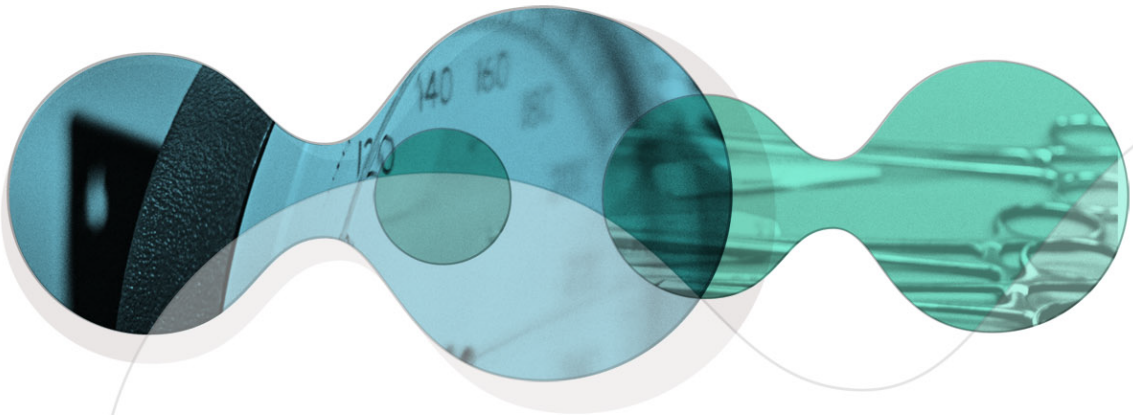

Picis Documentation Style Guidelines

Revision 18

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Document Revision History

Date	Change	Revision
Mar 13, 2008	Reformatted	6
Nov 24, 2008	Corrected errors	7
Feb 19, 2008	Edited xref section	8
Feb 19, 2008	Added Mail Merge to list of Picis terms	9
Mar 31, 2009	Added Synch Tool and Data Load to list of Picis terms	10
	Added link to Excel file for XREFs	
May 18, 2009	Added Definitions section	11
July 02, 2009	?	12
Nov 24, 2009	Made the guide "client ready"	13
Jan 29, 2009	Converted the guide to docm format	14
	Clarified capitalization rules in Interface Elements section	
Jul 20, 2011	Added rules for config file parameters and other things	15
Jul 20, 2011	Added rules for Customize config settings	16
Jan 25, 2012	Changed rules regarding periods in lists	17
	Added rules for use of quotation marks	
	Added rules for use of bold for typed entries	
	Added guidance on use of soft returns	
Feb 01, 2012	Removed rule that limited the periods in graphic file names	18
	Added clarification about "log on", login, e.g., etc.	

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1. Introduction

This guide is for anyone writing end user documentation for Picis products. It is aimed at the Documentation Group. This guide does not describe how to use the formats found in Picis templates – for that information look within the templates.

Content highlighted in yellow is new or changed since the previous revision.

2. Terms Used in This Document

"Title caps": Capitalization of the first letter of all words except articles, conjunctions and short prepositions. Example: *Adding Medications and Fluids to the Patient Chart*

"Initial caps": Capitalization of the first letter of the first word in a sentence/list item. Example: *Adding medications and fluids to the patient chart*

"Internal caps": Capitalization of the first letter of each word in concatenated text (e.g. file names). Example: *AddingMedicationsAndFluidToThePatientChart*

"Xrefs": Means *cross references*.

3. English Usage

- Use U.S. English

Note:	**With quotes**…any following period or comma goes inside the quotes. E.g "…clinical modules." However, colons, semicolons, question marks and exclamation marks always go outside the quotes.
Note:	With parentheses…if the parentheses are part of the same sentence as the preceding text, the final period goes outside; if the parentheses start a new sentence the final period goes inside. Examples: *Before exiting the program be sure to validate (document).* *Before exiting the program be sure to validate. (Otherwise the fluid balance will be incorrect.)*

- Use active voice as much as possible.
- Be positive, stating what users can do in preference to stating what they cannot do.
- Use left justification (ragged right margin).
- Do not use soft returns as they cause localization issues. (The only exception is inside boxes for cautions and notes where we sometimes have no choice…I will soon change our Flare templates to avoid this issue, but until then it is okay to use them in this situation.)

4. Resources — Internal Picis Information only

You can find this guide, templates, fonts, and other documentation information at the Documentation Group SharePoint site. (INTRANET USE ROOMS.)

