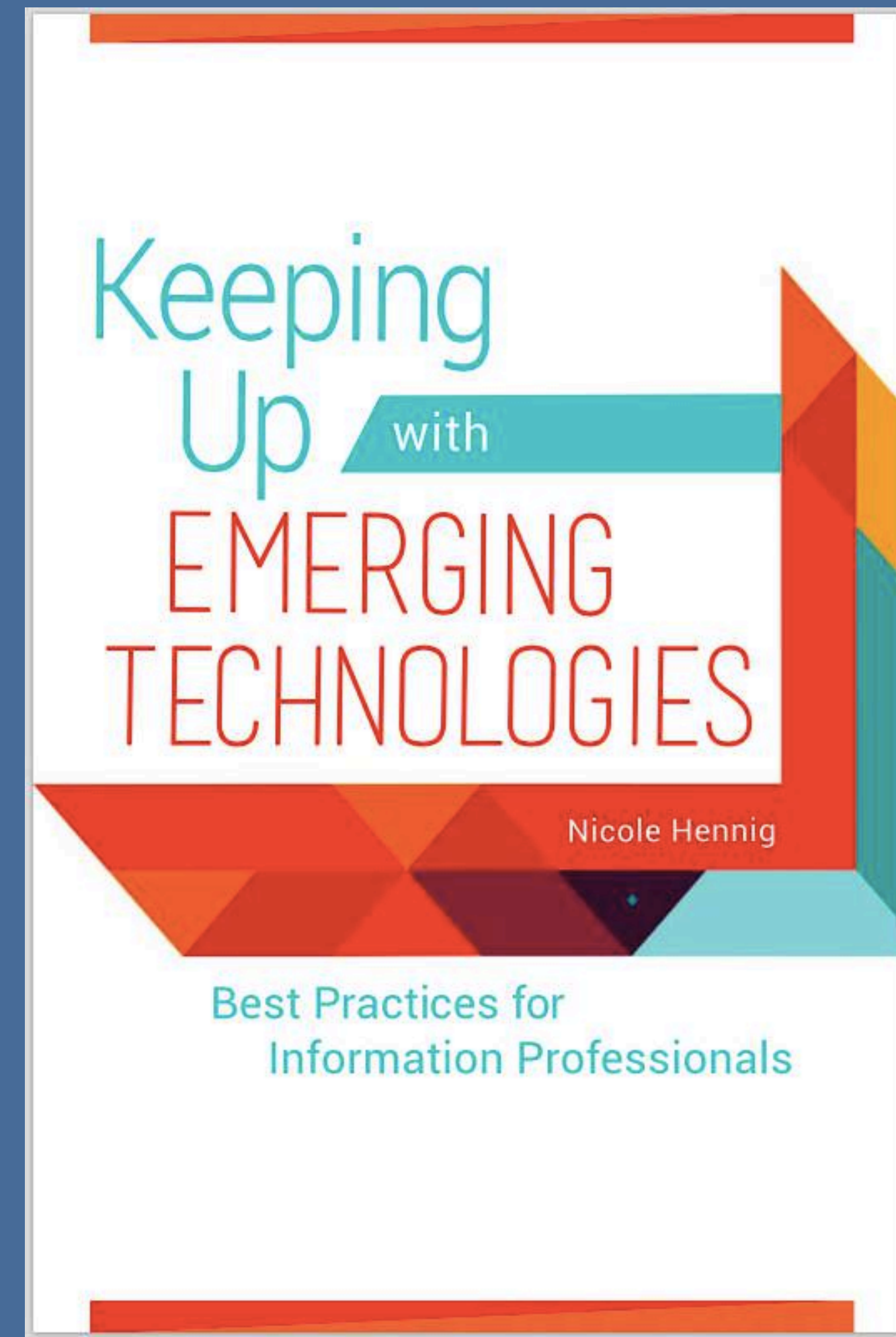
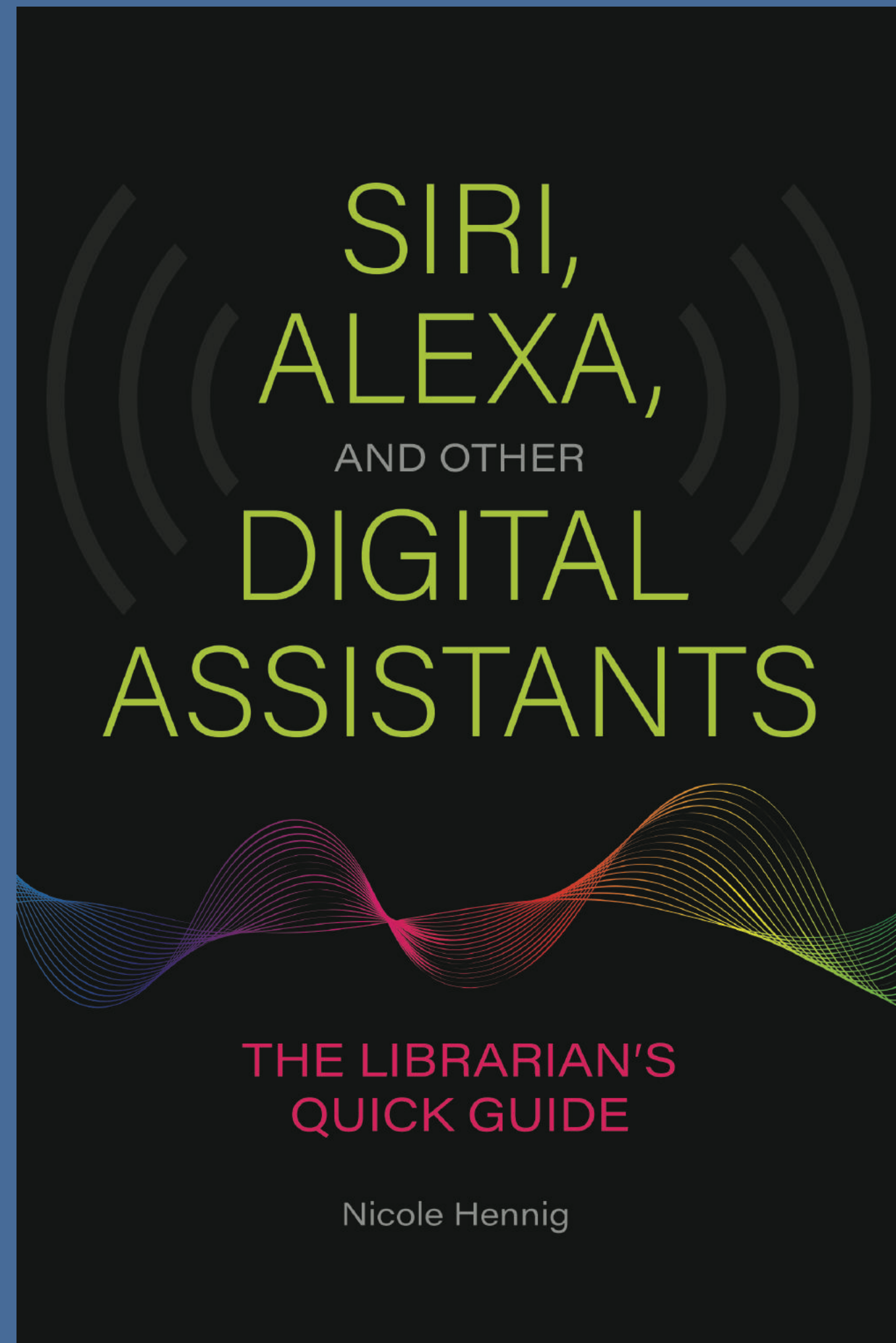




**Tucson, Arizona**



[nicolehennig.com/books](http://nicolehennig.com/books)





**You'll get a handout (PDF)**  
**with all the links**





# Part 1

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

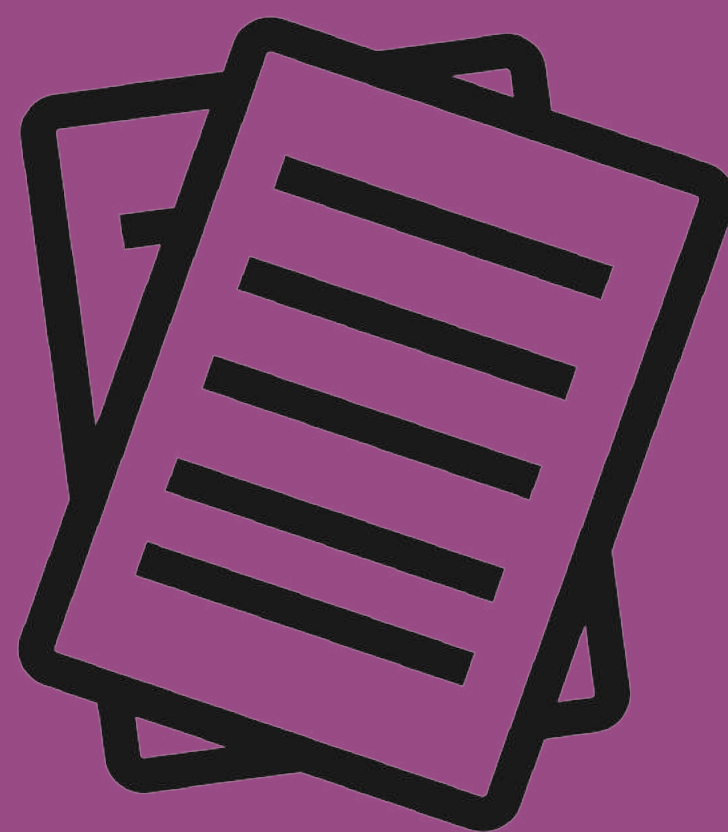




## Part 2

- 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.



New York Times

# Technology

U.S.

N.Y. / REGION

BUSINESS

TECHNOLOGY

SCIENCE

HEALTH

SPORTS

Technology

Inside Technology

Internet

Start-Ups

Business Computing

Go


## Noise: Monitor Noise Levels on Your iPhone

MACMANUS of  Read What We  
ust 10, 2009

an writing a lot about Internet of Things this year. It's when  
objects become connected to the Internet - taking us

☒ RECO

☐ E-MAIL

 SEND

a little at a time,  
in short bursts.



Do they ever read whole  
passages online?





Chris Dixon

Feb 21 · 11 min read

Recommended by you, Henry Mason, and 10 others

## What's Next in Computing?

The computing industry progresses in two mostly independent cycles: 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's 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.



1981



1994



2007

New computing eras have occurred every 10-15 years

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 feedback loop.

Yes, but only when the goal is to get extended info.



On mobile they may use  
"read later" apps.



Instapaper



Pocket



ReadQuick



**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](#).

# Link to details



**Less is more**



## Applying Writing Guidelines to Web Pages

by [JAKOB NIELSEN](#) and [JOHN MORKES](#) on January 6, 1998

Topics: [Writing for the Web](#)

**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 errors, and 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, like content to be short and to the point, and detest overly hyped promotional writing ("marketese"). We found improved usability for new versions of a site that were either scannable, concise, or objective (rather than promotional) in 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.

# Study results



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.



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How to join the CEU Library



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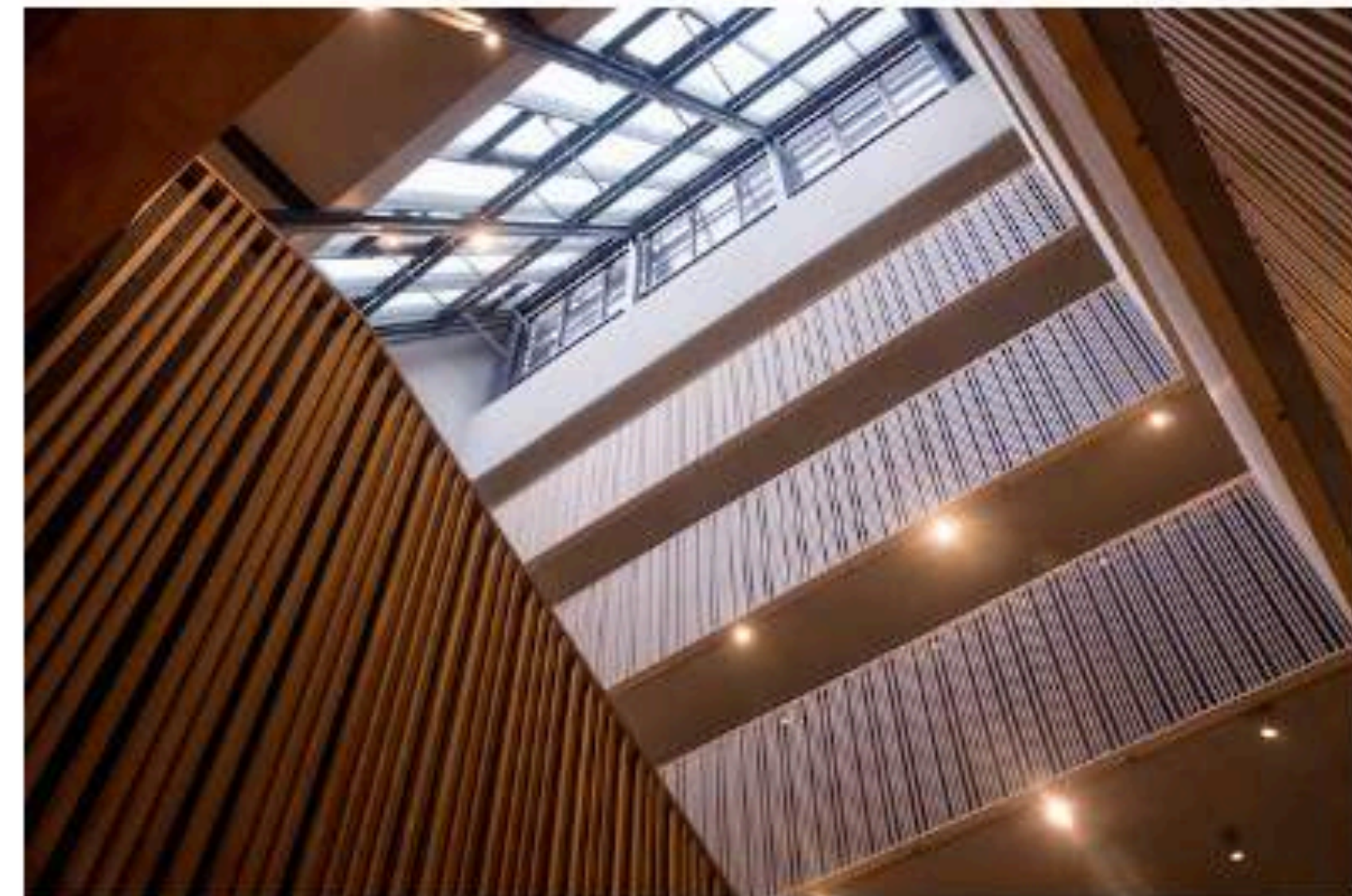
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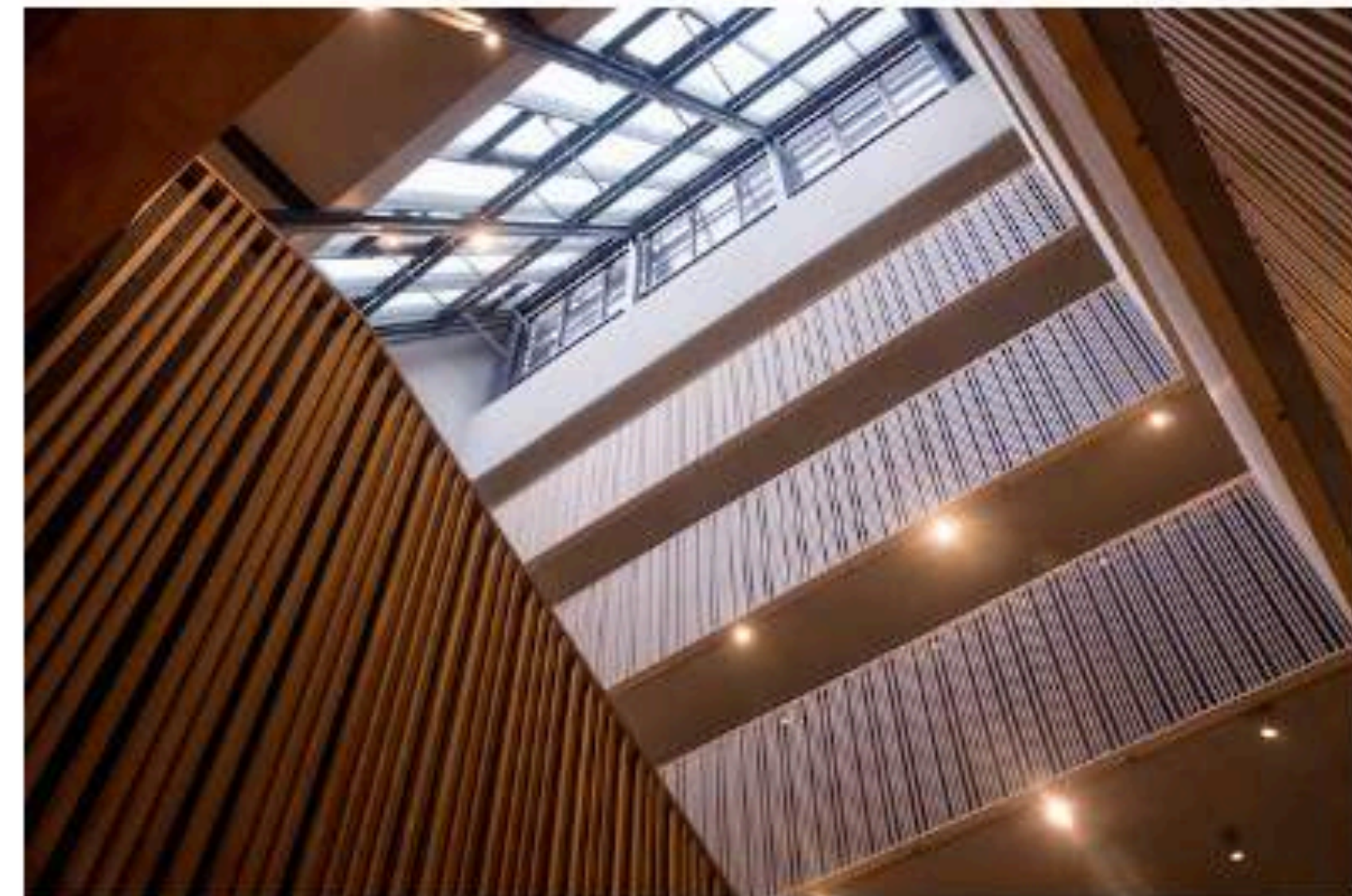
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**Use lists**



