LIBGUIDES STANDARDS

LINSHEID LIBRARY
Contents
Creating Your Profile.................................................................................................................. 2
Creating and Maintaining Guides.................................................................................................. 2
Style & Accessibility Guidelines..................................................................................................... 9
Image Management....................................................................................................................... 10
Maintenance.................................................................................................................................. 10
Appendix A: Subject Guide Blueprint.......................................................................................... 13
Appendix B: Course Guide Blueprint............................................................................................ 21
Appendix C: Style & Accessibility Guidelines................................................................................ 27
  Alt Text ..................................................................................................................................... 27
  Form Labels ........................................................................................................................... 31
  Tables: Headers or No Headers................................................................................................. 33
  Table Percentages ..................................................................................................................... 34
  Resizing Images ....................................................................................................................... 35
  Bootstrap Button Coding .......................................................................................................... 38
Creating Your Profile

I. Box title should be “Your Librarian”

II. All librarians must upload the 250x250 version of their yearbook photo from K:\LIBRARY\Web Site\LibGuides2 Images and Icons\Square Librarian Images. If a staff user does not want their picture on the website, they can choose to not upload a picture.

III. Must include:
   A. In the address section:
      i. Job title
      ii. Linscheid Library, Room #
      iii. Email address
      iv. Phone number
   B. Leave phone section blank
   C. Email in the email address section (Creates Email Me button)

IV. Check the box in the Contact Info section to display this information on your profile page and profile box.

Creating and Maintaining Guides

You are expected to maintain at least one subject guide for each of your liaison areas. You may also choose to create a guide for concentrations within your liaison area. You are also expected to create and/or maintain a course guide prior to each instruction session you teach. Upon request, we will create course guides even if we have not been invited to give an instruction session. Our stated turn-around time for course guide creation is “generally a couple of days/48 hours.”

I. New Guide Settings
   A. Naming Conventions
      i. For subject guides, use the simplest form of the topic. For example, “History” or “Research Posters.”
      ii. For course guides, use the following format:
         Course Name (Course prefix and number)
         Example: Ethnic Literature (HUM 2313)
         If you’re doing multiple sections of the same course for different instructors, add a hyphen followed by the instructor’s last name.
   B. Guide Description
      i. Provide a one sentence description of the guide.
         Ex: This guide will help you do research in sociology!
         Ex: This guide will help you complete your critical analysis paper for Ethnic Lit!
   C. Guide Type
      i. General Purpose: General and departmental library webpages. These should not be assigned a subject.
      ii. Course Guide: All course guides
      iii. Subject Guide: All discipline guides
iv. Topic Guide: Career Center, Citation Styles, FAQs, Research Posters, Research Process, Tutorials, and other guides as agreed upon by the Instructional Services Committee. With the exception of the Career Center guide, these should all be assigned to the Tutorials & Help Subject.

v. Internal Guide: Reusable Content, test and training guides, and any other guides not intended for public viewing. These should not be assigned a subject.

vi. Template Guide: Subject and Course Blueprints. These should not be assigned a subject.

D. Associate subject, course, and topic guides with an appropriate subject category. Do not assign subjects to General Purpose, Internal, and Template guide types. If there is not an appropriate subject category, contact the Instructional Services Librarian to create a new one.

E. Tags should not be used.

F. Friendly URLs (FURLs)
   i. All guides and pages should be assigned FURLs that are based on the name of the guide/page.
   ii. FURLs should not be capitalized.
   iii. Separate multiple words with underscores.
   iv. For subject guides, use the title of the guide as the guide FURL. The pages should be given the following FURLs: /main, /reference_sources, /books_and_more, /articles_and_more, /web_sources, /writing_and_citing.
   v. For course guides, use the course prefix and number, separated by an underscore as the FURL.
      1) When needed, add an underscore after the course number, followed by the instructor’s last name. Example: ecok.libguides.com/eng_2883_peters
      2) The pages should be given the following FURLs: /main, /plan, /search, /evaluate, /use.

G. Enable Previous/Next Links on subject and course guides. This is optional on other types of guides.

H. Linking to internal and external content:
   i. When using Links content items to link to content within the same guide, the Window Target will need to be set to open in current window.
   ii. Links to content outside of the current guide should open a new tab.
      1) Links content items are set by default to open a new tab.
         a) When using Links content items to link to content outside of the current guide, use the description to indicate that the link opens a new tab.
            • If the item description is otherwise empty, this should be noted as follows: Opens a new tab. The
description may be set to appear only on hover over item title in this case.

- If the item description contains other content, this should be noted as follows immediately before the last period: (opens a new tab).

b) When linking to content outside of the current guide within a Rich Text/HTML content item, the source code will need to be modified as follows to open the link in a new tab and indicate this to the user.


2) If using a Redirect URL to link a tab to another guide or page within the system, check the box to open the page in a new window and add the following to the page description: Opens a new tab.

3) The only approved exception to this standard is for the links in the header. Although these take the user outside of the current guide, most of them should open in the current window. The ECU homepage link is the only header link that should open in a new tab.

I. It is suggested that you have a student assistant or other library employee check over each guide before you publish it in order to ensure adherence to the Standards and check for broken links and typos.

II. Subject Guides Organization

   A. See Appendix A for screenshots of the Subject Guide Blueprint.

   B. The guide description should be updated with the name of the discipline.

   C. The pages should be in the following order: Main, Reference Sources, Books & More, Articles & More, Web Sources, Writing & Citing. Beyond this, you may include one additional page as you see fit. If you wish to add more than one tab or more extensively alter the organization of a subject guide, these changes should first be brought to the Instructional Services Committee for discussion and approval.

   D. The boxes on each page may appear in any order. Each page may include additional content not listed here.

   E. The Main page should include the following:

   i. Top-spanning What's in this Guide? box with language from the Subject Blueprint. This box should be updated with the name of the discipline. It should include Bootstrap buttons which link to the pages of the guide.

   ii. Librarian Profile box

   iii. Campus Resources box

   iv. Get Help! box

   v. Interesting visual or multimedia content in the middle column

   vi. The following boxes are optional:

      1) Related Guides box
2) Hours box

F. The Reference Sources page should include the following:
   i. Top-spanning Getting Started box with language from the Subject Blueprint.
   ii. The following boxes and box titles are recommended:
      1) Biographical Information
      2) Encyclopedias
      3) Dictionaries
      4) Other Reference Sources

G. The Books & More page should include the following:
   i. Top-spanning Finding Books box with language from the Subject Blueprint. This box should be updated with the name of the discipline.
   ii. Using the CatPac or Search the CatPac box
   iii. Interlibrary Loan: Books box
   iv. Relevant Call Numbers box
   v. The following boxes are optional:
      1) Evaluate Books box (If you add this box, you need to add all of the “Evaluate X” boxes to the appropriate pages.)
      2) eBooks Available box
      3) Streaming Videos Available box
      4) Document Delivery box
      5) New Books box
      6) Other applicable tutorials