Documentation Group Wiki:

http://intranet.picis.com/PicisDocDocGroupWiki/Home.aspx

Direct entry to the resources on SharePoint:

http://intranet.picis.com/PicisDocDocumentation%20Resources/Forms/AllItems.aspx

(Alternatively, click **View All Site Content** and then click **Documentation Resources**.)

5. Style Guides

Use this style guide before any others. If you do not find the information you need, consult the following guides:

- Read me First! Style Guide for the Computer Industry (Dan Microsystems)
- Microsoft Manual of Style for Technical Publications
- Chicago Style Guide

6. Fonts

Plans template uses standard Windows fonts.

If working with legacy FrameMaker projects you may also need to install other fonts such as Garamond, Garamond3 bt, Times Coffee. Only do this if you are shown "missing font" warning messages on opening files in FrameMaker.

Note: We use Times Coffee and Times Coffee.

7. Templates

- Do not override styles. If you feel that a style needs to be changed or you need a new one, please speak to the template manager (Adrian Morse, Picis Documentation Group).
- For Plans, you can create additional styles specifically for the project if really needed. See the Plans instructions for details: http://intranet.picis.com/PicisDocPlans%20Training%20Material/Forms/AllItems.aspx
- Avoid using empty paragraphs to add space before or after headings. This could indicate a style needs changing. If you believe so, speak to the template manager.

- If the templates are updated you will be notified so that you can update your current projects accordingly. You may also want to create your own alert for the templates folder on SharePoint.

7.1. Flare templates

See the latest Flare instructions for details

http://intranet.pico.com/PortalDocs/Flare%20Training%20Material/Forms/AllItems.aspx

7.2. Word templates

Numbered heading template

Primarily intended for installation documents and release notes.

The template includes the cover page and copyright page. Depending on the type of document being produced the cover page elements are slightly different. Please follow the instructions in the template.

Non-numbered heading template

Currently only used by certain EO projects. Same as the numbered heading template except for the heading styles, which do not have numbers.

7.3. FrameMaker templates

Global formats template

For importing into existing Frame Projects (to correct problems or whatever asked to do so following a template update)

Read text inside template for more information. Contains master formats for the following:

- Paragraphs
- Characters
- Tables. (Use the table called format C for aligning graphics)
- Colors
- Variables common to all projects. (Also import project-specific definitions from relevant variables file.)
- Conditions common to all projects. (You must also import from either the Print output template or the Help output template to set definitions appropriate to the required output.)
- Text frames. (You must also import from either the Print output template or the Help output template to set definitions appropriate to the required output.)

- Master pages for non-generated files. (also Page Layout).
  Do not import into generated files!
  Only import into non-generated files to correct a problem.
- Reference pages for TOC and IX.
  (Only import to correct a problem.)

Template Book.zip

For creating new Frame projects.
Contains a book with a cover page, TOC, Chapters, Appendices, IX.
Also contains a separate "Variables file" that allows you to define the footers for your document and import them into a project.

8. Interface Navigational References

For anything not covered here follow the "Document Conventions" topic - at the MS Style Guide.

8.1. Referenced folders, files and documents

Referenced folders

- Referenced folders and paths to folders should be in quotation marks and either Title Caps or InternalCaps.
- To avoid a long string spilling over and leaving a big gap on the previous line you can use the word "folder" before or after the path, this is optional.

✓ Correct	✗ Incorrect
In the "C:\Users\Jones\Public" folder	In the "c:\Users\Jones\Public" folder
In the "Public" folder	In the Public folder
In the folder "C:\Very\Long\Path\JBOS\software\Public"	In the "C:\Very\Long\Path\JBOS\software\Public" folder (NB. Sometimes over changing word order will not prevent overspill)
In the following folder "C:\Long\path\JBOS\software\Public"	

Referenced files

- References to files should be in italics and title caps e.g. *EventData.pcx*
- If you want, you can put the referenced filename as part of the path. If you do so, put the file name in italics. For example, "Open the file "C:\Pictures\Config*EventData.pcx*" in a text editor".

Referenced documents

- Names of referenced documents should be in italics and title caps e.g. *The Report Viewer Guide*

8.2. Windows

- Use "Window" not "Dialog box" or "Screen" or "Roaster" or "Box"

  Justification: All dialog boxes are windows, but not all windows are dialog boxes. Also, there is some ambiguity about what defines a dialog box.