# 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



### 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](#)



**Use pictures  
& visual elements**



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## Request a purchase



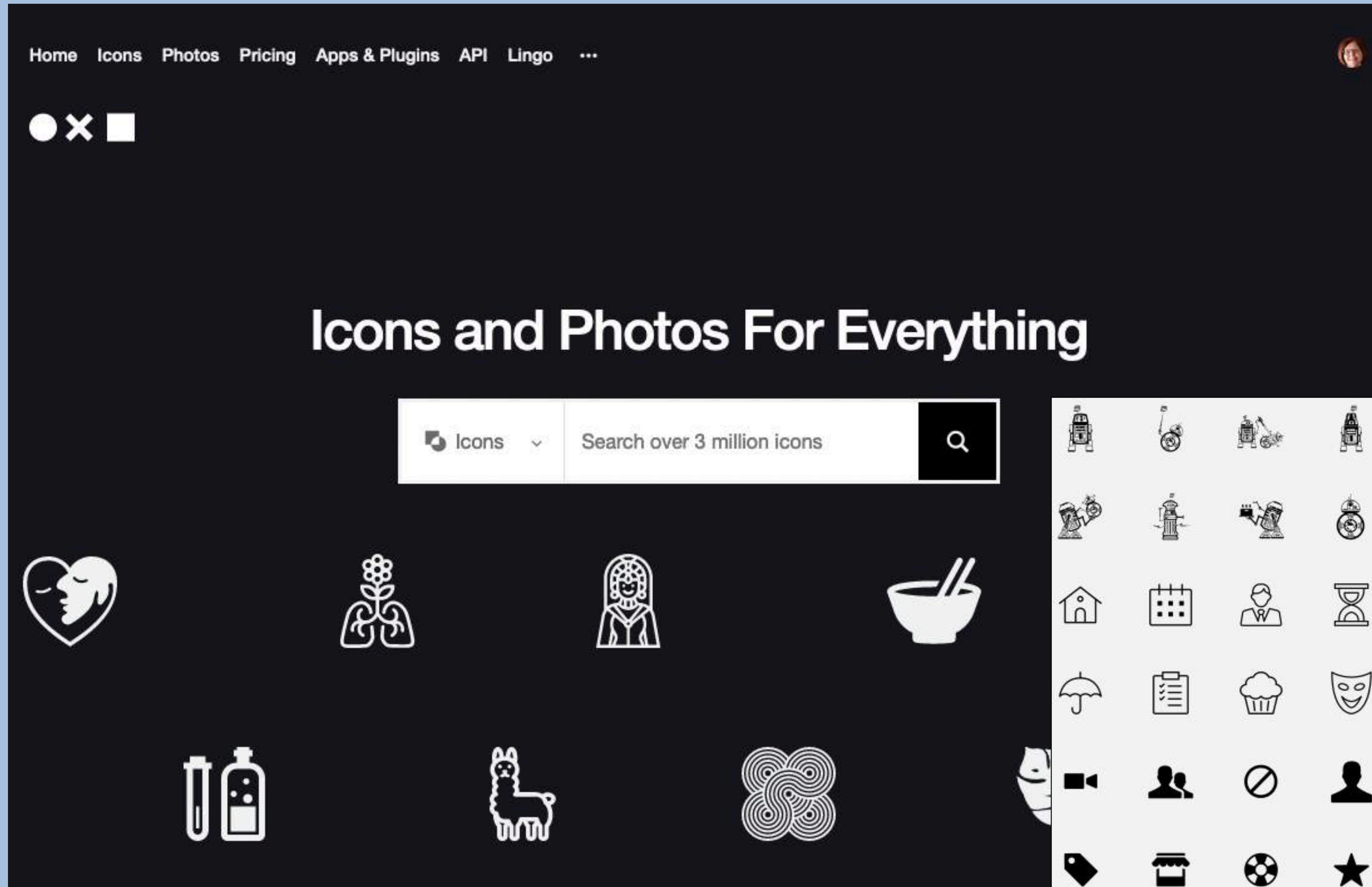
## Special information

- [Accessibility](#)
- [Alumni](#)
- [External members](#)
- [Faculty](#)
- [New students](#)



# The Noun Project


<https://thenounproject.com>





# The Noun Project

<https://thenounproject.com>



**NounPro**

**\$39<sup>99</sup>** billed yearly  
or \$9.99 per month

[Sign up](#)



**NounPro**  
for Education

**\$19<sup>99</sup>** billed yearly

## What's the difference between a paid and a free account?

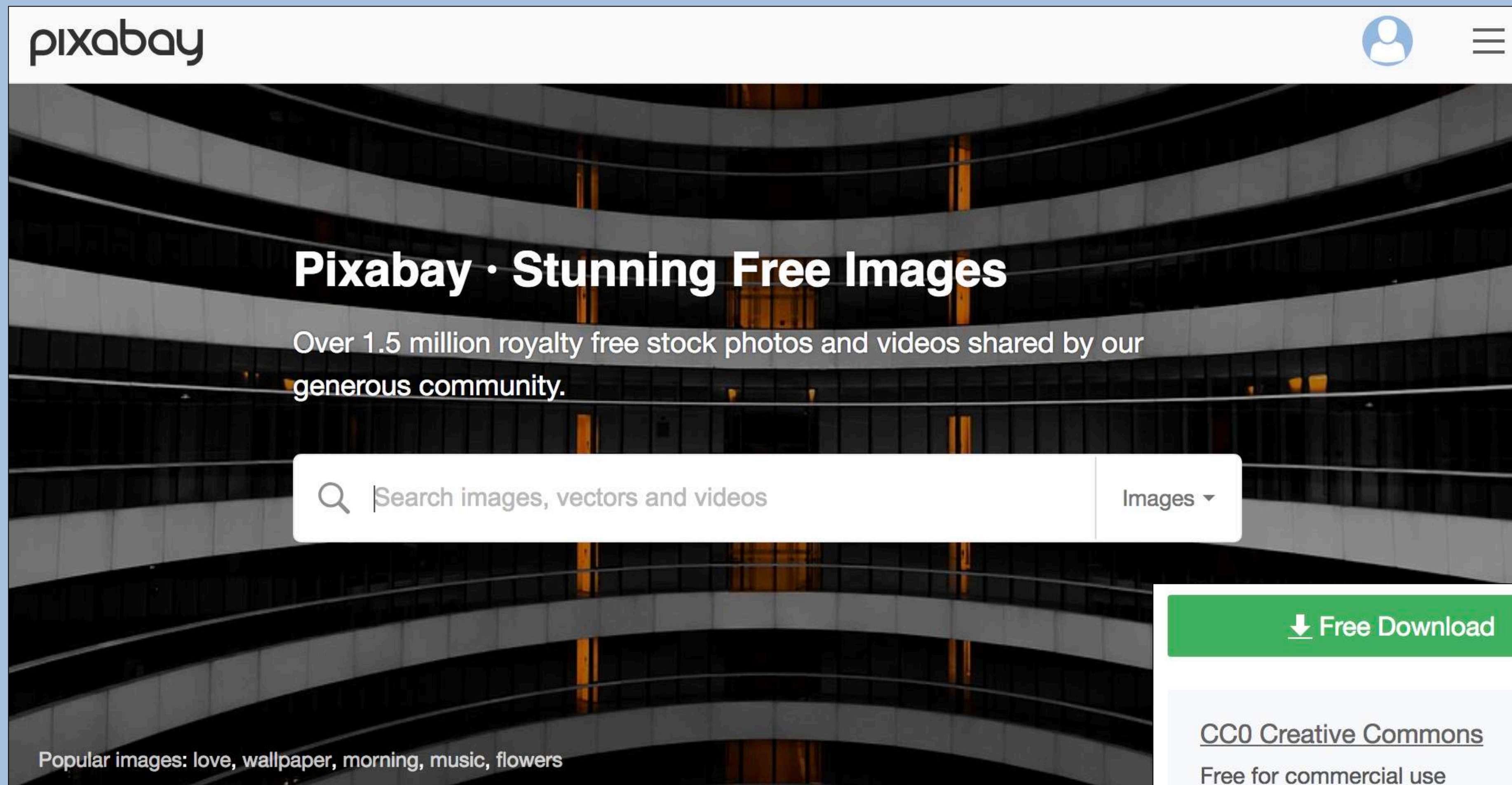
Both free and paid members get access to all the icons. As a free member, you must give credit to the icon's designer each time you use their icon. NounPro members get unlimited royalty-free licenses (no need to worry about attribution), can download icons in any color, and get access to all of our apps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

# Pixabay - free images

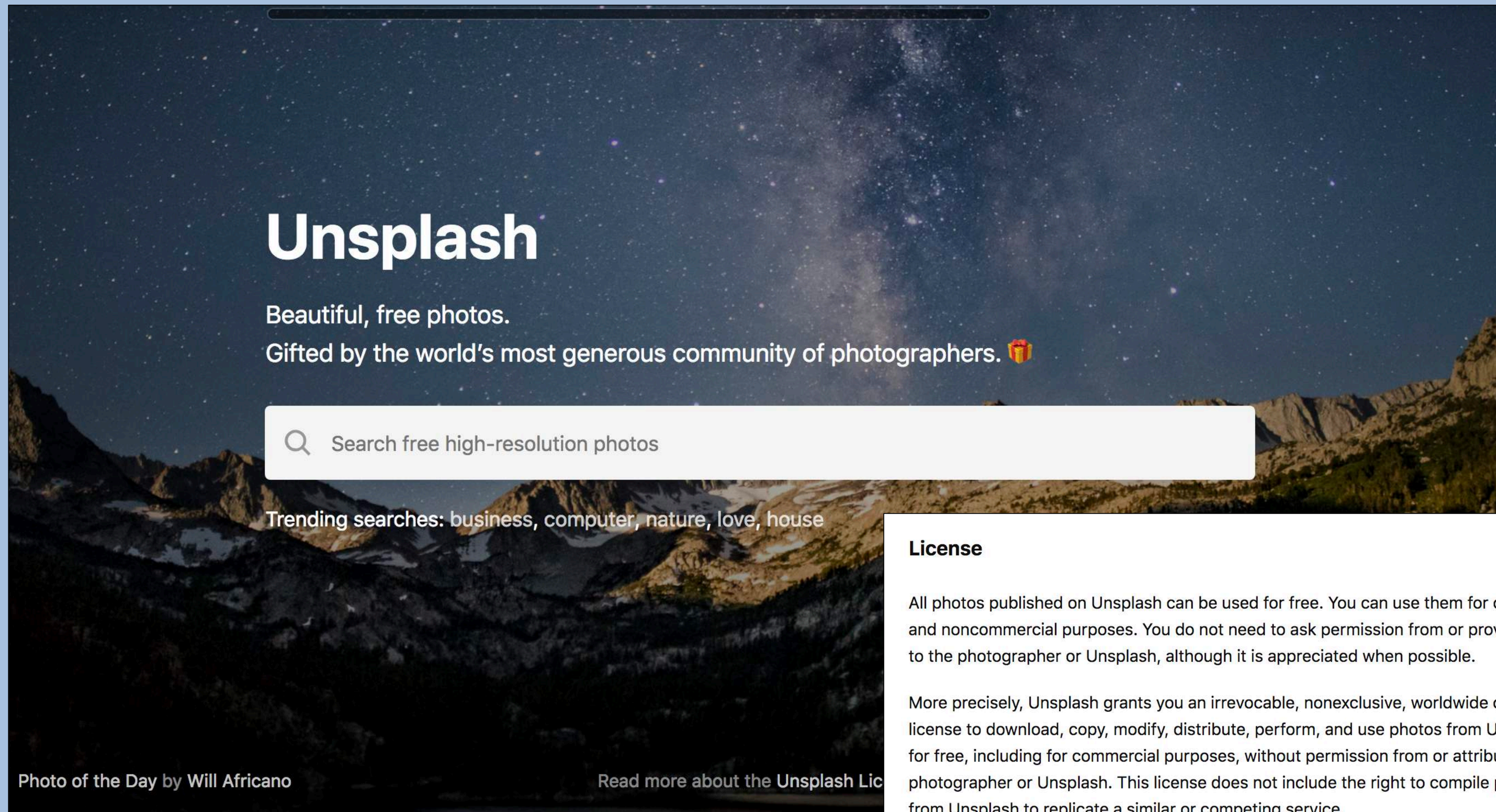
<https://pixabay.com>





# Unsplash - free images

<https://unsplash.com/>



## Unsplash

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Gifted by the world's most generous community of photographers. 📺

🔍 Search free high-resolution photos

Trending searches: business, computer, nature, love, house

Photo of the Day by Will Africano

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Questions? [Read our FAQ.](#)



**Don't write prose**



# Mission of the CEU Library

Central European University

## 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.



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Central European University

**This is only  
4 sentences.**



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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



Site Version	Sample Paragraph	Usability Improvement (relative to control condition)
<b>Promotional writing (control condition)</b> using the "marketese" found on many commercial websites	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), and Buffalo Bill Ranch State Historical Park (28,446).	0% (by definition)
<b>Concise text</b> with about half the word count as the control condition	In 1996, six of the best-attended attractions in Nebraska were Fort Robinson State Park, Scotts Bluff National Monument, Arbor Lodge State Historical Park & Museum, Carhenge, Stuhr Museum of the Prairie Pioneer, and Buffalo Bill Ranch State Historical Park.	58%



Site Version	Sample Paragraph	Usability Improvement (relative to control condition)
<p><b>Promotional writing (control condition)</b> using the "marketese" found on many commercial websites</p>	<p>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).</p>	<p>0% (by definition)</p>
<p><b>Concise text</b> with about half the word count as the control condition</p>	<p>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.</p>	<p>58%</p>



**Scannable  
layout**

using the same  
text as the  
control condition  
in a layout that  
facilitated  
scanning

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).