H. The Articles & More page should include the following:
   i. Top-spanning Finding Articles box with language from the Subject Blueprint. This box should be updated with the name of the discipline.
   ii. EDS Profile Search box
   iii. Searching Databases box – If including a search box for a database, the database should not also be listed in this box.
   iv. Search Tools box
   v. Current Periodicals box
   vi. Interlibrary Loan: Articles box
   vii. The following boxes are optional:
      1) Document Delivery box
      2) Tips and Tricks box
      3) Database Icons box
      4) Evaluate Articles box (If you add this box, you need to add all of the “Evaluate X” boxes to the appropriate pages.)
      5) Understanding Types of Periodicals box
      6) Other applicable tutorials

I. The Web Sources page should include the following:
   i. Top-spanning Recommended Websites box with language from the Subject Blueprint. This box should be updated with the name of the discipline.
ii. List of applicable websites with university departmental page listed first (e.g. ECU Department of Art).

iii. The following boxes are optional:
   1) Evaluate Websites box (If you add this box, you need to add all of the “Evaluate X” boxes to the appropriate pages.)
   2) RSS Feeds
   3) Other applicable tutorials

J. The Writing & Citing page should include the following:
   i. Top-spanning Using Sources box with language from the Subject Blueprint.
   ii. Citation Style box that is appropriate for the discipline
   iii. Academic Integrity box
   iv. ECU Writing Center box
   v. Need More Help? box
   vi. The following boxes are optional:
       1) Incorporating Sources box
       2) Why Cite? box
       3) Get Organized box
   vii. Alternatively, the librarian may choose to link to the Citation Styles guide or an individual page of that guide rather than adding content to this page.

III. Course Guides Organization
   A. See Appendix B for screenshots of the Course Guide Blueprint.
   B. The pages should be in the following order: Main, Plan, Search, Evaluate, Use. Beyond this, you may include one additional page as you see fit. If you wish to add more than one tab or more extensively alter the organization of a course guide, these changes should first be brought to the Instructional Services Committee for discussion and approval.
   C. The boxes on each page may appear in any order. Librarians may add or delete content as they see fit.
   D. The Main page should include the following:
      i. Top-spanning What’s in this Guide? box with language from the Course Guide Blueprint. This box should be updated with the name of the course and assignment. It should include Bootstrap buttons which link to the pages of the guide.
      ii. Librarian Profile box
      iii. Research Process box
      iv. Session Handouts box
      v. Get Help! box
   vi. The following boxes are optional:
       1) Campus Resources box
       2) Hours box
       3) Related Guides box
   E. The Plan page should include the following.
i. Top-spanning *Planning Your Research* box with language from the Course Guide Blueprint.

ii. *Assignment Requirements* box (With a link to the assignment requirements.)

iii. *Search Terms* box

iv. The following boxes are optional:
    1) *Assignment Calculator* box
    2) *Choosing a Topic* box
    3) Other applicable tutorials

F. The Search page should include the following:

i. Top-spanning *Searching for Sources* box with language from the Course Guide Blueprint.

ii. *Searching Databases* box – If including a search box for a database, the database should not also be listed in this box.

iii. The following boxes are optional:
    1) *Using the CatPac or Search the CatPac* box
    2) *Interlibrary Loan* box (May use just the Articles or Books box.)
    3) *Document Delivery* box
    4) *Tips and Tricks* box
    5) *Database Icons* box
    6) *Search Tools* box
    7) *Searching the Internet* box
    8) Other applicable tutorials

G. The Evaluate page should include the following:

i. Top-spanning *Evaluating Your Sources* box with language from the Course Guide Blueprint.

ii. *The CRAAP Test* box

iii. The following boxes are optional:
    1) *Evaluate Articles* box
    2) *Evaluate Websites* box
    3) *Evaluate Books* box
    4) Other applicable tutorials

H. The Use page should include the following:

i. Top-spanning *Using Your Sources* box with language from the Course Guide Blueprint.

ii. *Citation Style* box that is appropriate for the assignment

iii. *Academic Integrity* box

iv. *ECU Writing Center* box

v. *Need More Help?* box

vi. The following boxes are optional:
    1) *Incorporating Sources* box
    2) *Why Cite?* box
    3) *Get Organized* box
vii. Alternatively, the librarian may choose to link to the Citation Styles
guide or an individual page of that guide rather than adding content to
this page.

IV. About Pages and Tabs
   A. You have flexibility in the number of columns you use on each page of your
guides. Aim for a balanced page, with a moderate amount of empty space.
Empty columns should be avoided.
   B. Use the sub-page functionality sparingly. It has been shown to be confusing
and difficult to use. If you feel that sub-pages are necessary, be sure to list
and link to them in the top-spanning box that describes the content of the
guide/page.
   C. Don’t have more than one row of tabs. If you have that much content, you
may need to consider splitting the content into multiple guides.
   D. Keep tab titles to one or two words whenever possible.

V. About Boxes and Content Items
   A. Break up your text as much as possible by using bulleted or number lists, or
creating separate boxes.
   B. Keep lists short. If you have many resource recommendations, try breaking
the list up into subcategories like “general” and “specific.”
   C. Order your lists by importance, rather than alphabetically since users tend to
simply select the first item in a list.
   D. When using a Books from the Catalog content item, use the Syndetics book
cover option. The Amazon option links out to the book’s page on Amazon’s
website, which may confuse users.
   E. When possible, use the Links content item when adding links.
   F. Do not assign a subject to non-database assets.
   G. Always provide a description for database links you create and websites you
recommend.
   H. Provide citations for your sources at the bottom of the same box as the
borrowed content.
   I. Follow the Waterloo LibGuides for Guide Authors Writing for the Web
guidelines:
http://subjectguides.uwaterloo.ca/content.php?pid=80053&sid=601616
   J. When embedding a video, try to find a video that offers accurate closed
captioning or a transcript.

VI. A-Z Databases Guide Organization
   A. Database Assets can only be added or edited by a LibGuides Administrator.
   B. Vendor - this has been renamed Platforms
      i. Platforms: use the following Platforms. Only one Platform can be
assigned to an asset. New Platforms can be assigned when two or
more databases are managed via the Platform.
         1) EBSCO
         2) Gale
         3) NewsBank
         4) ProQuest
C. Database Names: use the full name of the database. Include the Platform in parentheses for the more well-known vendors, e.g., (EBSCO), (Gale), (NewsBank).

D. Database URL: ensure that the library’s proxy is included, e.g., http://0-domain.library.ecok.edu/...

E. Types: use the following Types. Multiple Types can be assigned to one asset. Additional Types or changes to existing types should first be brought to the Instructional Services Committee for discussion and approval.
   i. Articles
   ii. Ebooks
   iii. Multimedia
   iv. Newspapers
   v. Reference

F. Window targets should be set to open in a new window. Add the following to the end of the description: (opens a new tab).

G. Description: display beneath item title.

H. More Information: leave this box blank.

I. New/Trial: leave these boxes unchecked.

J. Friendly URLs: follow the guidelines found in these Standards, 1.F.

K. Resource Icons: use the following Resource Icons. Multiple Resource Icons can be assigned to one asset. Additional Resource Icons or changes to existing Resource Icons should first be brought to the Instructional Services Committee for discussion and approval.
   i. Blue, circled I
      1) Alt text – Get Help (opens a new tab)
      2) Link to help page provided by the vendor.
   ii. ODL – use for databases funded in full or partially by the Oklahoma Department of Libraries
      1) Alt text – Funded by the Oklahoma Department of Libraries (opens a new tab)
      2) http://www.odl.state.ok.us/agency/

L. Thumbnail Images: do not assign thumbnail images.

M. Best Bets and Subjects:
   i. Choose a subject to assign a Best Bet. Multiple Best Bets can be assigned to one asset and a Subject can have more than one Best Bet.
   ii. Select other appropriate subjects as needed.