  Do not use the word "screen" unless this appears in the application. For example, it should be "In the Exception Noting window…").

  Never use "box" . Never use "roaster" if you can say "window" instead.

8.3. Buttons and icons

- If an element looks and acts like a button (appears 3D), call it a button.
- If an element looks like an icon (2D) but acts like a button, call it an icon.

8.4. Click

- Use "click" for commands, command buttons, option buttons, and options in a list, gallery, or palette.

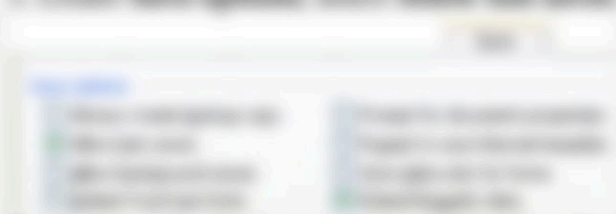
  Never say "click on…" , just "click…" .

8.5. Select and clear

- Use "select" and "clear" for the actions a user can perform on check boxes.
- Avoid specifying the type of control it is has a label (e.g. do not say " …check box" , " …option button" , " …drop-down list" unless it is really needed to avoid ambiguity).

8.6. Window sections/panes

- Use the following format for referring to items in window sections and panes.

Example:	1. Under **Save options**, select **Allow last saves**.  Do not say "In the Save options section" or "In the Save options box" . However, if the screen zoom gets, you could say "In the **Save options** pane" or "In the left pane"

8.7. Menu commands

- Use the following format for referring to menu commands.

Example	Select **Maintenance** > **User defined settings** > **User defined tables**.

Leave a space between the arrows and words. Use bold for everything except the word "select".

8.8. Tabs

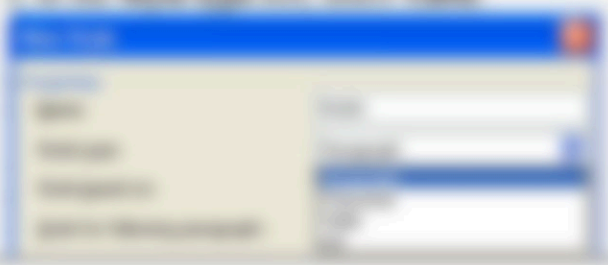
- Use the following format for referring to tabs.

Example	Select the **Tools** > **Options** > **Save** tab.

Note that the words "Select" and "tab" are not in bold.

8.9. Boxes and drop-down lists

- Use the following format for referring to boxes and drop-down lists.

Example	1. In the **Name** box, type a name for the style. 2. In the **Style type** box, select **Table**. 

Use "box" not "drop-down list" etc.

Use the word "select" for drop-down list items, not choose.

8.10. Ellipses and colons

- For any element that has a following ellipsis or colon on screen, do not include the ellipsis/colon in the documentation. E.g. "Click **Browse**" , not "Click **Browse...**".

9. Interface Element Formatting

Note	If referring to standard industry entities use case lower case e.g. check the Read balances, open any of the Bora dbsets, add a single order with an create.

9.1. Window titles

Formatting to Apply	Notes
Title Caps	Text field: used not surrounded by quotes
	Notes We use title caps because: a) MS style guidelines say to use title caps for windows (as opposed to field for dialog boxes) b) the field is always built in code and agreed on title caps
	Example: "In the User Settings window, click ..."

9.2. Menus, commands, control labels, tabs, window sections

Formatting to Apply	Notes
Bold (Capitalization should be as seen in the interface.)	See the syntax examples given in the previous section. Do not apply any formatting to the word "tab". (In Frame projects, use the "B-Bold" tag. do not use "C-Command" or "B-BOT" or apply overall caps.)

9.3. Mnemonics (admin modules)

Formatting to Apply	Notes
Upper case	

9.4. User-defined field names (admin modules)

Formatting to Apply	Notes
Lower case No special formatting	

9.5. Names of particular medications, physiologic data etc

Formatting to Apply	Notes
Italics (In Frame projects, use the "I-Italic" tag)	Example: "The graph's below shows a hypotonic infusion."

9.6. Shift, Enter, Alt, Caps Lock, Tab, Ctrl and F1, F2... keys

Formatting to Apply	Notes
Small caps (Use this character format intended for small caps)	Do not capitalize any letters – after small caps is applied they should all be the same height. Example: Press down Ctrl+ and press Ctrl+Tab.