47%



**Objective  
language**

using neutral  
rather than  
subjective,  
boastful, or  
exaggerated  
language  
(otherwise the  
same as the  
control  
condition)

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).

27%



**Combined  
version**

using all three  
improvements  
in writing style  
together:  
concise,  
scannable, and  
objective

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

124%



## **Part 1**

# **Writing Guidelines**



Call attention  
with useful headings



# Types of Headings


<b>question</b>	May I borrow items from other libraries?
<b>verb phrase</b>	Borrowing items from other libraries.
<b>imperative</b>	Borrow items from other libraries.
<b>sentence</b>	You may borrow items from other libraries.
<b>noun</b>	Interlibrary Borrowing



# When to use

<b>question</b>	Good for policies, FAQs, user guides.
<b>verb phrase</b>	Sections of a longer page.
<b>imperative</b>	Instructions.
<b>sentence</b>	Sub-headings within a long article.
<b>noun</b>	Only if it names something users are looking for.

# Questions - good for policies



CENTRAL  
EUROPEAN  
UNIVERSITY

CEU Library [Using the Library](#) [Research Help](#) [About](#) [Your Account](#)

## Interlibrary Loan (ILL) / Document Delivery

Borrowing from other libraries and document suppliers

↔ Interlibrary Loan and Document Delivery

**What is Interlibrary Loan (ILL)?**  
CEU's Interlibrary Loan and Document Delivery service obtains physical and electronic documents from other research libraries.

**Who can use interlibrary loan?**  
CEU Faculty, Staff, Students, Visiting Faculty, Visiting Research Fellows, and IAS Fellows for their work at CEU.

**How can I submit an ILL request?**  
Use these forms:

- [Print Book](#)
- [Journal article](#)
- [Book chapter](#)
- [Proceedings of a conference](#)
- [Thesis or dissertation](#)

**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



# 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

CENTRAL  
EUROPEAN  
UNIVERSITY

CEU Library

Using the Library ▾


Research Help ▾


About ▾


Your Account


## 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.

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 **Media Hub**  
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 **Special information**

- [Accessibility](#)
- [Alumni](#)
- [External members](#)
- [Faculty](#)
- [New students](#)



# Sentences - good for “callouts”

A

SUBSCRIBE SEARCH MENU

The Most Promising Cancer Therapy in Decades Is About to

## 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.

m, including Nicholas McGranahan, Andrew Furness, and that lung tumors carry anywhere from 80 to 700 and, after studying 150 lung cancer cases, 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-vaunted



# Sentences as headings

## 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

Yes:	No:
<p><b>MIT community members may now access many of our electronic resources from off-campus!</b> 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 <a href="#">off-campus FAQ</a>.</p>	<p>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 <a href="#">off-campus FAQ</a>.</p>



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

No:	Yes:
An acknowledgement of the order will be issued via an e-mail message when payment is made by credit card.	If you pay by credit card, we'll send you an e-mail acknowledging your order.



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>

## No

### 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.

## Yes

### 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

### 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](mailto: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

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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.

<b>Instead of this:</b>	<b>Try this:</b>
obtain	get
prior to	before
purchase	buy
request	ask for
subsequent	next
terminate	end
utilize	use



Try fragments, but not  
telegraphic writing

# Fragments

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."



## **No (too vague):**

Resources

Subjects

Services

## **Yes:**

### **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

# Research help

Information and services



## Quick Search Tips

Where to search for best results.



## Research Guides

Guides to using Zotero, Ebook reading, and more.



## Open Access 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.



## **Part 1**

# **Design Hints**

Headings should be  
close to the text  
they cover



No	Yes
<div>Heading One</div> <div><div>1. Item one</div><div>2. Item two</div><div>3. Item three</div></div>	<div>Heading One</div> <div><div>1. Item one</div><div>2. Item two</div><div>3. Item three</div></div>
<div>Heading Two</div> <div><div>1. Item one</div><div>2. Item two</div><div>3. Item three</div></div>	<div>Heading Two</div> <div><div>1. Item one</div><div>2. Item two</div><div>3. Item three</div></div>

# 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

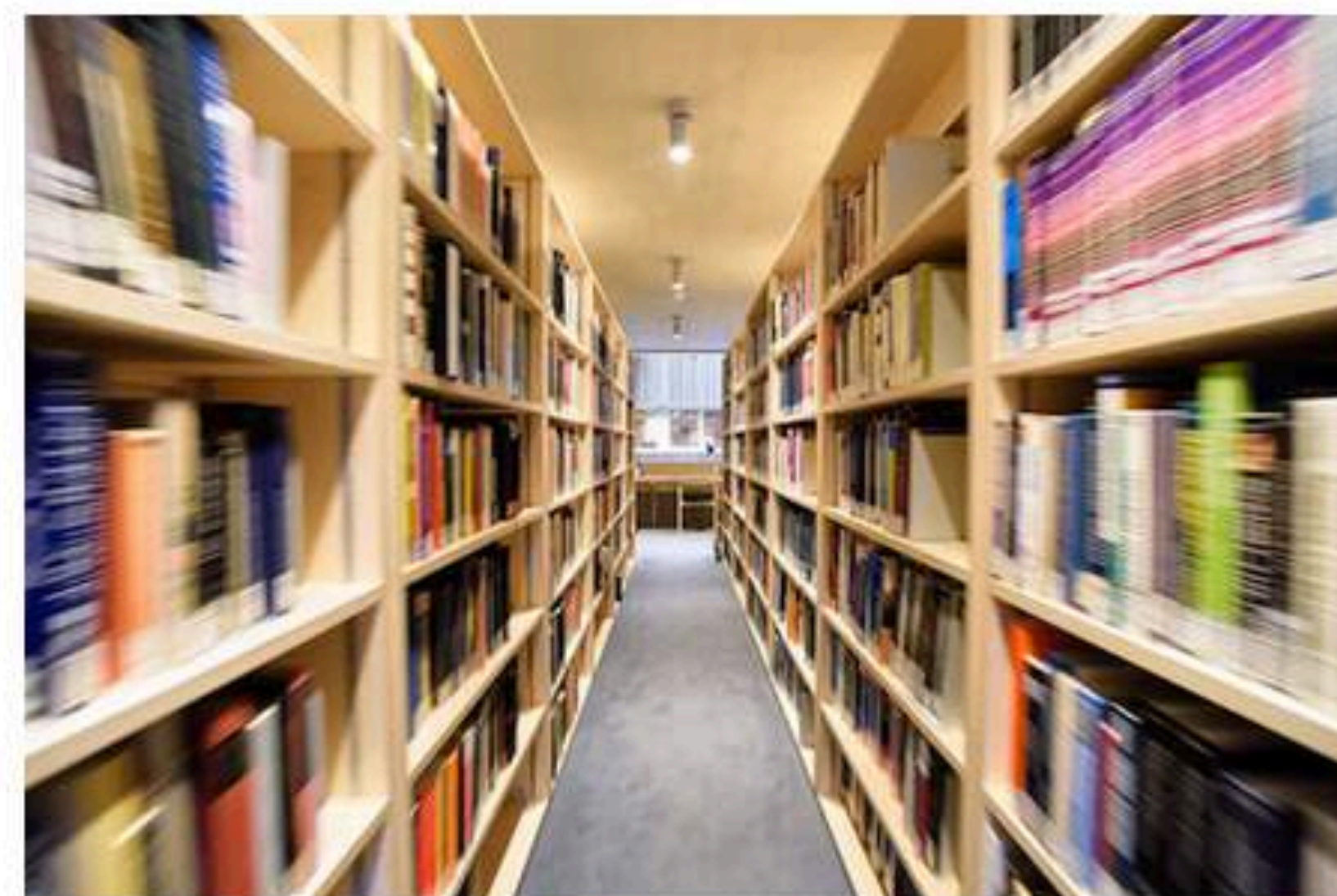
The CEU Library provides access to an impressive range of [e-Journal + e-books A-Z](#) with over 50,000 electronic and about 100 current print subscriptions.

Open access free journals are also available at [Directory of Open Access 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.

**SQUARE**

**Square**



# Tops of letters help us recognize shapes

Which is easier to read?

**The cat sat on the mat**

**THC 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.

No	Yes
Main page	Main page
Visitor Information	Visitor Information
The Collection	The Collection
Exhibits	Exhibits
School Programs	School Programs
Special Events	Special Events
Store	Store
Membership	Membership
Renting the Museum for an Event	Renting the Museum for an Event
Publications	Publications



# 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 thoreautheater, 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



# Gaps between words



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.



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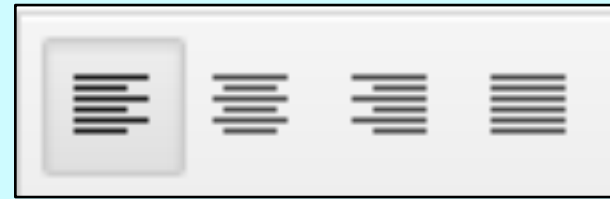
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The grass of the marsh was almost entirely submerged at this point of the tide. Some kind of fluid eelgrass, flowing horizontally this way and that, pushed first downstream by the river's flow, then upstream in the repeated slosh of boat

creates  
gaps  
between  
words



# Use left-aligned text



## 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

**Yes:**

Month	Total circulation
May	502
June	353
July	368
August	433

**No:**

Month	May	June	July	August
Total circulation	502	353	368	433



Use high contrast between  
background color  
and type color

# Not enough contrast

## 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](#).



WebAIM   
web accessibility in mind

services articles **resources**



Search:



Introduction to Web Accessibility

WebAIM Training

## Contrast Checker

[Home](#) > [Resources](#) > Contrast Checker

**Foreground Color**  
#474747   
Lightness 

**Background Color**  
#FFFFE6   
Lightness 

Contrast Ratio  
**9.15:1**

**4.5:1 is the minimum required by WCAG**

### Foreground Color

#808080



Lightness



### Background Color

#FFFFE6



Lightness



Contrast Ratio

**3.89:1**

[permalink](#)

## Normal Text

WCAG AA: **Fail**

WCAG AAA: **Fail**

The five boxing wizards jump quickly.

## Large Text

WCAG AA: **Pass**

WCAG AAA: **Fail**

The five boxing wizards jump quickly.



### Foreground Color

#474747



Lightness



### Background Color

#FFFFE6



Lightness



Contrast Ratio

**9.15:1**

[permalink](#)

## Normal Text

WCAG AA: **Pass**

WCAG AAA: **Pass**

The five boxing wizards jump quickly.

## Large Text

WCAG AA: **Pass**

WCAG AAA: **Pass**

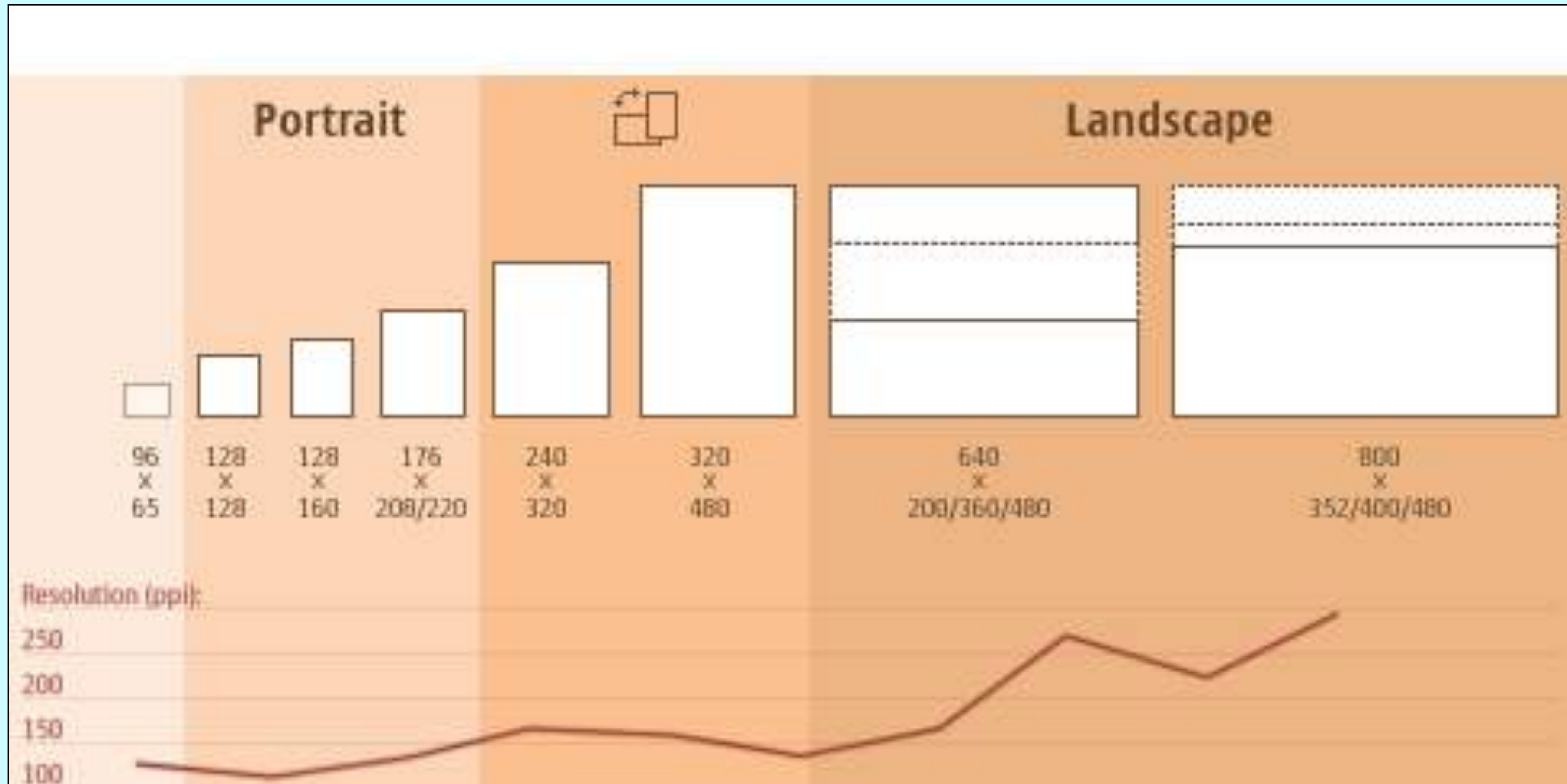
The five boxing wizards jump quickly.