**Style & Accessibility Guidelines**

I. Content font should be sized 12-14 pt.

II. Use colored font sparingly. If you must use it, ensure that there is sufficient contrast between the font color and the white background of the box.

III. Use words written in all capital letters sparingly.

IV. Use fonts other than the default (Arial) sparingly.

V. Only linked text should be underlined.
VI. Alternative text must be provided for images that have content. Decorative images should not have alternative text. Leaving this field blank communicates a null value to screen readers. See Appendix C for detailed instructions and examples.

VII. Search boxes and other forms must be made accessible through the use of a label tag and ID attribute or other methods. See Appendix C for detailed instructions and examples.

VIII. All tables should include a header row. See Appendix C for detailed instructions and examples.

IX. Defined tables widths should be in percentages rather than pixels. See Appendix C for detailed instructions and examples.

X. Images should be smaller than 100kb and 500 X 500 pixels. See Appendix C for detailed instructions and examples.

XI. Follow the Documentation Standards on the K: Drive (K:\LIBRARY\Documentation\Standards\Standard Terminology and Formatting). These guidelines are also available on the Library Employees Policies and Procedures webpage at http://ecok.libguides.com/library_employees/policies_and_procedures.

XII. Follow the applicable guidelines in the East Central University Identity Standards on the Department of Communications & Marketing website.

XIII. Follow the Waterloo LibGuides for Guide Authors Formatting for Accessibility & Usability guidelines: http://subjectguides.uwaterloo.ca/content.php?pid=80053&sid=613089

Image Management

I. The Shared Library should include the Reflection icon set found at K:\LIBRARY\Web Site\Web Designer Icons\, the images of the librarians and staff found at K:\LIBRARY\Web Site\LibGuides2 Images and Icons, and any other images that are used site-wide. Other images should be stored appropriately at K:\LIBRARY\Web Site\.

II. The Personal Library should include all other images that are in use.

III. Once an image is no longer in use, it should be deleted.

Maintenance

At the end of each term, you should unpublish each of your course guides until the following term, unless there is a logical reason not to. If you choose to leave a course guide(s) published, you should communicate your reasons for doing so to the Instructional Services Librarian no later than one week after the last day of the term.

You are expected to check over all of your guides during the month of June. The Instructional Services Department will then review the guides during the month of July. During the review process, librarians should ask themselves the following questions:

I. Are any of my links broken?
   A. Look at the Link Checker screen, and fix any broken links.
Note: The link checker cannot check links which require login or those placed in a Rich Text/HTML content item.

II. Is my content up-to-date?
   A. Do we still own all of the books in your Books from the Catalog content items? Are there newer versions?
   B. Have we subscribed to new electronic resources that pertain to the subject of the guide?
   C. Are there new RSS feeds, podcasts, videos, etc. that should be added?
   D. Did any programs or courses for which you have guides undergo name changes? If so, your guide names need to be changed accordingly.

III. Do my guides follow the Linscheid Library LibGuides Standards?

IV. Are all of my guides still needed?
   A. Is each of your guides for a class or program that is still offered?
   B. The LibGuides system should not be used as an archive, so if a guide is no longer needed you should delete it from the system.

V. You should also review all of your assets, deleting assets with zero mappings and de-duping as appropriate.

VI. In addition, you should check your content for accessibility using the WAVE tool.
   A. Go to wave.webaim.org/extension to download for Chrome or Firefox.
   B. The WAVE icon will appear to the right of the address bar.
   C. Go to any website and click the WAVE icon.
   D. A tool bar will appear on the left side of the page.
   E. Symbols that correspond with the notices in the tool bar appear throughout the page.
   F. Click the flag to see errors and alerts.
   G. Click the information icon to see an explanation of the error/alert and how to fix it.
Appendix A
Subject Guide Blueprint

Subject Guide Blueprint: Main

This guide will help you find resources for your [discipline] research and assignments.

Want to learn more about [discipline]? This guide is for you!
It will help you find the best resources for your assignments and stay up-to-date in your field.
Use the tabs above or the buttons below to navigate within this guide.
Librarians, don't forget to update button links.

Get Help!
- Call: 580-559-5371
- Email: refdesk@ecok.edu
- Visit: Campus Map
- Ask: Frequently Asked Questions

Current Hours

Regular Summer Hours
Main Library

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Thurs</td>
<td>8am-8pm</td>
</tr>
<tr>
<td>Fri.</td>
<td>8am-5pm</td>
</tr>
<tr>
<td>Sat.</td>
<td>Closed</td>
</tr>
<tr>
<td>Sun.</td>
<td>4pm-8pm</td>
</tr>
</tbody>
</table>

Please note:
Reference service is not available on Sundays.
The library doors will be locked 10 minutes before closing time.

Media Services

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Fri.</td>
<td>8am-5pm</td>
</tr>
<tr>
<td>Sat.-Sun.</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Related Guides

Next Reference Sources >>
Subject Guide Blueprint: Reference Sources

This guide will help you find resources for your [discipline] research and assignments.

Getting Started

This page provides suggestions for resources, such as encyclopedias, dictionaries, and biographies, that provide background information. The resources on this page should be used when you:

- Want to quickly learn about a topic
- Are having trouble selecting a topic for an assignment
- Don’t know what search terms to use
- Need to find facts and figures
Subject Guide Blueprint: Books & More

This guide will help you find resources for your [discipline] research and assignments.

Finding Books

This page will help you:
- Search the CatPac to find books and other materials about your topic.
- Browse the library's [discipline] books, and
- Keep up-to-date on the latest [discipline] books to arrive at Linscheid Library!

New Books

Interlibrary Loan: Books

If you want to read a book that's not in the library, request it through Interlibrary Loan (ILL). Books will be delivered to Linscheid Library's circulation desk.

Use the form below or visit the ILL page to get started:

ILL Book Form

Document Delivery

The Document Delivery service sends Linscheid Library's materials to distance learners. If it's in the CatPac, you can have it delivered to you.

Please use one of the following forms to request items:

DD Book Form DD Article Form

Search the CatPac

Search the CatPac for books, journals, DVDs, and more!

Keyword → Search

Results open in a new tab.

Need more help? View the tutorial below for tips on using the online catalog.

Using the CatPac Tutorial

Evaluate Books

Check out the link below for more ways to ensure that your book sources are appropriate for your research.

- Evaluate Books

View this page from Colorado State University to learn more about evaluating books (opens a new tab).

eBooks Available

View, read, or download available eBooks.

Streaming Videos Available

View available streaming videos.
Subject Guide Blueprint: Articles & More

This page showcases [discipline] resources that will help you find articles and more from the following:
- Journals
- Magazines
- Newspapers

Search Tools

Publication Finder
Looking for a specific journal, magazine, or newspaper? The search has that, if it exists. If it doesn't, the ECU library may have linked coverage (across a new tab)

Searching EBSCO Discovery Service
To search for articles, click the following:

1. Enter your search terms in the Source section of the EBSCO Discovery Service.
2. Change the search's sort order to display the most relevant results first.
3. Change the sorting order of the results to display the most recent results first.