9.7. Typed or selected value/text

Formatting to Apply	Notes
Bold	No quotes. No small caps. Example: Set the value of this parameter to **Yes**. Example: **Type 100 in the Tiembow field**. Example: Select **Rotate** from the drop-down list.

9.8. Config file parameter and section names

Formatting to Apply	Notes
Code style (Use this character format intended for code)	No quotes. No bold. Example: Adjust the value of the `MaximumFrameCacheSize` parameter as required. Example: Edit the following parameters in the [Bootl] section of the [PCM] entry.

9.9. Customize parameters

Formatting to Apply	Notes
Add the text in red to the Terminology section of the document and then use one of the two methods mentioned in references. Note that the line is a new line with Ctrl+Shift+Enter (ABCD \n\r\n PQ,EFG). Mod(s), zone, section and entry names are in code font.	**Mod(s)/Zones/Sections/Entries** This nomenclature refers to the grouping of configuration parameters in Customize. Each entry belongs to an organizational unit called a "Mod(s)". Mod(s) contain functional areas called "Zones". Zones contain "sections". Sections are found within sections. Example: **Mod(s)** Mod(s) **Zone** Mod(s) **Section** Network(s) **Entry** IPconfiguration This guide refers to mod(s), zones, sections and entries in two ways:

	• Using a "Save" format as in the example shown above. • Using a "pull" format as in the example shown below. **Change the value of the following configuration parameter:** "Design > Design > Interface > Log > ShowSaveMessage" **For more information on editing configuration parameters, see the System Configuration Guide.**

9.10. DB table and dictionary names

Formatting to Apply	Notes
Title Caps	Do not use field or small caps or upper case. Do not capitalize the first letter of the words "database", "table", "dictionary". Example: The Assessments database table, The Billing Rules dictionary An exception to if you are reproducing SQL statements. In this case, use the capitalization you have been provided with as it is likely to reflect the capitalization seen when looking directly in the database and i.e. any effort you spend changing the capitalization will be lost if you are semi-updated code.

9.11. File types (ini, pdf etc)

Formatting to Apply	Notes
Italics	Do not capitalize. Example: Copy of file.ini file

9.12. Interface strings

Formatting to Apply	Notes
Capitalization should be as seen in the interface	

9.13. Interface feature with no strings

Formatting to Apply	Notes
Initial capitalization, but words like icon and window in lower case	Example: The Customer Notifications Interactive icon.

10. Cross References

10.1. Introductory Reference Text

Expression	Usage	Example
For more information, see ...	• Where some information has already been provided. • References can be to another document or elsewhere in the same document.	For more information, see the LM Manager User's Guide. For more information, see
See	• Where no information has been provided yet.	
See also	• Use for related topics. • Use to index topics.	• As a topic on allergens See also, ... reference to topic on precautions
See ... for more information	On next page	
Refer to ...	On next page	
Please	On next page in any context	
Above and below	On next page in any context	
For more details, see ...	On next page	

10.2. Xref Formats

Table 5. The Cross-Reference Information in the Trailer Dictionary Is Inherited Indirectly from the Prior Cross-Reference Section

Chapter Xref Name	Legal	Chapter Definition	Comments	Xref Linkedness
Xref Section Reference	Yes	Xref Section Reference: "Reference to an Indirect Cross-Ref Section" Xref Section Reference: "Reference to a Cross-Ref Table" Xref Section Reference: "Reference to a Cross-Ref Stream"	Xref Section Reference Xref Table Xref Stream Xref Section Reference	Xref Section Reference Xref Section Reference Xref Section Reference
Xref Section Reference	Optional	Xref Section Reference: "Reference to an Indirect Cross-Ref Section" Xref Section Reference: "Reference to a Cross-Ref Table"	Xref Section Reference Xref Table Xref Stream Xref Section Reference	Xref Section Reference Xref Section Reference Xref Section Reference
Xref Section Reference	Optional	Xref Section Reference: "Reference to an Indirect Cross-Ref Section"	Xref Section Reference Xref Table Xref Stream Xref Section Reference	Xref Section Reference Xref Section Reference Xref Section Reference
Xref Section Reference	Yes	Xref Section Reference: "Reference to an Indirect Cross-Ref Section" Xref Section Reference: "Reference to a Cross-Ref Table" Xref Section Reference: "Reference to a Cross-Ref Stream"	Xref Section Reference Xref Table Xref Stream Xref Section Reference	Xref Section Reference Xref Section Reference Xref Section Reference
Xref Section Reference	Optional	Xref Section Reference: "Reference to an Indirect Cross-Ref Section" Xref Section Reference: "Reference to a Cross-Ref Table" Xref Section Reference: "Reference to a Cross-Ref Stream