## **Part 2**

# **Mobile Web**



# So many screen sizes



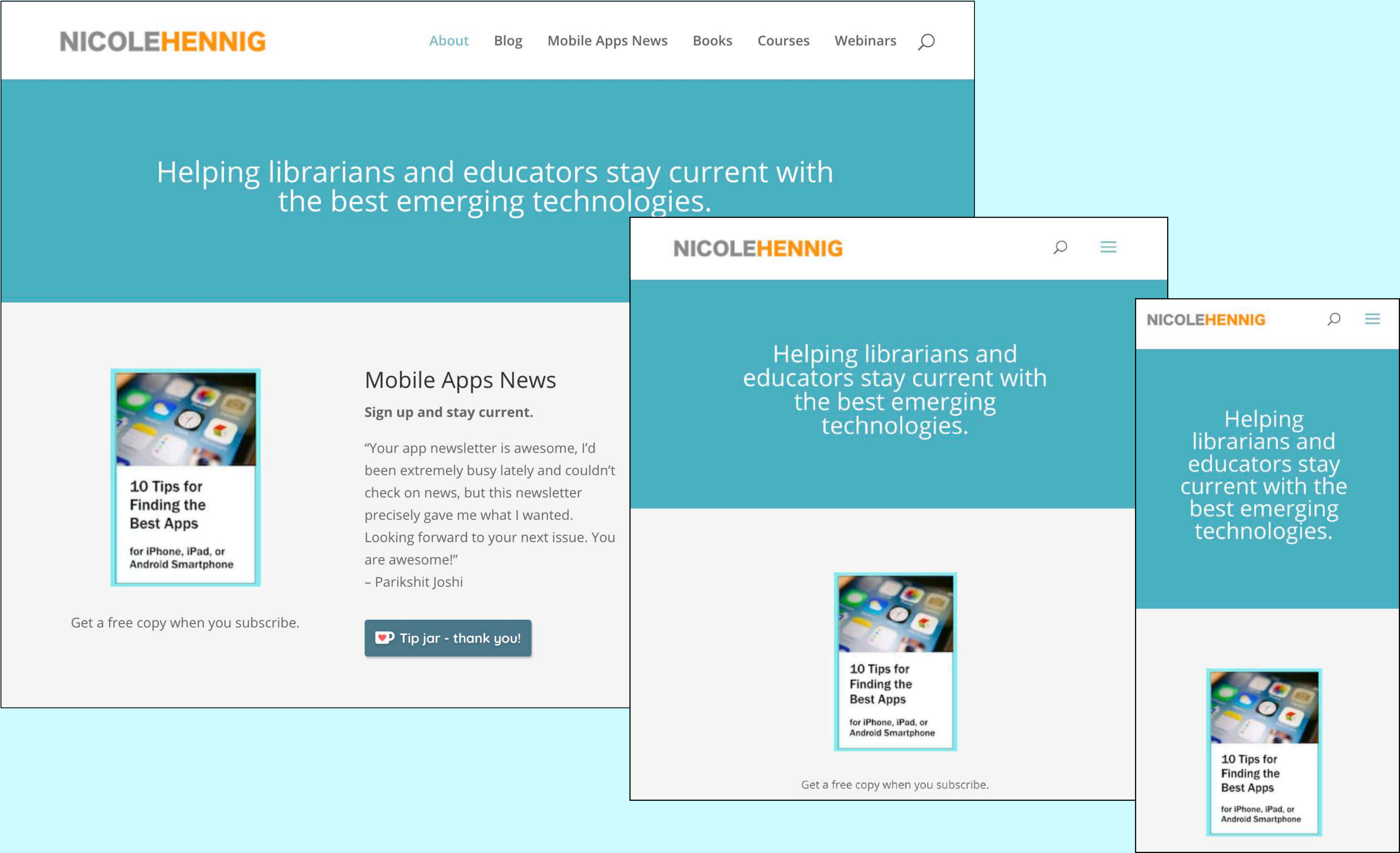
# Responsive web design



Adapts to any screen size.



# Fluid layouts



# Many Wordpress themes are responsive

elegant<sup>\*</sup>themes

Themes

Plugins

Blog

Contact

Login

Join to Download

Responsive WordPress Themes

Join our **317,224** members today to download all of our **87** beautiful themes!

All Themes  
(87)

App  
(10)

Blog  
(32)

Business  
(30)

eCommerce  
(6)

Magazine  
(23)

Multimedia  
(15)

Personal  
(24)

Portfolio  
(14)

Responsive  
(21)

Tumblog  
(4)

Divi

Nexus

Vertex

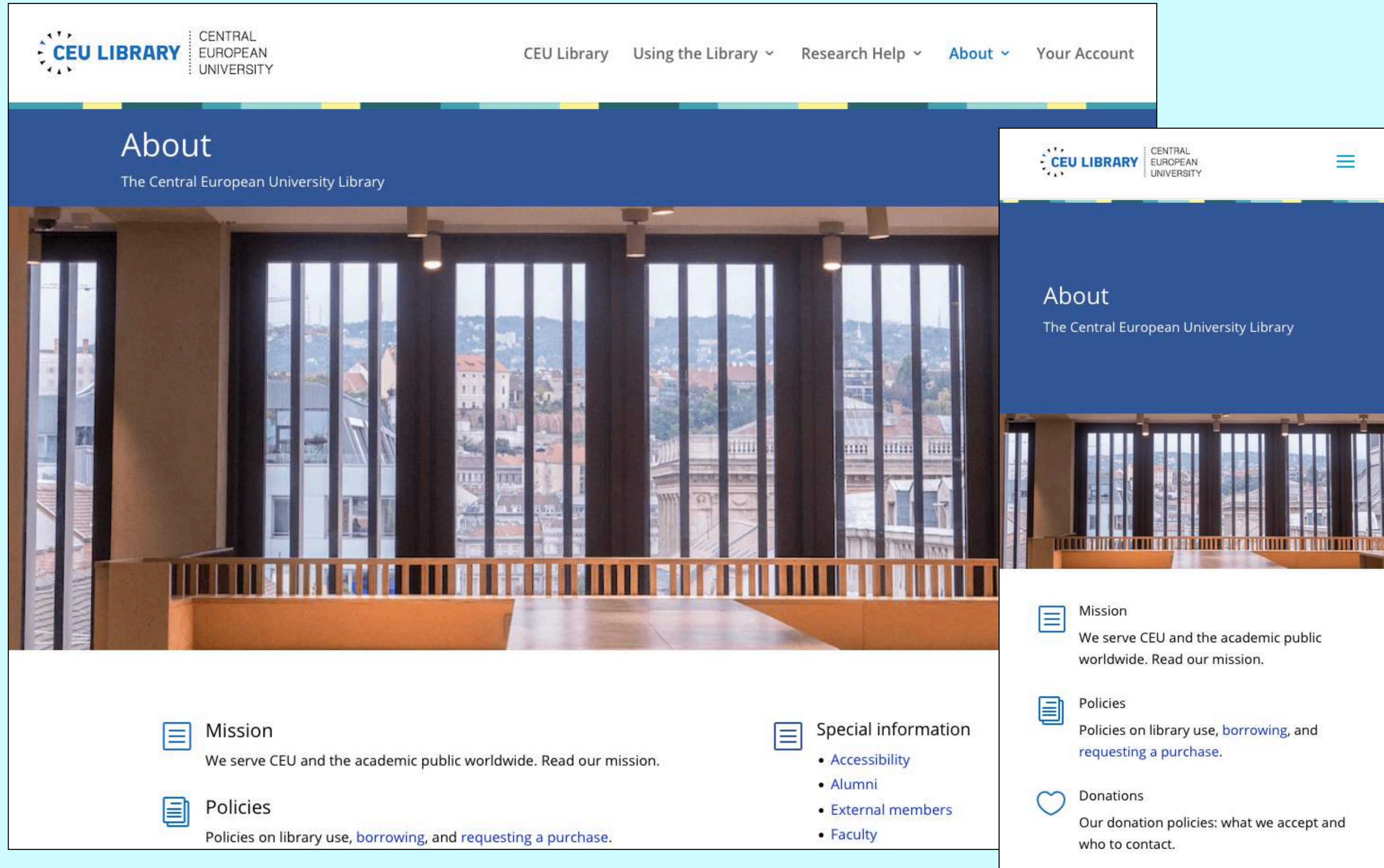
A screenshot of the Divi theme homepage. It features a large, dark blue circular graphic in the center with the text "Introducing Divi 2.0". Below the graphic, there are three columns of text and a "Learn More" button. The bottom of the page has a navigation bar with links to "Drag & Drop Page Builder", "Layout Options", and "Affordable Pricing".

A screenshot of the Nexus theme homepage. It features a grid of images and text. The top section has a large image of a woman's face. Below it, there are several smaller images and text blocks, including "Post Title Goes Here" and "This New Car Is Really Exciting". The bottom of the page has a navigation bar with links to "Home", "About", "Services", "Portfolio", "Contact", and "Blog".

A screenshot of the Vertex theme homepage. It features a large, dark image of a mountain landscape. Overlaid on the image is the text "vertex" and "MODERN DESIGN SOLUTIONS FOR A DIGITAL AGE". Below the image, there is a "Sign Up Today" button. The bottom of the page has a navigation bar with links to "Home", "About", "Services", "Portfolio", "Contact", and "Blog".




# Images and text resize dynamically






# Paragraphs look even more wordy on small screens

CENTRAL  
EUROPEAN  
UNIVERSITY

CEU LibraryUsing the Library ▾Research Help


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


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



**Applying these guidelines**

# How would you improve this?

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]



# My version

We invite you to comment on this proposal.

**Deadline: June 14, 2019.**

Choose your method:



**online**

[www.123.gov](http://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**

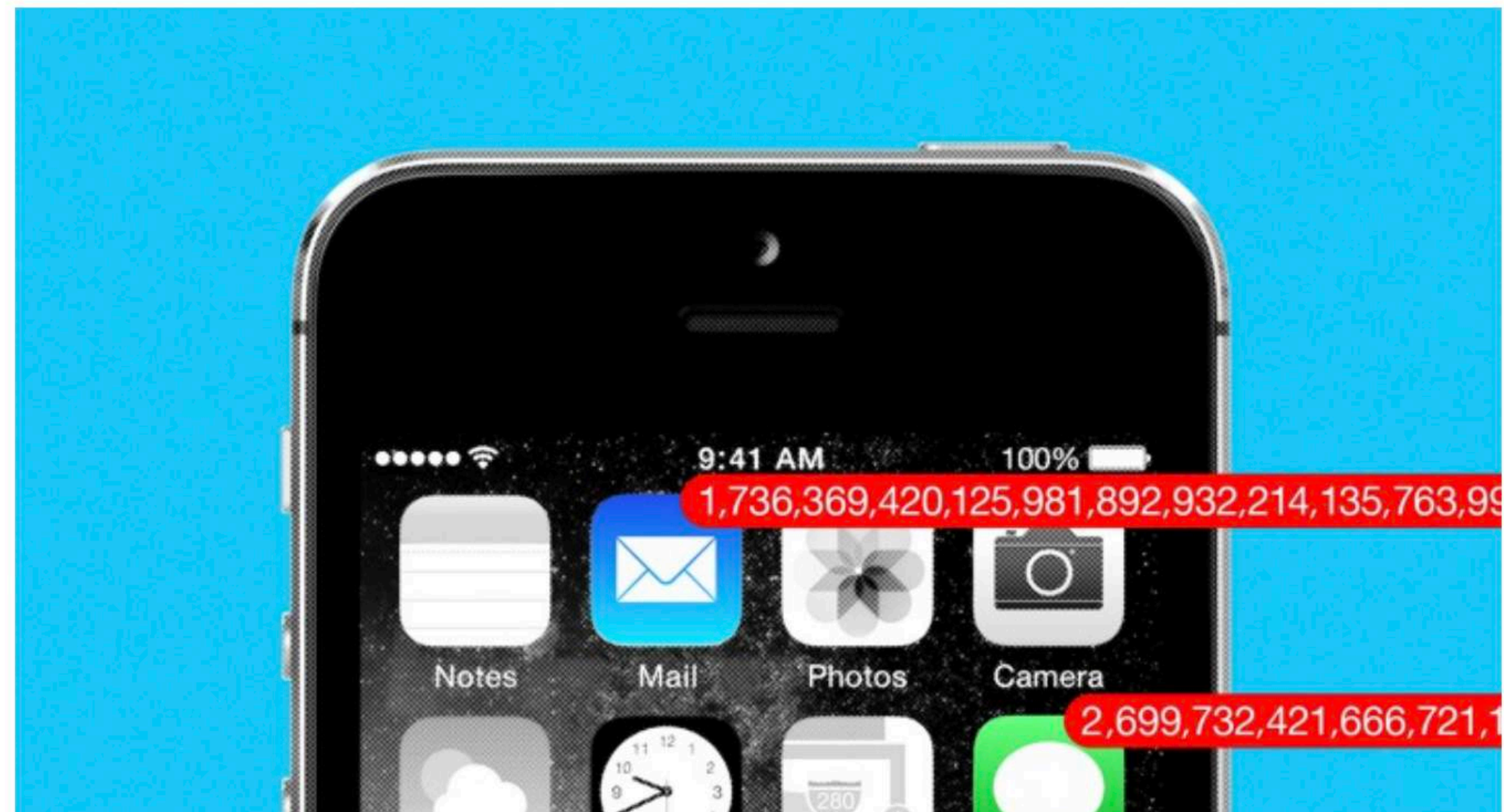
**Email**

## TECHNOLOGY

# 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?

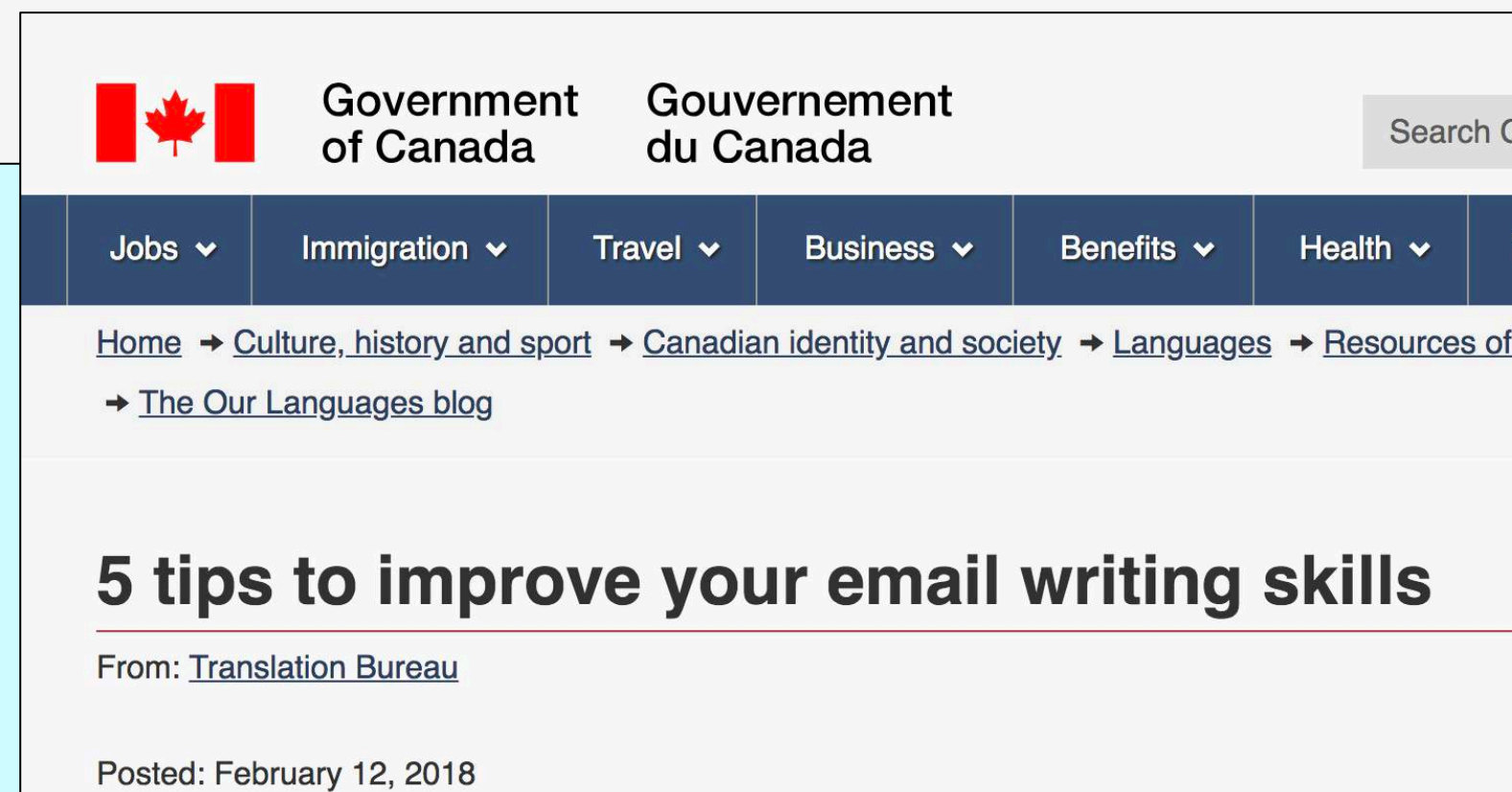


# Your key message near the top

## 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





# Lead with the ask



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

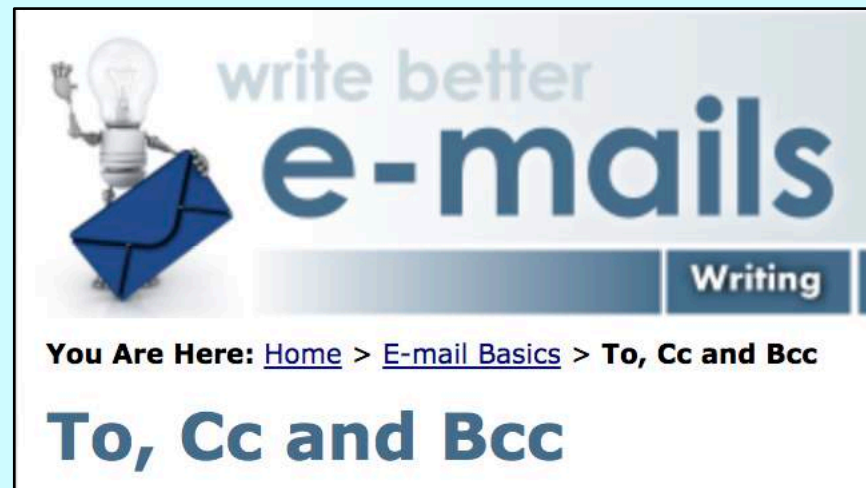


Dustin Wax  
[Read full profile](#)

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?



**To** People required to take action

**Cc** Kept informed of the content, but no actions required from them

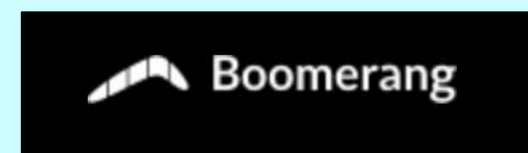
It's also a good idea to include all the people you put in the To: field in your opener line. This lets the others know who is involved in the conversation.

Hi Bill, Ted, Mary, Suzy,

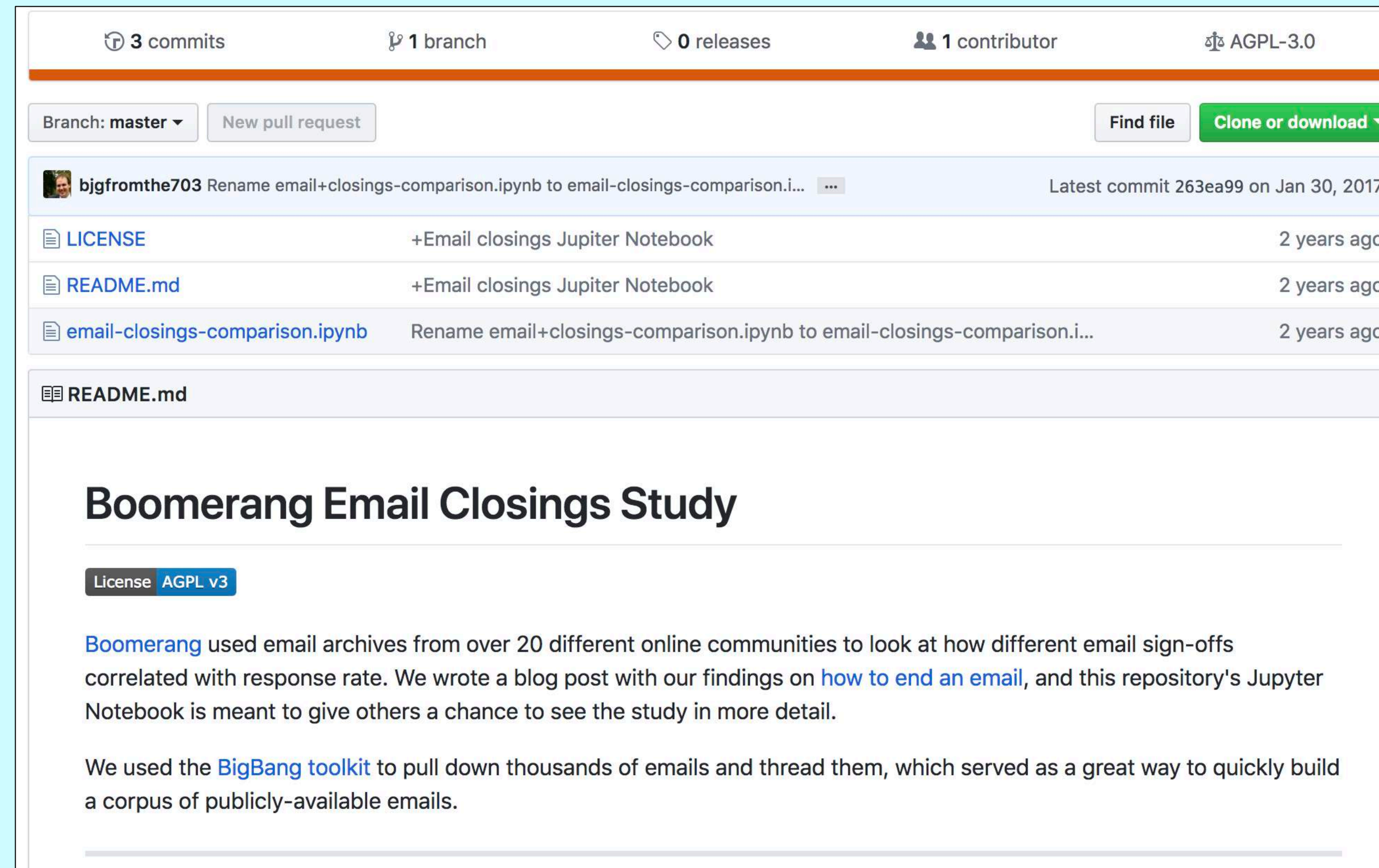
If you are sending to more than four people, don't bother with this and just start with *Hi all* or *Hello team*.



# How to close: Cheers? Regards? Thank you?



2017 study



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”<sup>2</sup> 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.

Email Closing	Response Rate
thanks in advance	65.7%
thanks	63.0%
thank you	57.9%
cheers	54.4%
kind regards	53.9%
regards	53.5%
best regards	52.9%
best	51.2%
Baseline (all emails in sample)	47.5%



# Real-life example

Specific subject

Possible workshops for you — Jan. 2019 Inbox x



**Nicole Hennig** <nic@hennigweb.com>

Tue, Sep 11, 3:59 PM



Reply to all



to Rachel, Beth ▾

Copied both  
who need to know

Hi Rachel and Beth,

Call to action

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.

Details

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.

Friendly  
closing

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

thank you

Thanks for considering this,

Nicole

# More tips

<https://joshspector.com/one-sentence-email-tips/>

## 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.



## Part 2

# Examples



# A site that works well

nypl.org

The screenshot shows the New York Public Library website. At the top left is the logo, a circular emblem with a horse head, followed by the text "New York Public Library". To the right of the logo is a navigation bar with links: "LOG IN", "LOCATIONS", "GET A LIBRARY CARD", "GET EMAIL UPDATES", a red "DONATE" button, and a "SHOP" link. Below this is a secondary navigation bar with links: "Books/Music/Movies", "Research", "Education", "Events", "Connect", "Give", "Get Help", and a "Search" button with a magnifying glass icon. The main banner features a collage of images including parrots, a historical manuscript, a celestial chart, a bronze statue of a woman, a page from the Declaration of Independence, and a portrait of Shakespeare. Overlaid on the banner is a dark grey box with the text: "COMING SOON The Polonsky Exhibition of The New York Public Library's Treasures Opens September 24! Reserve your free timed tickets for our major new exhibition, showcasing highlights from our world-renowned collections." with a right-pointing arrow. Below the banner is a "Spotlight" section with three items: a colorful illustration of children playing on planets, three book covers ("JOKOY Mixed Plate", "BLACK GIRL, CALL HOME", and "THE BAD MUSLIM DISCOUNT"), and a photograph of the library's interior with bookshelves and a red wall.

New York Public Library

LOG IN LOCATIONS GET A LIBRARY CARD GET EMAIL UPDATES DONATE SHOP

Books/Music/Movies Research Education Events Connect Give Get Help Search

COMING SOON

The Polonsky Exhibition of The New York Public Library's Treasures

Opens September 24! Reserve your free timed tickets for our major new exhibition, showcasing highlights from our world-renowned collections.

Spotlight

JOKOY Mixed Plate

BLACK GIRL, CALL HOME

THE BAD MUSLIM DISCOUNT

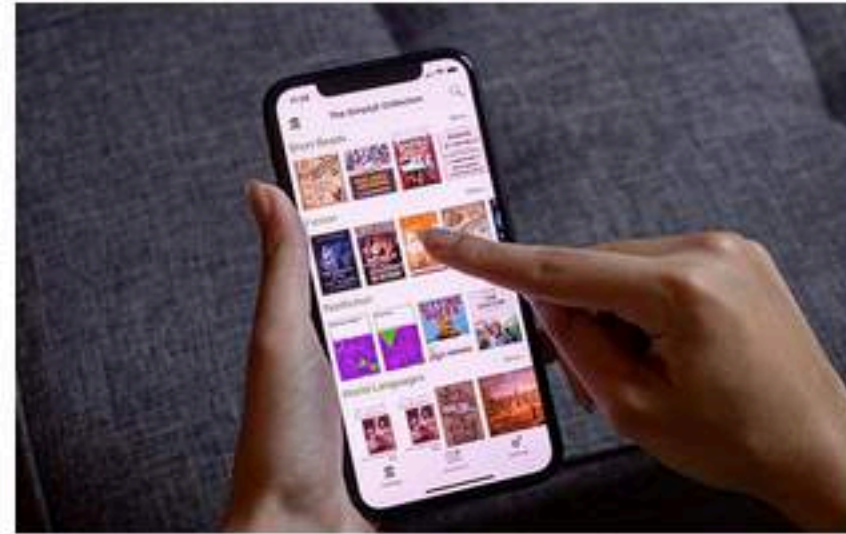


# It's clear what you can do there.

Discover



Get a Digital Library Card Today



E-Books & More with SimplyE



Online Classes & Events



NYPL en Español & More Multilingual Resources



Online Learning & Skills Training for Adults



Remote Learning Support: Kids, Teens & Educators



Remote Research at NYPL



Newspapers, Magazines & Databases



COVID-19: Community Support Resources



## GET HELP

Using the Library

Contact Us

Community Resources

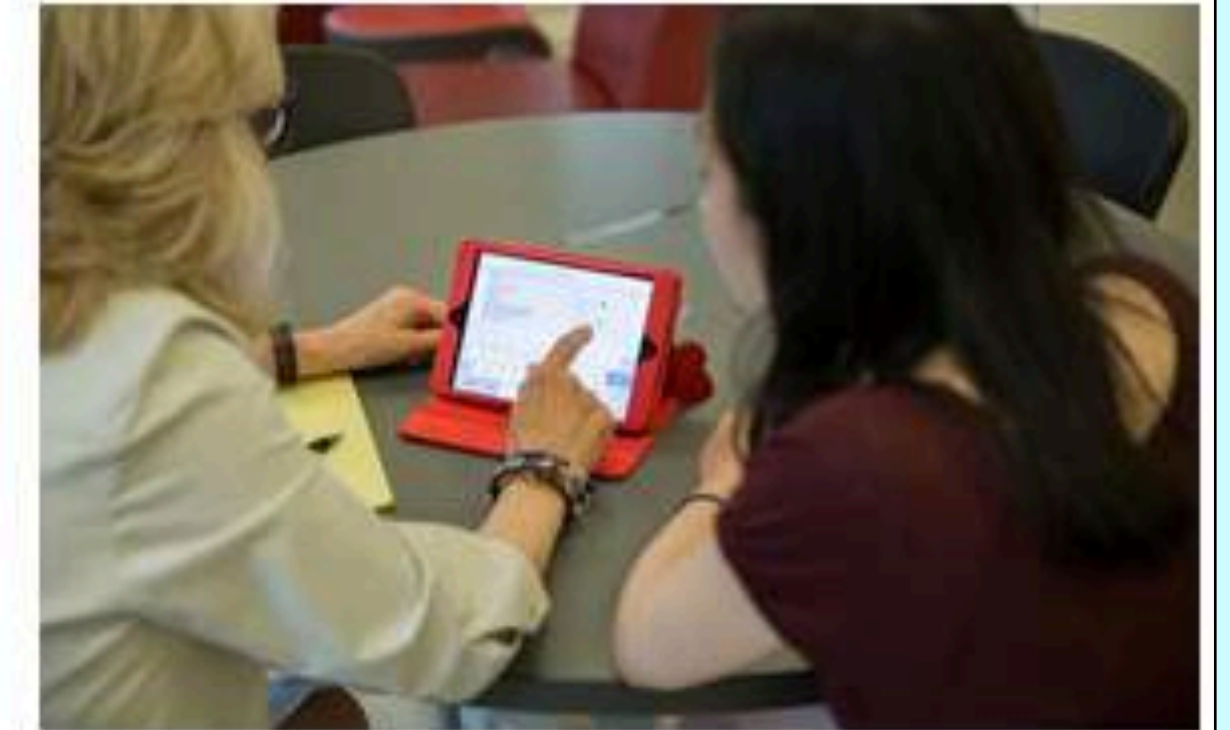
## Using the Library



Manage Your Account



Get a Library Card



Library Card Terms & Conditions

Find & Borrow Materials

Download an E-Book

Reserve a Computer

... See More



---

## 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.



[LOG IN](#) [LOCATIONS](#)[GET A LIBRARY CARD](#)[GET EMAIL UPDATES](#) [DONATE](#)[Books/Music/Movies](#)[Research](#)[Education](#)[Events](#)[Connect](#)[Give](#)[Get Help](#)[Search](#) [Getting Oriented](#)[Library Card](#)[Terms and  
Conditions](#)[How To Find  
Things](#)[Access to Other  
Institutions](#)[Copies and  
Reproductions](#)[Borrowing  
Materials](#)[Computers,  
Internet and](#)

## Get a Library Card at NYPL

[Get a Library Card!](#)

### 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 Catalog. 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. You must provide a 4 digit numeric PIN, with no repeating or obvious characters (e.g. 1234).