Current Periodicals
Evaluate Articles

Interlibrary Loan: Articles
If you want to see articles that the library doesn't have in full text, request them through Interlibrary Loan (ILL). They'll be sent straight to your ECU email.

Use the form below or the LL page to get started.

Interlibrary Loan: Articles

Document Delivery
The Document Delivery Service sends University Library materials to distance learners. If it's in the catalog, you can have it delivered to you.

Please use one of the following forms to request items:

- OD Book Form
- OD Article Form
Articles & More Page Continued

Searching Databases

Databases enable you to find articles, electronic books, reports, images, and more.
Need help? Click the help icon next to the name of the database to access a how-to guide.
Thank you! Your Library Maintenance Fee payment helps pay for our databases, as well as the printing in the library.

List of recommended databases for this subject

Database Icons

If you see the [ILL] icon in your search results, you will need to order the full text of the article via interlibrary loan.
- Simply click the [ILL] button, enter your name and 6-digit ECU ID#, then click the submit button.
- Most article requests will be emailed.
- Book requests will need to be picked up in the library or central locations at the distance sites.

If you see the [Get It] icon in your search results, the library has holdings for that particular journal.
- Simply click the [Get It] button and verify that the library owns the exact issue that you need.
- If the library owns the issue, you'll need to come to the library to make a copy.
- For distance sites, simply fill out the Document Delivery form, then click the submit button. The article will be sent to the distance sites via courier.
- If the library does not own that issue, fill out the ILL form, enter the necessary information, then click the submit button.

Tips and Tricks

When doing research on a non-ECU computer, if prompted, enter your ECU username and password (the one you use for Blackboard and myECU).

Don't know your login for myECU, Blackboard, the library or student email?

- Click here, enter your SSN & birthdate
- Your username and password will display on the screen
## Subject Guide Blueprint: Web Sources

This guide will help you find resources for your [discipline] research and assignments.

### Recommended Websites

This page provides links to reliable [discipline] related web sources, such as:

- Professional associations.
- ECU departments, and
- Other useful sites.

### Evaluate Websites

It is extremely easy for anyone to post whatever they want on the Web. Check out the links below for more ways to ensure that your Web sources are appropriate for your research.

- **Evaluating Internet Resources**
  - View this video tutorial from the Cooperative Library Instruction Project to get tips on evaluating internet information (opens a new tab).
- **Assessing Internet Sites**
  - This electronic handout from the ECU Writing Center helps you assess internet sites (opens a new tab).
Subject Guide Blueprint: Writing & Citing

This guide will help you find resources for your (discipline) research and assignments.

Using Sources

This page will help you use your sources effectively. Using your sources involves:

- Double-checking that your sources fulfill the assignment requirements.
- Organizing your sources.
- Incorporating the information in your sources into your project, and
- Citing your sources properly.

Academic Integrity

All ECU students and employees must follow the Policy on Academic Integrity. Academic integrity involves more than just being honest. View the tutorials below to learn more:

- **Academic Integrity**
  This tutorial provides an overview of the Policy on Academic Integrity (opens a new tab).
- **Plagiarism: What is it?**
  This tutorial defines plagiarism and helps you understand its significance (opens a new tab).
- **Plagiarism: How to Avoid it**
  This tutorial teaches you what, where, and how to cite your sources (opens a new tab).
- **Cheating**
  This tutorial discusses the definition of cheating and which actions constitute cheating at ECU (opens a new tab).
- **Representative vs. Fabrication**
  This tutorial discusses the definition of misrepresentation and fabrication and examines examples of this type of academic dishonesty (opens a new tab).
- **Plagiarism Procedure for Students**
  This tutorial discusses the disciplinary actions that may be taken when a student violates the Policy on Academic integrity (opens a new tab).

Why Cite?

Have you ever wondered why it’s so important to cite your sources? View this video tutorial to find out!

Why You Need to Cite Sources

Using MLA Style

The main book that you need to cite your sources and format your work in the Modern Language Association (MLA) Style is the MLA Handbook for Writers of Research Papers (7th ed.)

Find it behind the Reference Desk.

To get you started, here’s the format for citing the most common types of resources in your MLA Style Works Cited Page:

- **Book**
  Author’s Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

- **Article in a Scholarly Journal found in a Database**
  Author(s) Lastname, Firstname. "Title of Article." Title of Journal Volume Issue (Year): pages. Name of Database. Medium of publication. Date of access (day abbreviated month year).

- **Web Page**
  Editor, author, or compiler name (if available). "Title of Web Page." Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Web. Date of access (day abbreviated month year).

Don’t forget that MLA Style uses author-page in-text citations.

Need more help with MLA Style? Check out the following resources:

- **Cite It RightMLA**
  This web page from the University of Texas at El Paso provides instruction on citing sources in MLA style and also gives you a chance to practice citing (opens a new tab).

- **MLA Style Art**
  This is an easy-to-understand guide to MLA citations and formatting created by the Cooperative Library Instruction Project (opens a new tab).

- **EasyBib**
  Easily formats MLA citations for your book, newspaper, and journal sources! With this free service, you can quickly email, copy & paste, or print your citations (opens a new tab).

- **Jahiel**
  Jahlil tutorial on bibliography in MLA. This service is free, but you do have to create an account to create your bibliography. Although Jahlil does not create citations in APA and Chicago Style, these citations are based on outdated versions. We recommend that you only use Jahlil for MLA Style at this time (opens a new tab).

- **Citation Machine**
  Citation Machine formats your citations in MLA, APA, or Chicago Style. With this site, you generally have to input all of the publication information, but you don’t have to sign up for an account (opens a new tab).
Writing & Citing Page Continued

Using APA Style

The main book that you need to cite your sources and format your work in the American Psychological Association (APA) style is the Publication Manual of the American Psychological Association (6th ed.).

Find it behind the Reference Desk.

To get you started, here's the format for citing the most common types of resources in your APA Style Reference List:

**Book**

Author, A. A. (Year of publication). Title of work. Capital letter also for subtitle. Location: Publisher.

**Article from a Database**

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number(issue number), page range. doi:000000/00000000000000 or http://dx.doi.org/10.0000/0000

**Web Page**

Author, A. A., & Author, B. B. (Publication year, Month date). Title of webpage. Retrieved from URL

Don't forget that APA recommends author-date in-text citations!

Need more help with APA Style? Check out the following resources:

- Basics of APA Style Tutorial
  This tutorial, produced by the American Psychological Association, will teach you how to apply some of the basic APA style rules (opens a new tab).
- APA Style Blog
  The official companion to the Publication Manual of the American Psychological Association, Sixth Edition; this blog delves into the finer points of APA style (opens a new tab).
- Cite It Right APA
  This web page from the University of Texas at San Antonio provides instruction on citing sources in APA style and also gives you a chance to practice citing (opens a new tab).
- APA Style Aid
  This is an easy-to-understand guide to APA citations and format created by the Cooperative Library Instruction Project (opens a new tab).
- Quick Answers about APA Formatting
  This page from the APA answers common questions about setting up your running head, heading level, title pages, and more (opens a new tab).
- Citation Machine
  Citation Machine formats your citations in MLA, APA, or Chicago Style. With this site, you generally have to input all of the publication information, but you don't have to sign up for an account (opens a new tab).
Appendix B
Course Guide Blueprint

Course Guide Blueprint: Main

Get Help!
- Call: 802.559.6371
- Email: refdesk@ecok.edu
- Visit: Campus Map
- Ask: Frequently Asked Questions
- Learn: Tutorials

All icons in this system are from Reflection icons, unless otherwise noted.

Current Hours

Regular Summer Hours

Main Library

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Thurs.</td>
<td>8am-8pm</td>
</tr>
<tr>
<td>Fri.</td>
<td>8am-5pm</td>
</tr>
<tr>
<td>Sat.</td>
<td>Closed</td>
</tr>
<tr>
<td>Sun.</td>
<td>4pm-8pm</td>
</tr>
</tbody>
</table>

Please note:
Reference service is not available on Sundays.
The library doors will be locked 10 minutes before closing time.

Media Services

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Fri.</td>
<td>8am-5pm</td>
</tr>
<tr>
<td>Sat.-Sun.</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Research Process

1. Plan
- How do you get started?
- Understand assignment requirements.
- Develop your topic.
- Establish a timeline.
- Consider appropriate search terms.

2. Search
- Where should you look for your sources?
- Databases
- Etc.
- Internet Resources
- Other

3. Evaluate
- Are your sources appropriate?
- Examine sources for:
  - Currency
  - Relevance
  - Authority
  - Accuracy
  - Purpose

4. Use
- What do you do with the information once you have found it?
- Ask:
  - Does what I found fulfill the requirements?
  - How do I use it?

Your Librarian

Chelsea Baker
Email Me

Contact:
Instructional Services Librarian
Linscheid Library, Room #321
dcblake@ecok.edu
802-559-6370

Subjects:
Chemistry, English & Languages, Humanities, Physics, Psychology, Sociology

Related Guides
Course Guide Blueprint: Plan

Planning Your Research

This page will help you plan your research.
Planning can involve:
- Figuring out the assignment requirements.
- Choosing a topic.
- Identifying your search terms, and
- Developing a research timeline.

Choosing a Topic

The most important thing to remember about choosing a topic is to select something that interests you. This will make the research process easier and more enjoyable!
Watch the “Developing a Topic” video to learn more about selecting and refining a research topic.

Assignment Requirements

Provide parts of the assignment here (if you have access to it) highlighting the most important information (i.e., how many sources, and whether they need to be in a particular format or of a particular type).

Watch the video below to figure out what your assignment requires of you and learn about each of the steps in the research process.

Search Terms

Generating search terms means figuring out what words to use when you are searching for sources.

What are the main concepts of your topic?
Consider:
- Synonyms
- Related Terms
- Broader Terms
- Narrower terms

Need more help? View the “Generating Search Terms” video.

Assignment Calculator

Don’t wait until the last minute!

Use the Assignment Research Calculator to break your assignment into manageable chunks and meet your deadlines.

Your plan may refer to specific library resources available at the California State University, Fresno. Librarians are happy to help you find similar resources available to you.
Course Guide Blueprint: Search

Searching for Sources

This page will help you search for your sources.
Searching can involve:
• Figuring out where to search for information, and
• Completing the actual search.

Using the CatPac

Provide assignment-specific information here about searching the catalog for resources for
the assignment. For example, you may want to provide appropriate subject headings.

Search the CatPac for books, journals, DVDs, and more!
Keyword [ ] Search

Results open in a new tab.

Need more help? View the tutorial below for tips on using the online catalog.

Using the CatPac Tutorial

Searching Databases

Databases enable you to find articles, electronic books, reports, images, and more.
Need help? Click the To next to the name of the database to access a how-to guide.

Thank you! Your Library Maintenance Fee payment helps pay for our databases, as well as free
printing at the Korey.

List of recommended databases for this assignment
Course Guide Blueprint: Evaluate

Evaluating Your Sources

This page will help you evaluate the information sources you have found. Evaluating can involve examining:
- Currency
- Relevance
- Authority
- Accuracy
- Purpose

Evaluate Websites

It is extremely easy for anyone to post whatever they want on the Web. Check out the links below for more ways to ensure that your Web sources are appropriate for your research.
- Evaluating Internet Sources
- Visualizing Information from the Cooperative Library Instruction Projects
- Getting in evaluating internet information opens a new tab
- Assessing Internet Sites
- The electronic handbook from the ECU Writing Center helps you assess internet sites (opens a new tab)

The CRAAP Test

The CRAAP Test is a way to evaluate any information source which you are considering referencing. The CRAAP Test consists of 5 basic evaluation criteria: Currency, Relevance, Authority, Accuracy, and Purpose.

- Currency: The timeliness of the information.
  - When was the information published or posted?
  - When was the information last revised or updated?
  - Is the information current or out of date with regard to your topic?
  - If you found the information on the web, are the links functional?
- Relevance: The importance of the information for your needs.
  - Does the information relate to your topic or answer your question?
  - Is the breadth and depth of the information appropriate for your needs?
  - Who is the intended audience?
  - Is the information at an appropriate level (i.e., not too elementary or advanced) for your needs?
  - Could you find the same or better information in another source (for example, a general encyclopedia)?
- Authority: The source of the information.
  - Who is the author/publisher/source/producer?
  - Google the author, organization, or sponsor. What information do you find?
  - Are the author's credentials or organizational affiliations given? If so, what are they?
  - Is the author qualified to write on the topic?
  - Is contact information provided, such as a publisher or email address?
- Accuracy: The reliability, truthfulness, and correctness of the informational content.
  - Where does the information come from?
  - Is the information supported by evidence?
  - Has the information been reviewed or refereed?
  - Can you verify any of the information by looking in another source or using personal knowledge?
  - Are there spelling, grammar, or other typographical errors?
- Purpose: The reason the information exists.
  - What is the purpose of the information? To inform, teach, sell? Entertain? Persuade?
  - Do the authors/creators make their intentions, purpose, and any possible biases clear?
  - Is any advertising content easily distinguishable from the informational content?
  - Does the point of view appear objective and impartial?
  - If you found the information on the web, what does the URL reveal about the author or source? For example, .com indicates a commercial site, .edu indicates an educational site, .gov indicates a government site, and .org indicates a non-profit site.

View the section on “Evaluating” in the University of Wyoming’s Tutorial for Info Power for help or applying the CRAAP Test to your sources.

This content was adapted with permission from the John Jay College of Criminal Justice Lloyd Bailey Library’s Evaluating Information guide.

Evaluate Books

Check out the links below for more ways to ensure that your book sources are appropriate for your research.
- Evaluate Books
- Use this page from Colorado State University to learn more about evaluating books (opens a new tab)

Evaluate Articles

Check out the tutorial below for more ways to ensure that your article sources are appropriate for your research.
- Understanding Types of Periodicals
- A large part of evaluating your article sources involves determining whether they are popular, scholarly, or trade publications. This video tutorial from the Linscheid Library will help you figure out the difference (opens a new tab)
**Course Guide Blueprint: Use**

### Using Your Sources

This page will help you use your sources effectively. Using your sources involves:

- Double-checking that your sources fulfill the assignment requirements,
- Organizing your sources,
- Incorporating the information in your sources into your project, and
- Citing your sources properly.