[Reset Your PIN](#)

If you have not have provided us with a valid email address, you may visit your [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 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 to your nearest library to report the card lost.

[Email Ask NYPL](#)



# How would you improve this?

## The New York Public Library Privacy Policy

[Español](#) | [中文](#) | [русский](#)

**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

### 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](mailto: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)



# Before (NYPL Privacy Policy)

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](#).



# After (NYPL Privacy Policy)

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



**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](#).





# Boston Public Library

BOSTON  
PUBLIC  
LIBRARY



☰





## Appropriate Library Use Policy

### Policies & Procedures

*Revised January 12, 2018, approved March 23, 2004.*

*Supersedes: Appropriate Patron Behavior Policy adopted January 2001.*

[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.



# Boston Public Library

## 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 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



# Headings would make it easier to understand

## **Examples 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.



# A well-written page



[My Accounts](#) [Ask a Librarian](#)



[Search & Find](#) [Using the Library](#) [Research Support](#) [Course Support](#) [Libraries](#) [About](#)

[Home](#) > [About](#) > [Privacy](#)

## 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

### 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,



# 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



# These are questions people would ask

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



# View the whole page

<https://library.duke.edu/about/privacy>



[My Accounts](#) [Ask a Librarian](#)



[Search & Find](#) [Using the Library](#) [Research Support](#) [Course Support](#) [Libraries](#) [About](#)

[Home](#) > [About](#) > [Duke University Libraries Privacy Statement](#)

## 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



# 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/wcag/21/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)

[Joshue 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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0.2	WCAG 2 Layers of Guidance	1.3.3	Sensory Characteristics
0.3	WCAG 2.1 Supporting Documents	1.3.4	Orientation
0.4	Requirements for WCAG 2.1	1.3.5	Identify Input Purpose
0.5	Comparison with WCAG 2.0	1.3.6	Identify Purpose
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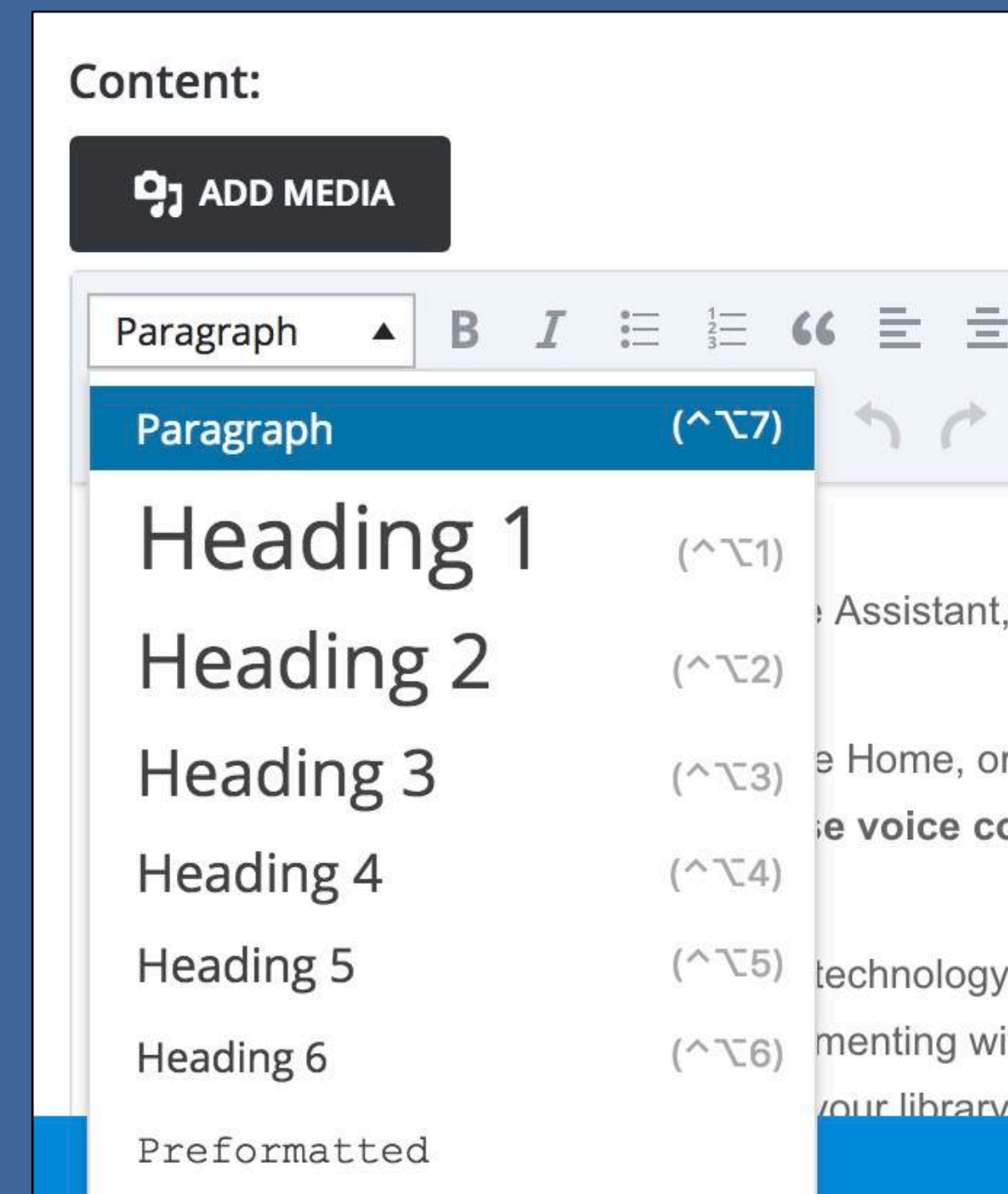
# Accessibility

Which accessibility items do you need to pay attention to when writing page copy?



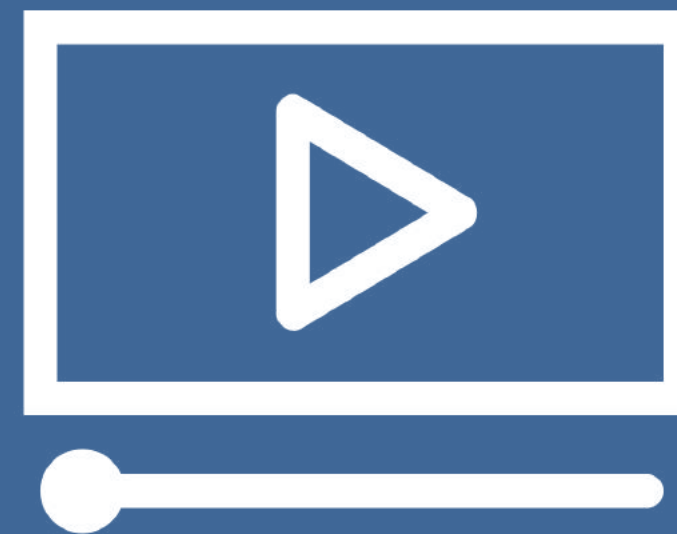
# Accessibility issues for text

- 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

[← HTML <img> tag](#)

## Example

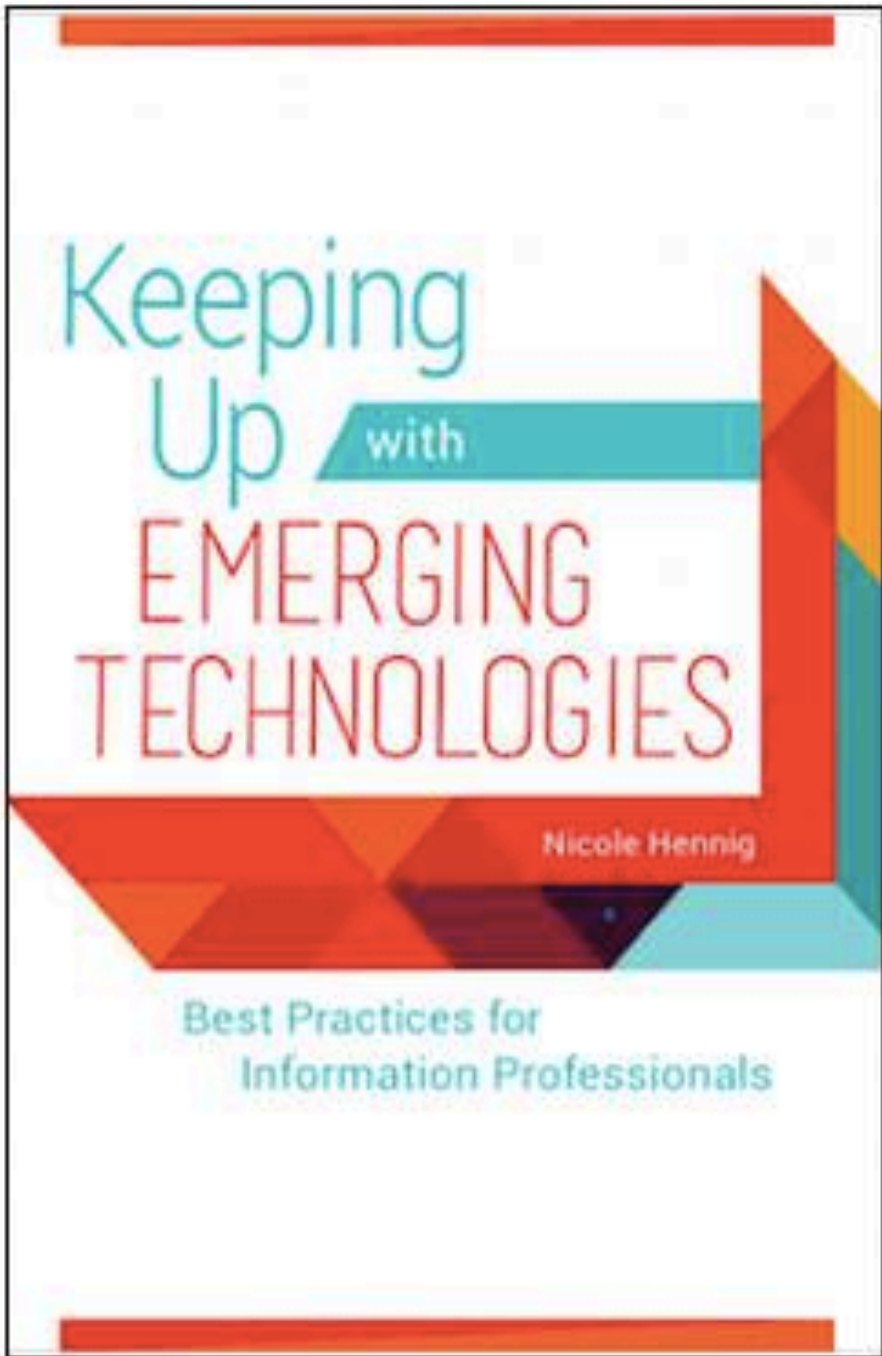
An image with an alternate text specified:

```

```

[Try It Yourself »](#)

# Enter alt text here in Wordpress



Edit Image

File name: keeping-up-border.png  
File type: image/png  
Uploaded on: October 26, 2017  
File size: 21 KB  
Dimensions: 258 x 392

URL

Title

Caption

Alt Text

Description

Uploaded By Nicole Hennig

Uploaded To [Keeping Up with Emerging Technologies: Best Practices for Information Professionals](#)

[View attachment page](#) | [Edit more details](#) | [Delete Permanently](#)



# Enter alt text here in Libguides

Image Properties

Image Info

Link

URL

https://libapps.s3.amazonaws.com/accounts/199260/images/se:Browse Server

Alternative Text

Width

300

Height

217

Border


HSpace

VSpace

Alignment

<not set>

Preview



Cancel

OK

# 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



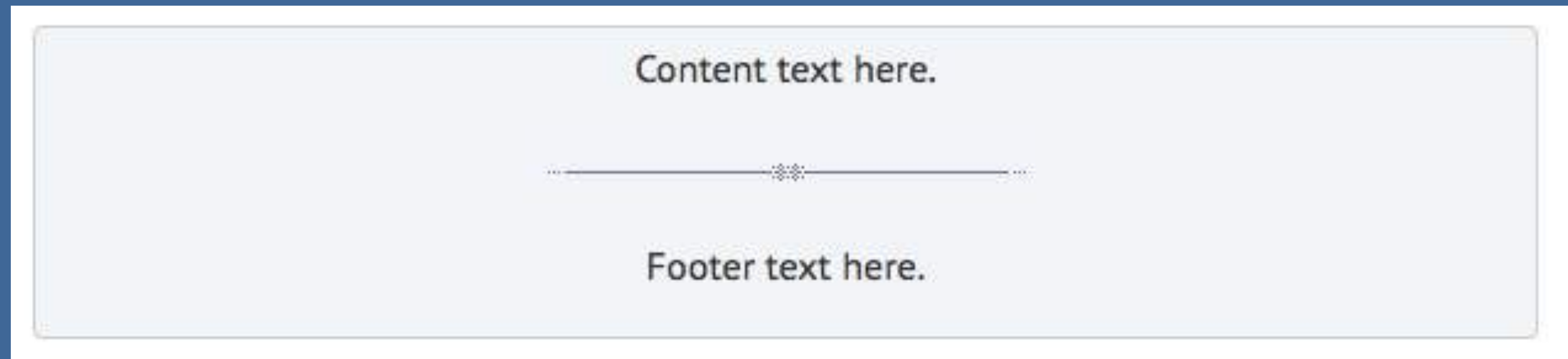
# The “alt” attribute should

- 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="")`




This image of a rule is decorative.