### Academic Integrity

All ECU students and employees must follow the **Policy on Academic Integrity**.

Academic Integrity involves more than just being honest. View the tutorials below to learn more:

- **Academic Integrity**
  - This tutorial provides an overview of the Policy on Academic Integrity (opens a new tab).
- **Plagiarism: What is it?**
  - This tutorial defines plagiarism and helps you understand its significance (opens a new tab).
- **Plagiarism: How to Avoid it**
  - This tutorial teaches you what, when, and how to cite your sources (opens a new tab).
- **Cheating**
  - This tutorial discusses the definition of cheating and which actions constitute cheating at ECU (opens a new tab).
- **Misrepresentation & Plagiarism**
  - This tutorial discusses the definition of misrepresentation and plagiarism and current examples of this type of academic dishonesty (opens a new tab).
- **Disciplinary Procedures for Students**
  - This tutorial discusses the disciplinary actions that might be taken when a student violates the Policy on Academic Integrity (opens a new tab).

### Using MLA Style

The main book that you need to cite your sources and format your work in the Modern Language Association (MLA) Style is the *MLA Handbook for Writers of Research Papers (7th ed.)*

Find it behind the Reference Desk.

To get you started, here’s the format for citing the most common types of resources in your MLA Style Works Cited Page:

**Book**

Author’s Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

**Article in a Scholarly Journal found in a Database**

Author(s) Lastname, Firstname. “Title of Article.” Title of Journal Volume Issue (Year): pages. Name of Database. Medium of publication. Date of access (day abbreviated month year).

**Web Page**

Editor, author, or compiler name (if available). “Title of Web Page.” Name of Site. Version number. Name of institution/organization affiliation with the site (sponsor or publisher), date of resource creation (if available). Web. Date of access (day abbreviated month year).

Don’t forget that MLA Style uses author-page in-text citations.

Need more help with MLA Style? Check out the following resources:

- **MLA Help**
  - This web page from the University of Texas at San Antonio provides instruction on citing sources in MLA style and also gives you a chance to practice citing (opens a new tab).
- **MLA Style Aid**
  - This is an easy-to-understand guide to MLA citations and formats created by the Cooperative Library Instruction Project (opens a new tab).
- **EasyBib**
  - EasyBib formats MLA citations for your book, newspaper, and journal sources! With this free service, you can search, copy & paste, or print your bibliography (opens a new tab).
- **BibMe**
  - BibMe builds your bibliography in MLA. This service is free, but you do have to create an account to create your bibliography. Although BibMe does create citations in APA and Chicago Style, these citations are based on outdated versions. We recommend that you only use BibMe for MLA Style at this time (opens a new tab).
- **Citation Machine**
  - Citation Machine formats your citations in MLA, APA, or Chicago Style. With this site, you generally have to input all of the publication information, but you do not have to sign up for an account (opens a new tab).
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The main book that you need to cite your sources and format your work in the American Psychological Association (APA) style is the Publication Manual of the American Psychological Association (6th ed.).

Find it behind the Reference Desk.

To get you started, here’s the format for citing the most common types of resources in your APA Style Reference List:

**Book**

Author, A. A. (Year of publication). Title of work. Capital letter also for subtitle. Location: Publisher.

**Article from a Database**


**Web Page**

Author, A. A., & Author, B. B. (Publication year, Month date). Title of webpage. Retrieved from URL.

Don’t forget that APA recommends author-date in-text citations!

Need more help with APA Style? Check out the following resources:

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- [APA Style Blog](#)

- [Cite it Right APA](#)
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- [Citation Machine](#)
  Citation Machine formats your citations in MLA, APA, or Chicago Style. With this site, you generally have to input all of the publication information, but you don’t have to sign up for an account (opens in a new tab).
Appendix C

Style & Accessibility Guidelines

VII. Alt Text

In this section are examples of alt text on images and in text, and of decorative and informative images.

A. Title text and alt text differences
Title text shows up when you hover over an item. It is useful for letting users know information that isn't conveyed in the text of an item itself. It is not always read by all screen readers automatically.

Alt text is used by screen readers to describe items to users, and it is displayed visually to users when the element it describes does not load.

B. How to add title & alt text to a link
When adding a link to Rich Text/HTML, a pop-up window allows you to easily add a link.

However, note that there is no way to add any additional information about this link in this window.

Links that open new tabs require the use of title text.

To add this text, go to the edit menu.
Note that we know this is a Rich Text item because of the form label on the upper-left corner.

Click on the "source" button in the lower-right corner of the toolbar. This will change the view to show the HTML language that the content is created with.

The portion of text highlighted in blue above is the portion that functions as a link. The <a> is the HTML tag that starts the link, and everything until the first > is part of that tag. The text “Here is my link” tells the browser what to add the link to, and the </a> closes the <a> tag, telling the webpage the link is done.

Add a title to the portion starting with <a href. In this HTML example above, you can see the text target="_blank", meaning that the link’s target (i.e. webpage) will open in a new tab. We will add our title text attribute right next to this target attribute.

To add the title text “Opens a new tab”, insert the text title="Opens a new tab" into the link. This will make the HTML read:

```
<a href="http://ecok.edu" target="_blank" title="Opens a new tab">Here is the link.</a>
```

Note that the order of the title, target, and any other attributes is not important. Furthermore, these attributes can appear anywhere within the <a> tag.
C. How to add alt text to an image
When adding a picture in LibGuides2, a pop-up window will display. After the image URL, there will be a box called “Alternative Text.” If you have an informational image, fill in the box with a succinct description of the image. If you have a decorative image, leave this box blank.

![Image Properties](image)

D. Decorative images
Decorative images are defined as something that enhances a page visually, but doesn’t offer users information that they would miss out on if the images were gone.

One example of a decorative image is the icon in the corner of many expository boxes in LibGuides, like this Academic Integrity box.

This shield icon doesn’t contain any information—just gives a visual reminder of the authority of the academic integrity policy.

Another example of a decorative image, this time from the Media Services page, is to the right. It doesn’t add information to the text; just shows some examples of what the text is describing. Though it adds visual interest, including alt text would muddy up the clear description in the text of what Media Transfer is about.
E. Informative images
These images have a purpose beyond providing decoration—they contain content, or they serve a function. For example, there may be an image that contains information not written anywhere on the page, or an image that acts as a link or a button.

For example, this LLAF logo image links to the LLAF page. Therefore, it needs alternative text. If there isn’t alt text, screen-readers have nothing to describe about the link, rendering it unusable to people with screen-readers. Appropriate alternative text for this image would read “LLAF webpage.”

Another example is the research process graphic present on the main page of every course guide. This is invaluable information, which is only presented in one place within an image. Alternative text will help people who can’t see the image understand what each step of the research process is without clicking back and forth between tabs. Appropriate alternative text for this image would identify this as the Research Process Graphic and provide the text of each of the boxes in this graphic.