# Decorative images

THE UNIVERSITY OF ARIZONA

Search UA Libraries Website

 University Libraries

My account

ASK US

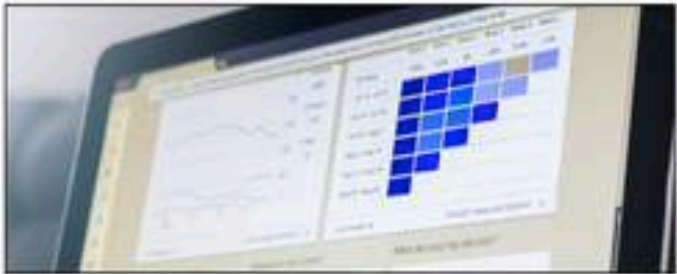
CHAT

FIND MATERIALS ▾ BORROW & REQUEST ▾ STUDY & CREATE ▾ RESEARCH & PUBLISH ▾ ABOUT US ▾

**We are open!** The Main Library and Weaver Library are open to everyone, including the public. We look forward to seeing you [Learn more](#)

Research: By Course, Subject, or Topic


### Course Guides



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

- [ARC 101 - Foundation Studio I](#)
- [ENG 101/107: Research Basics](#)
- [GC 170A1 - Introduction to Global Change](#)

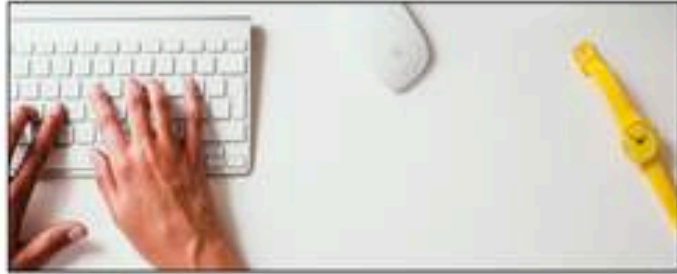
### Subject Guides



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

- [American Indian Studies](#)
- [Business](#)
- [Chemistry & Biochemistry](#)
- [Education](#)

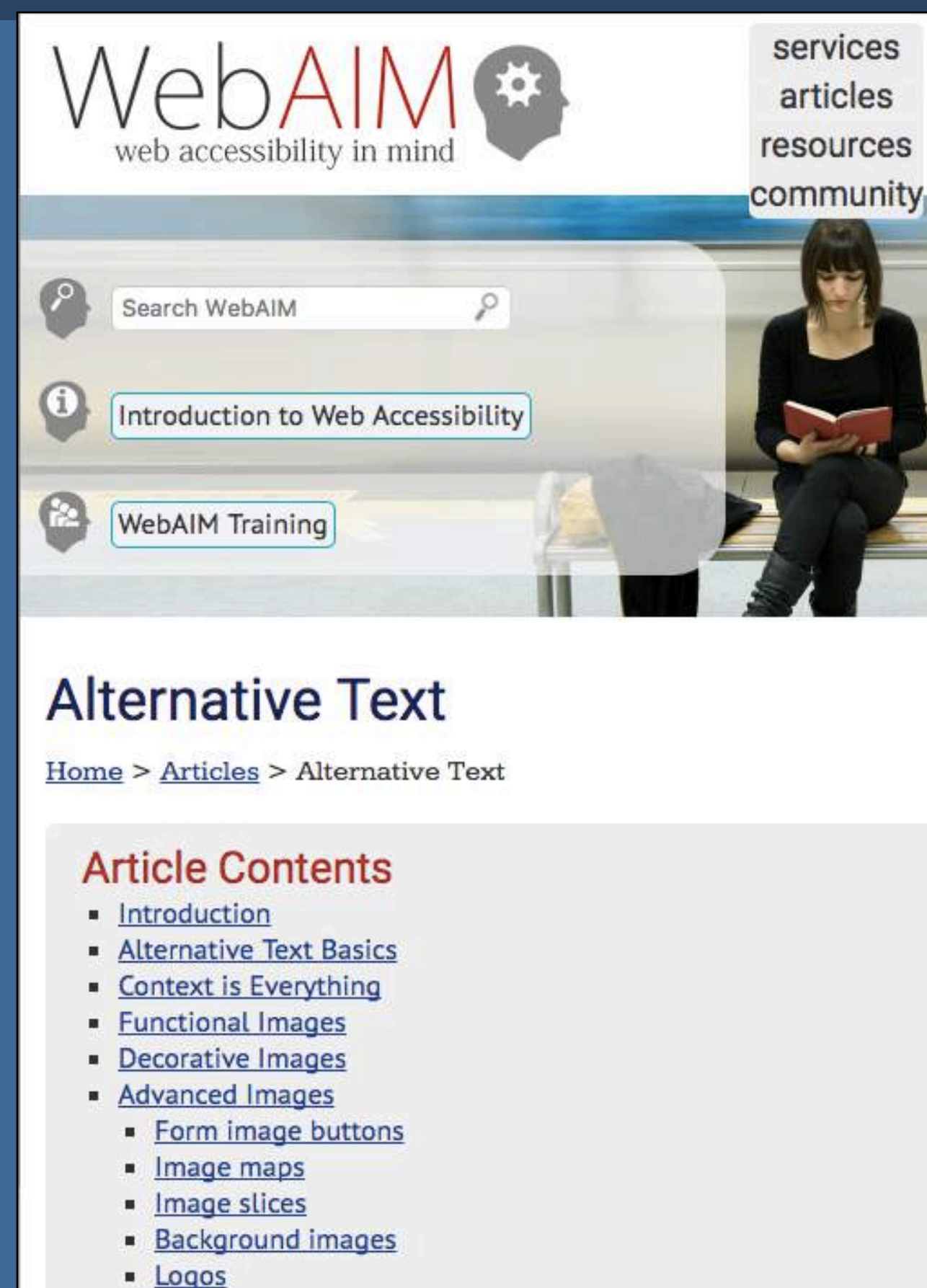
### Topic Guides



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

- [LGBTQA+ 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

# Good lists of accessible themes




## 10 Best Accessibility-Ready WordPress Themes

By Anna Monus in WordPress. Updated on September 4, 2018.







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.




[Blog](#) / [Multisite](#) / [Make Your WordPress Site...](#)



Share on   

Last updated January 27, 2015 [10 Comments](#)

 Jenni McKinnon

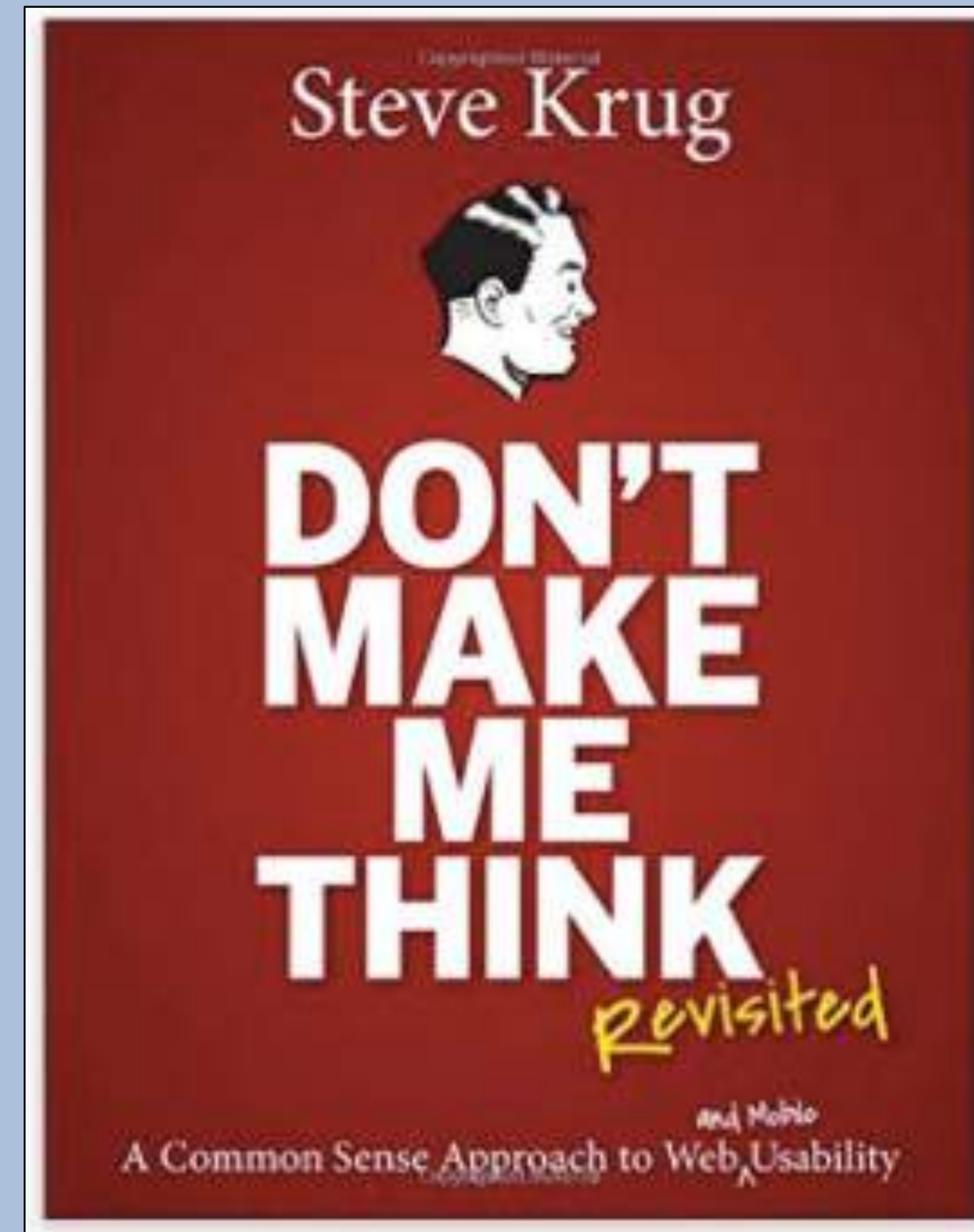
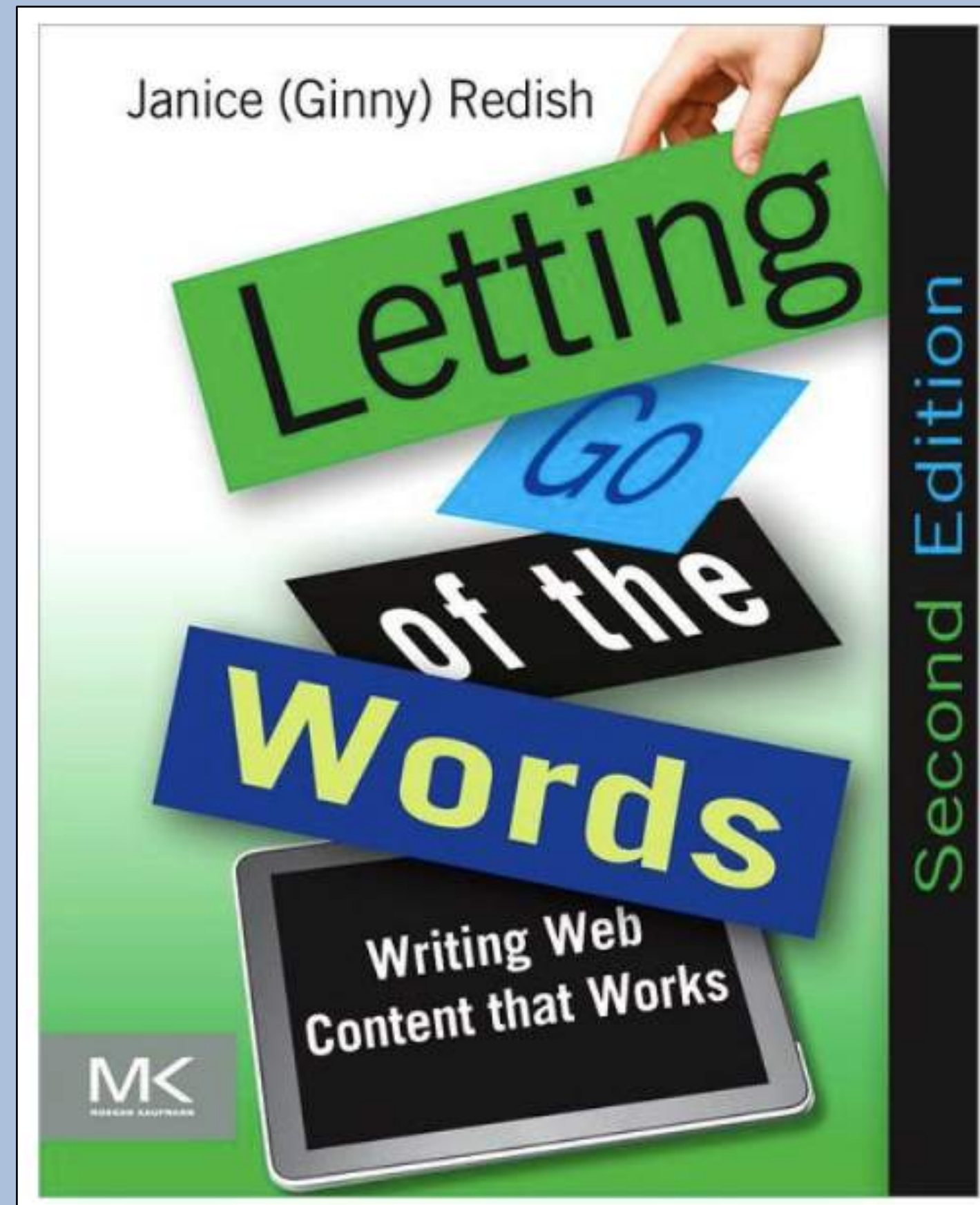
## Make Your WordPress Site Accessible With These Themes and Plugins



## Part 3


# Learning More

# Recommended books









# Accessibility




servicesarticlesresourcescommunity



[Introduction to Web Accessibility](#)

[WebAIM Training](#)



## 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.

### [Accessible Site Certification](#)

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

### [Technical Assistance](#)

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

### [Evaluation and Reporting](#)

We can provide reports to help you know how accessible your site is and how to make it better.



# Hemingway Editor

Bold Italic H1 H2 H3 Quote Bullets Numbers Link

Write Edit

Hemingway  
Editor

Readability

Grade 6

Good

Words: 133

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## 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.

2 adverbs, meeting the goal of 2 or fewer.

1 use of passive voice, meeting the goal of 2 or fewer.

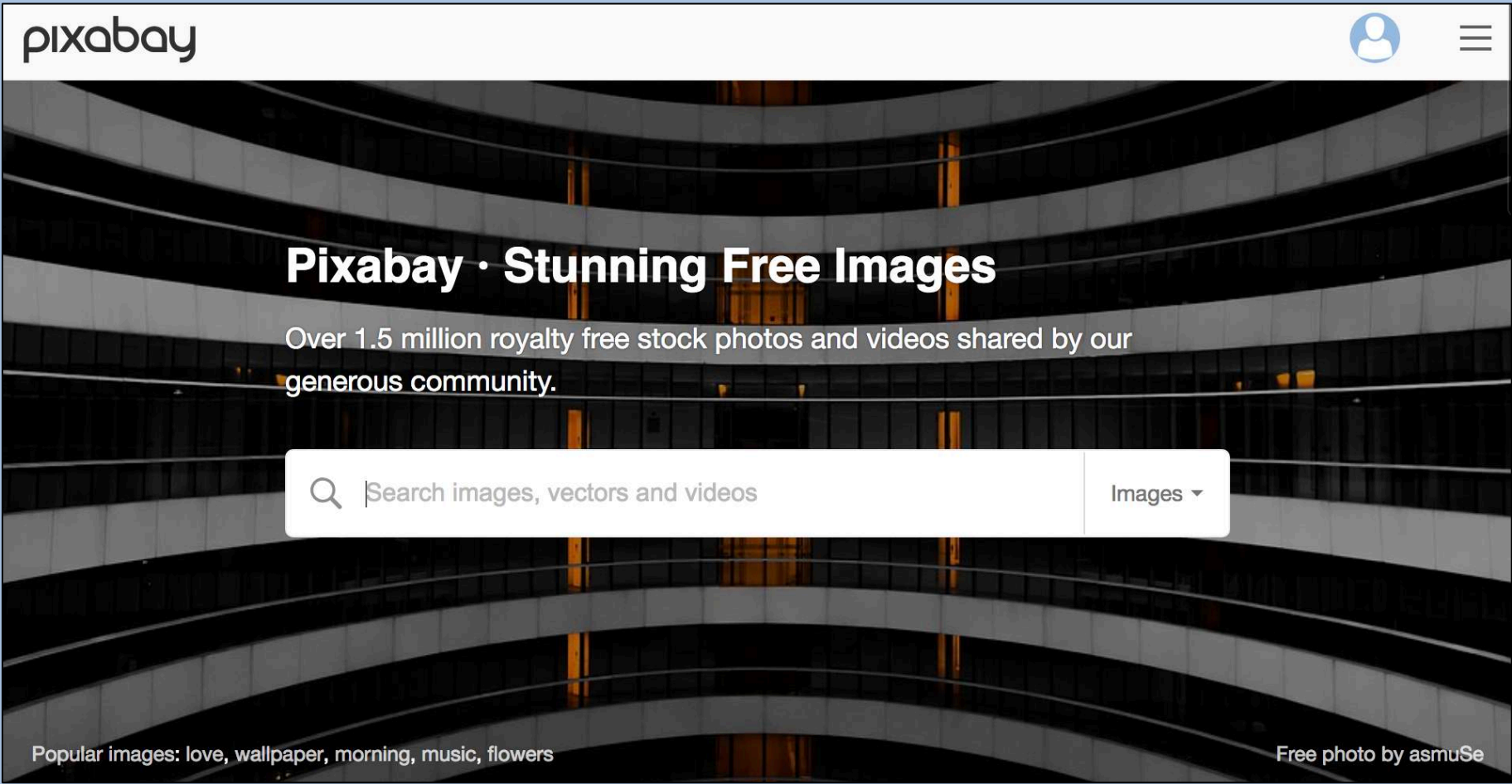
1 phrase has a simpler alternative.

1 of 11 sentences is hard to read.

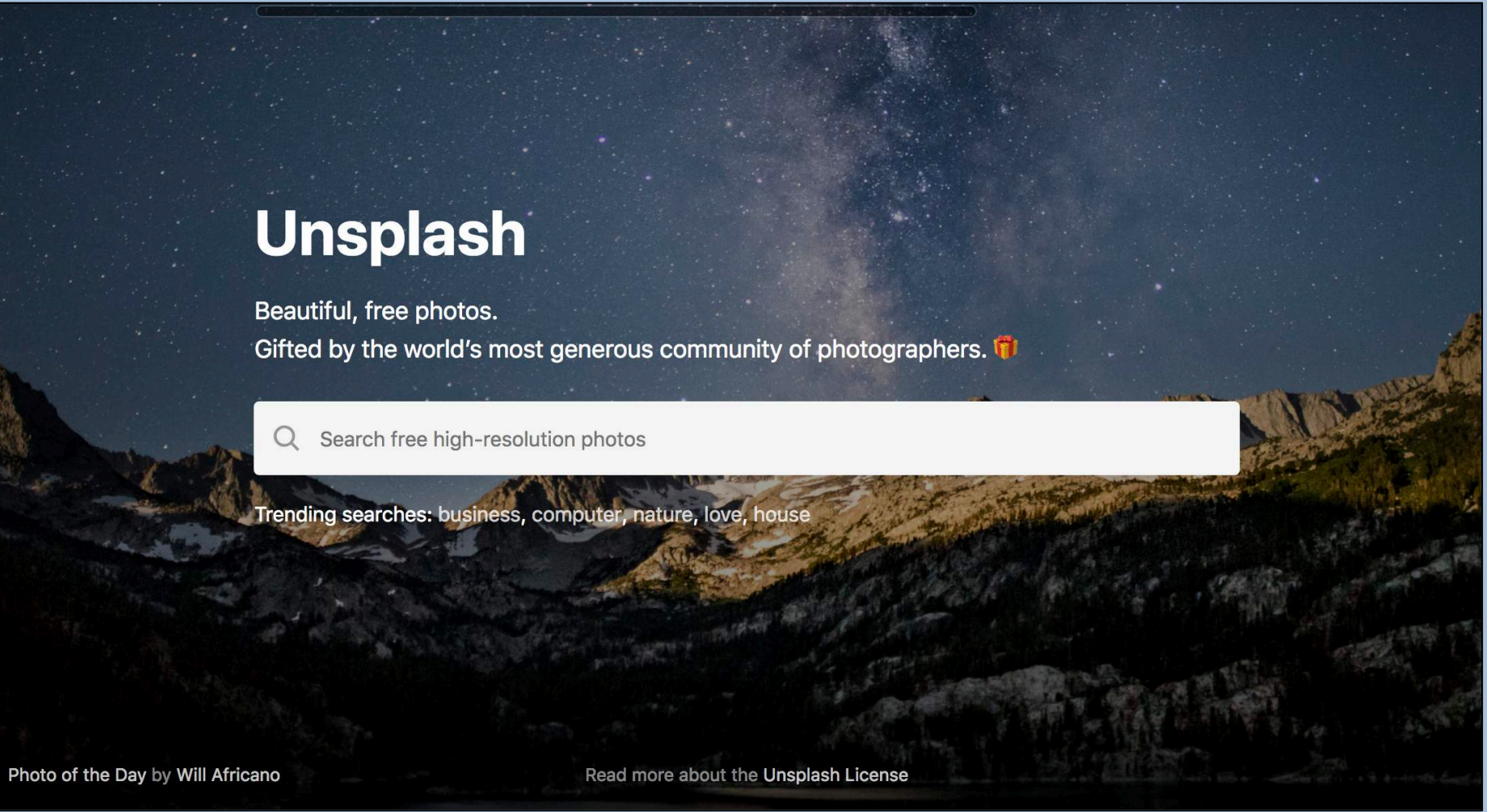
1 of 11 sentences is very hard to read.



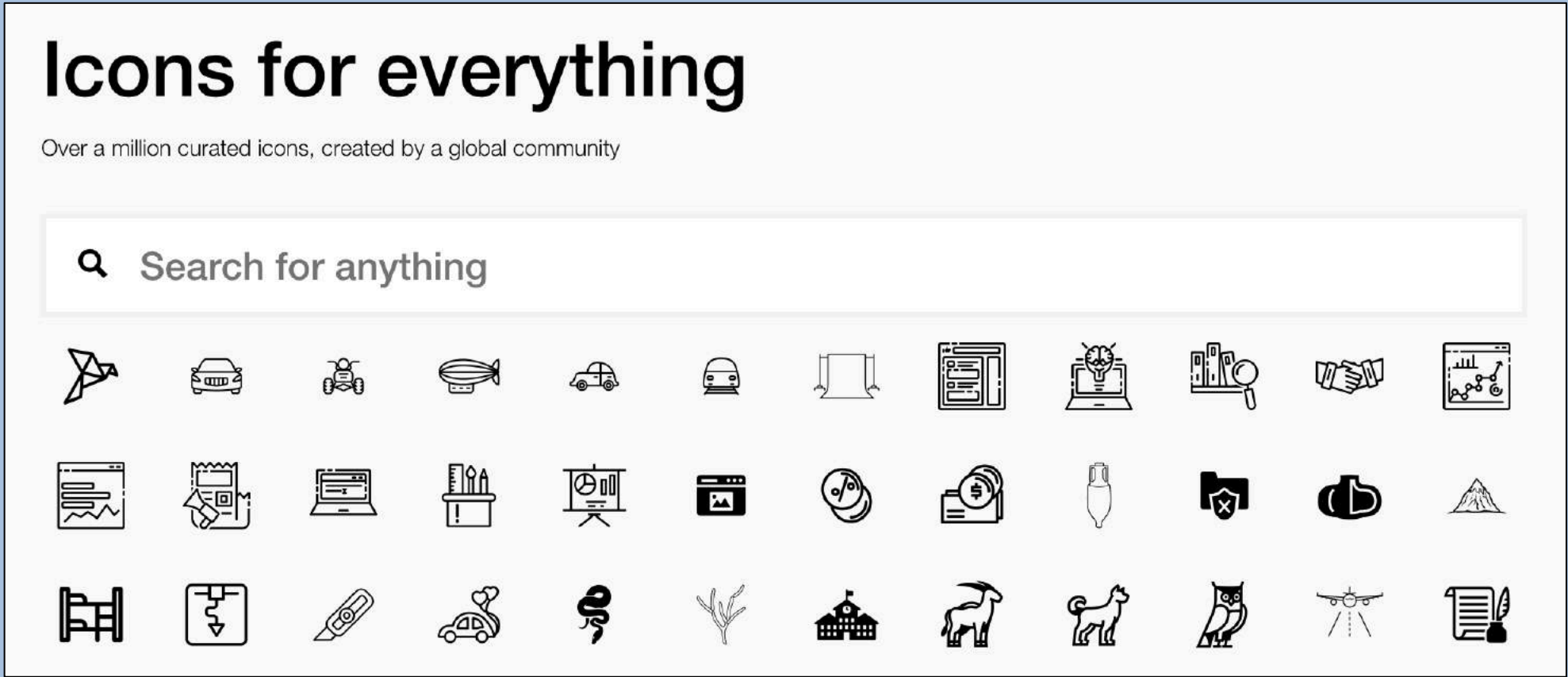
# Free images



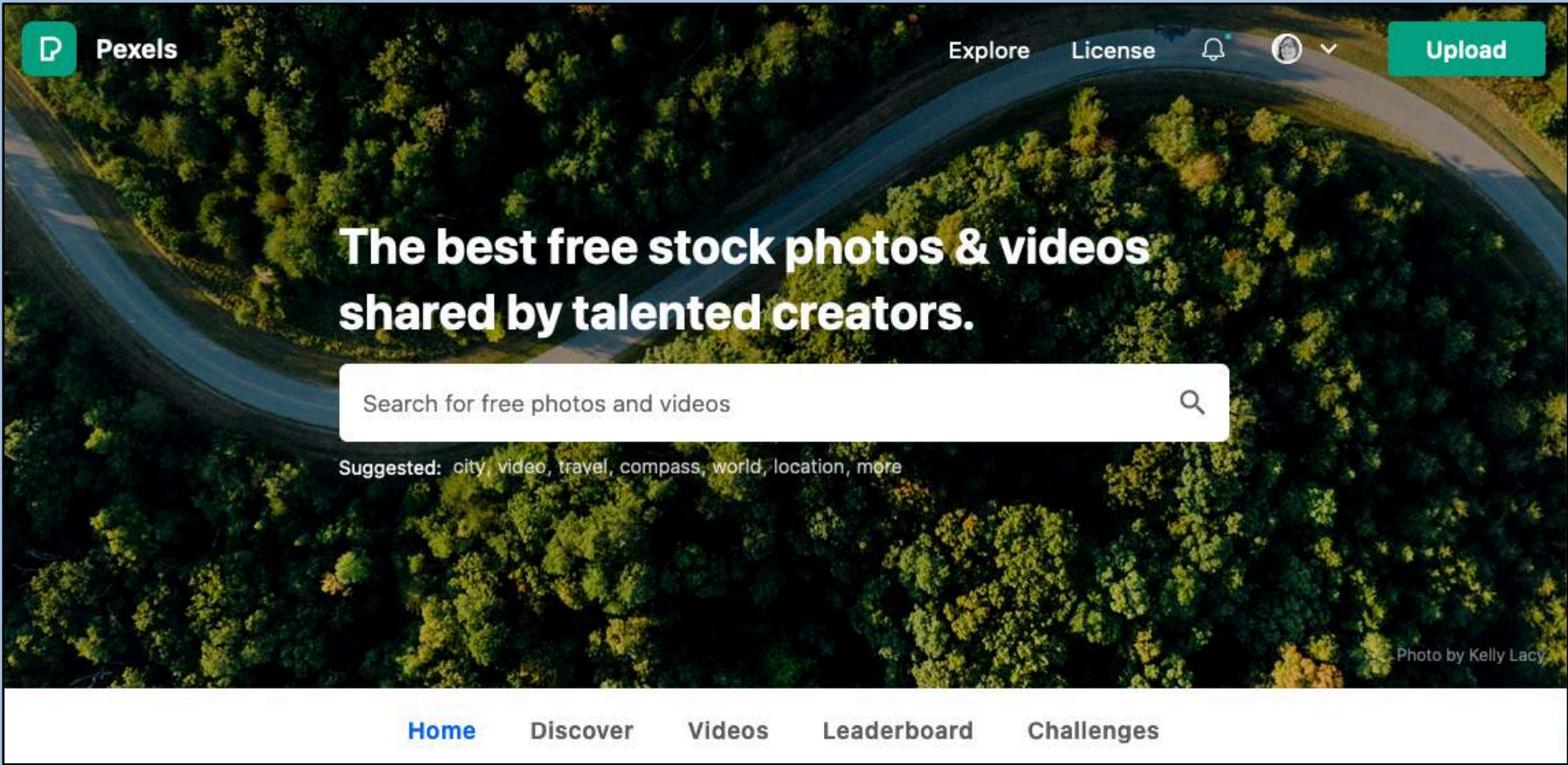
Pixabay



Unsplash



The Noun Project



Pexels



# Resource guide

<https://bit.ly/hennig-writing>

## How to Write More Effective Email and Web Content

Nicole Hennig, September 2021

### Usable writing style

Redish, Janice (Ginny). *Letting Go of the Words: Writing Web Content that Works*. Morgan Kaufmann, 2012. <https://redish.net/books/letting-go-of-the-words/>

Krug, Steve. *Don't Make Me Think: A Common Sense Approach to Web Usability*. New Riders, 2014. <http://www.sensible.com/dmmt.html>

### 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/>

Applying Writing Guidelines to Web Pages  
<https://www.nngroup.com/articles/applying-writing-guidelines-web-pages/>

### Email

Good advice for email writing style.

Effective Email Communication: UNC Chapel Hill  
<https://writingcenter.unc.edu/tips-and-tools/effective-e-mail-communication/>

5 tips to improve your email writing skills: Government of Canada  
<https://www.noslangues-ourlanguages.gc.ca/en/blogue-blog/courriels-efficaces-email-skills-eng>

Mastering the Short Email by Dustin Wax  
<https://www.lifehack.org/articles/communication/mastering-the-short-email.html>



Go forth and improve your sites!





# Discussion & Questions



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**Thank you!**



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– Parikshit Joshi

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