F. More information
More can be found in the WebAIM article on Alt Text, which provides a very thorough rundown on figuring out decorative vs. informative images. For linking images and alt text, this blog post from the same site has more.
VIII. Form Labels

Search boxes and other form controls must be made accessible through the use of label tags and ID attributes or other methods. All search boxes and search box instructions in the Reusable Content guide have been modified to be accessible.

A. Making an Individual Search Box or Form Accessible

If embedding a new search box or form, follow these instructions to add a label to the form controls:

i. Paste the URL for the page containing the search box into the WAVE: Web Accessibility Evaluation Tool at http://wave.webaim.org to determine which form controls lack labels.

ii. Find or create an ID for the form control in the source code. This can sometimes take some trial and error. If necessary, you can add an ID to a form control that does not already have one. In general, the ID should be the same as the name for the control. The exception for this is in EBSCOhost search boxes. Never change the name of the search text area from "ebscohostsearchtext", or the search will not function.

```
<input id="q" name="q" size="20" style="border: 1px solid #999; font: 12px 'Arial Unicode MS', Arial, Helvetica, Verdana, sans-serif; width: 130px;" type="text" />
<input id="ebscohostsearchtext1" class="" name="ebscohostsearchtext" type="text" size="23" style="font-size:9pt;padding-left:5px;margin-left:0px;" />
```

iii. The ID will then need to be associated with a descriptive label as follows. This should be placed adjacent to the tag in which the ID is identified. IDNAME should be replaced with the name of the ID. DESCRIPTIVE LABEL should be replaced with instructions for the screen reader to read. Class="hidden" references code in the Custom CSS section of the Admin Look and Feel which moves the label off-screen so that it cannot be seen by sighted visitors.

Basic format:
```
<label class="hidden" for="IDNAME">DESCRIPTIVE LABEL</label>
```
iv. Refresh the WAVE report to ensure that the form or search box is now accessible.

B. Making Two Search Boxes on the Same Page Accessible
If using two search boxes of the same type on the same page, you will need to modify the IDs and labels so that each one is unique. This can be done easily by adding numbers after the IDs and making minor adjustments to the labels. For instance:

Search Box 1:

Example:

\[<input id="ebscohostsearchtext1" name="ebscohostsearchtext" type="text" size="23" style="font-size: 9pt; padding-left: 5px; margin-left: 0px;" />\]<label class="hidden" for="ebscohostsearchtext1">Enter search terms here for EDS Accounting</label>

Search Box 2:

\[<input id="ebscohostsearchtext2" name="ebscohostsearchtext" size="23" style="font-size: 9pt; padding-left: 5px; margin-left: 0px;" type="text" />\]<label class="hidden" for="ebscohostsearchtext2">Enter search terms here for Academic Search Complete</label>

C. More Information
For more information, see the WebAIM Creating Accessible Forms section at
http://webaim.org/techniques/forms/.
IX. **Tables: Headers or No Headers**

A. Tables containing tabular information or data should include tagged headers at the top of each row defining the data in that row. Use the tag `<th>` to mark these table headers. The header should be bolded and centered.

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Thurs.</td>
<td>8am - 10pm</td>
</tr>
<tr>
<td>Fri.</td>
<td>8am - 5pm</td>
</tr>
<tr>
<td>Sat.</td>
<td>9am - 1pm</td>
</tr>
<tr>
<td>Sun.</td>
<td>2pm - 8pm</td>
</tr>
</tbody>
</table>

B. The table class “blackborder” will automatically bold & center all table headers, as well as insert a one-pixel wide black border around all the contents of the table. Just insert the text `class="blackborder"` into the table tag, and the custom CSS for this table will be applied.

C. Tables used for layout purposes only should not include tagged headers. The absence of headers tells the screen reader that the table is for layout purposes only.

---

**Call:**
580.559.5371

HTML markup example → use `<strong>` for bold emphasis:

```
<table border="0" cellpadding="2">
    <tbody>
        <tr>
            <td><img alt="" height="48" src="http://lgimages.s3.amazonaws.com/data/imagemanager/40584/address_book.png" width="48" /></td>
            <td style="font-size: small;"><strong>Call: </strong><br />580.559.5371</td>
        </tr>
    </tbody>
</table>
```
X. Table Percentages

Due to mobile site issues, using percentages ensures that tables will scale properly due to the screen size used. The percentage is relative to the size of the box, not the actual size of the table. For example, a table using the entire width of the box should have a defined width of 100%; a table designed to use only half of the width of a box should have a defined width of 50%.

HTML markup example → same table, 2 inches wide:

```
<table style="width: 100%; margin-right: auto; margin-left: auto;" border="1">
<table style="width: 90%; margin-right: auto; margin-left: auto;" border="1">
<table style="width: 75%; margin-right: auto; margin-left: auto;" border="1">
```

X. Table Percentages

Due to mobile site issues, using percentages ensures that tables will scale properly due to the screen size used. The percentage is relative to the size of the box, not the actual size of the table. For example, a table using the entire width of the box should have a defined width of 100%; a table designed to use only half of the width of a box should have a defined width of 50%.

HTML markup example → same table, 2 inches wide:

```
<table style="width: 100%; margin-right: auto; margin-left: auto;" border="1">
<table style="width: 90%; margin-right: auto; margin-left: auto;" border="1">
<table style="width: 75%; margin-right: auto; margin-left: auto;" border="1">
```
XI. Resizing Images

Images should be kept under 500x500 to better load on low-bandwidth connections. For this example, let’s say we want to use [this image of an elephant](https://commons.wikimedia.org/wiki/File:Elephant_in_the_wild.jpg) from Wikimedia.

Note that there are multiple resolutions available for download, but let’s choose the original size as a demonstration. This is 4,002 × 2,916 pixels, and we want to reduce it to something much smaller.

A. Save the picture somewhere on your computer.
B. Open the SnagIt Editor:
   i. If you have the SnagIt button on your screen, hover over it and click on the bottom-right button.
   ii. If not, type “SnagIt editor” into the bottom of the Start Menu to bring it up.
C. In SnagIt, go to File and select Open.
D. Open the image you want to resize.
E. In the Image tab, select Resize, and then Resize Image.

F. The Resize dialog will open.
   i. Make sure the "Lock Proportions" box is checked. It is checked by default.
G. To resize, either use the arrows on the right of the width and height boxes, or type into these boxes.
   i. The images on the right show the use of the arrow buttons (left dialog) or typing in (right dialog). Note that the ratio of width to height is the same in both, since the “lock proportions” option is selected.
   ii. Resize to the preferred size. Keep images under 500x500 pixels—that is, the largest side should be under 500 pixels.
H. Hit the “OK” button on the Resize Image window.
I. Now save the resized image. You can either click on “Save”, which will save over the original image, or go to “Save As” to save it under a different name. Select “Standard Format” and choose JPG or PNG for the file type.
XII. **Bootstrap Button Coding**

A. Bootstrap buttons should be used in the *What’s in This Guide?* boxes on the subject and course guides. They may also be used in the *What’s in This Guide?* or *About* boxes on the main page of other guides.

B. Examples

i. Five-button code

```html
<div class="container-fluid">
  
  <div class="row">
    <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/reference_sources" style="margin-right: 1%;" type="button">Reference<br/>Sources</a>
    <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/books_and_more" style="margin-right: 1%;" type="button">Books &amp;&lt;br /&gt;More</a>
    <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/articles_and_more" style="margin-right: 1%;" type="button">Articles &amp;&lt;br /&gt;More</a>
    <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/web_sources" style="margin-right: 1%;" type="button">Web&lt;br /&gt;Sources</a>
    <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/writing_and_citing" type="button">Writing and&lt;br /&gt;Citing</a>
  </div>
</div>
```

ii. Four-button code

```html
<div class="container-fluid">
  
  <div class="row">
    <a class="btn btn-primary btn-md col-md-offset-2 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/reference_sources" style="margin-right: 1%;" type="button">Reference<br/>Sources</a>
    <a class="btn btn-primary btn-md col-md-offset-2 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/books_and_more" style="margin-right: 1%;" type="button">Books &amp;&lt;br /&gt;More</a>
    <a class="btn btn-primary btn-md col-md-offset-2 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/articles_and_more" style="margin-right: 1%;" type="button">Articles &amp;&lt;br /&gt;More</a>
    <a class="btn btn-primary btn-md col-md-offset-2 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/web_sources" style="margin-right: 1%;" type="button">Web&lt;br /&gt;Sources</a>
  </div>
</div>
```
iii. Six-button code

<div class="container-fluid">
  <div class="row">
    <a class="btn btn-primary btn-md col-xs-12 col-sm-12 col-md-12" href="http://ecok.libguides.com/sociology/reference_sources" type="button">Reference Sources</a>
    <a class="btn btn-primary btn-md col-xs-12 col-sm-12 col-md-12" href="http://ecok.libguides.com/sociology/books_and_more" type="button">Books &amp; More</a>
    <a class="btn btn-primary btn-md col-xs-12 col-sm-12 col-md-12" href="http://ecok.libguides.com/sociology/articles_and_more" type="button">Articles &amp; More</a>
    <a class="btn btn-primary btn-md col-xs-12 col-sm-12 col-md-12" href="http://ecok.libguides.com/sociology/web_sources" type="button">Web Sources</a>
    <a class="btn btn-primary btn-md col-xs-12 col-sm-12 col-md-12" href="http://ecok.libguides.com/sociology/statistics" type="button">Statistics</a>
    <a class="btn btn-primary btn-md col-xs-12 col-sm-12 col-md-12" href="http://ecok.libguides.com/sociology/writing_and_citing" type="button">Writing and Citing</a>
  </div>
</div>
C. Code Breakdown

Let’s examine the code from the five-button example above.

i. `<div class="container-fluid"><div class="row">…. </div></div`

The buttons are in a `<div>` with the class “container-fluid”. This means the container will resize to fit whatever space it’s given. In this case, the buttons will resize to fit the whole of the box they’re put into. Within this, they’re in a `<div>` with the class “row”. This is required when you want to have several inline elements that resize with the window. Both `<div>` tags are closed at the end of the buttons. If this isn’t done, it can affect the behavior of the whole page.

ii. `<a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guideBlueprint/reference_sources" style="margin-right: 1%;" type="button">Reference<br />Sources</a>`

Notice that each of the buttons is really a link with a button formatting applied, since they open and close with an `<a>` tag. It is possible to just use a plain button with linked text, but that would only make the text part of a button the link, with the same formatting as any other link. In most cases, this means it would be blue underlined text in a box. So for this style reason, as well as wanting the whole button to have the linking functionality, the buttons are within the link wrappers.

iii. `<a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guideBlueprint/reference_sources" style="margin-right: 1%;" type="button">Reference<br />Sources</a>`

In the class section, the class starts with “btn”, indicating that it is a button and the Bootstrap coding for buttons will be applied. It continues to “btn-primary,” meaning that the button style “primary” will be applied (see below for more information on the “primary” style). “btn-md” means that we want these to be medium-size buttons, using the default Springshare & Bootstrap formatting to make these buttons larger than normal with more readable text.

iv. `<a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guideBlueprint/reference_sources" style="margin-right: 1%;" type="button">Reference<br />Sources</a>`

After these button classes come the specifications for size, all starting with “col”. In Bootstrap, every container has 12 columns. Bootstrap also understands different page sizes, and defines them as extra-small (XS, for mobile), small (SM, for tablet), medium (MD, for desktops) and large (LG, for wide desktops).

The first button has the special coding “col-md-offset-1”. This means that in screens medium or above, this first element will be offset by one column. This
also centers the buttons easily—there is one of the 12 columns in the beginning of the buttons, the buttons take up 10 columns total, and then there’s one unused column at the end.

Every button has “col-xs-12 col-sm-12 col-md-2”—meaning on extra-small and small screens, they will take up 12 out of 12 columns on the page, but on medium and larger screens, they will only take up 2 columns. It is technically not necessary to include specifications for both extra-small and small, but as we ran into problems without both, it persists.

v. <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/reference_sources" style="margin-right: 1%;" type="button">Reference Sources</a>

After all these classes, we include the hypertext link that we want the button to go to.

vi. <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/reference_sources" style="margin-right: 1%;" type="button">Reference Sources</a>

Unlike most other elements in Bootstrap, buttons don’t have built-in whitespace between them. So this is added in by hand on each button by specifying a right margin.

vii. <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/reference_sources" style="margin-right: 1%;" type="button">Reference Sources</a>

We close out the primary <a> tag with the type of “button”. This says to the page that we not only want the style of a button, we want the functionality of a button as well.

viii. <a class="btn btn-primary btn-md col-md-offset-1 col-xs-12 col-sm-12 col-md-2" href="http://ecok.libguides.com/subject_guide_blueprint/reference_sources" style="margin-right: 1%;" type="button">Reference Sources</a>

We then add the text that we want to appear in the button. This has a hard-coded line break to keep all buttons the same height. Buttons in the same row are not automatically kept the same size, so we have to force them to be the same size by adding a line break.
D. Primary Button Style

Springshare has applied their own coding to the primary style of buttons, but we want to override this with our own. So in the Custom CSS of the site, we've added the lines below.

```css
.btn-primary {
    white-space: normal;
    color: #000;
    background-color: #E3DFDF !important;
    background-image: none;
    border: 1px solid #615E5B;
    text-shadow: none;
}
```

The line “white-space: normal;” means that text will automatically wrap inside the space given, instead of extending the buttons to encase all the text. We turn the text in the buttons black with “color: #000;”, and “background-color: #E3DFDF !important;” turns the background light gray. Note that this has an “!important” tag on it. This is because without it, the default Springshare color will show instead. There’s also a “background-image: none;” since Springshare creates their custom buttons with a background image, which we want to remove. We also remove the Springshare default text shadow with “text-shadow: none;”, and put in our own custom-colored borders with “border: 1px solid #615E5B;”.

```css
.btn-primary:hover, .btn-primary:focus, .btn-primary:active {
    color: white;
    background-color: #615E5B !important;
    border: 1px solid white;
}
```

All of the above styling means roughly the same thing. When the buttons are hovered over, focused on (i.e. someone uses the keyboard to select them), or active, the text and border turn white and the background turns dark gray.