11. Graphics

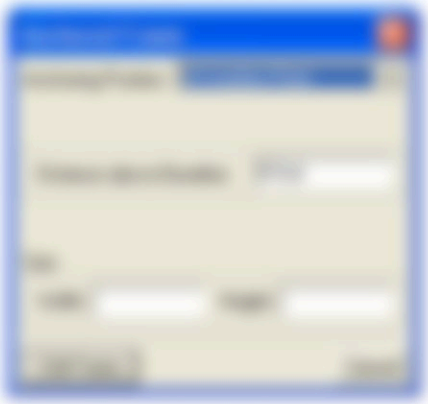
11.1. Tool-Specific Advice

FrameMaker

Graphics should always be inserted by reference and not embedded.

Never insert graphics as OLE objects. Also can crash your whole project. Instead, insert PDFs that have been made from other programs – Word, Visio etc. If you do this, make sure to maintain a copy of the source files in a subfolder of the project, ready to give to Localisation.

Left of screen graphics should be inserted in an empty paragraph using an anchored frame positioned at the insertion point, with 0pt above baseline. The paragraph format should be B-Body unless the graphic is related to one step of a bulleted or numbered list, in which case it should use either the B9-Body/NumberedStep/Number or B8-Bullet/StepBullet tag, as appropriate.



(Inserting graphics in this way means that once you have set the graphic size you can use CTRL SHIFT to "shrinkwrap" the frame to the graphic.)

Word

Word files are not used for online help and unlikely to be very large. Each author can decide whether or not to insert graphics by reference or embed them. If you embed graphics, keep a copy in case they are needed for localisation. (TIP: You can strip the graphics out of a Word file by saving it as html.)

Flare

Graphics are always by reference as you cannot embed a graphic in an XML/XHTML page.

11.2. Graphics Folder and File Naming

- Keep your graphic folder with the project. (Do not use a centralized graphic repository for multiple projects.)
- Whether or not you use subfolders for the graphics corresponding to different chapters/sections of your project is up to you. If you do use subfolders, make sure to name graphics uniquely so that there is no clash if they are ever moved to the same folder.
- Make sure that graphics that need localization can be easily distinguished from those that don't. For this, use separate folders called ALL and LANG.
- Keep the file name as short as possible. (Some authoring tools display truncated names.)
- (Advisable) Include a 3-character identifier at the start of the name to help you identify the graphic more easily.

Type	Description
BAR	A status bar or toolbar
BTN	A clickable button
ICO	An icon that may or may not be clickable and does not look like a button
PLM	A program flowchart (or part of one)
MNU	A menu (or part of one)
MSG	A message window
PRO	A process/workflow diagram
SYM	A symbol used in the interface (eg a red cross on flowcharts)
WND	A program window. (Include or part.)

Examples: BAR-Calculator.png, ICO-Edit.png, PRO-Ordering-Process.

11.3. Miscellaneous Advice

- Graphics should be in PNG or PDF format.
- If you refer to screen shots in your text call them "graphics" not "images" or "screen shots" (or screenshots).

- Graphics are difficult to localize. Only use a graphic if it really does provide extra information or clarify existing information.
- Graphics should be positioned on the left of the page (or screen) rather than the center unless there is a good reason not to do so.
- For printed output, you will likely need to resize all graphics except perhaps icons. This is not just so that they fit on the page — screen shots look unnaturally large in print at 100% size. In most cases, 80% (1280dpi) is a good choice. If the graphic is still too large, reduce its size in increments (by changing dpi or %, not manually resizing).
- Graphics of a similar nature should use the same scale factor.

Note:	"Help files should not have graphics" – This is a myth. There is no reason why a topic should not have a graphic if it helps explain it better. The fact that the user has access to the interface does not mean that they can easily get to the part of the interface under discussion or reproduce what the graphic is showing. The only thing to bear in mind is that graphics that have been reduced in size for the printed output will not normally look good resized in the html output. How you treat such graphics depends on the tool being used to create the help. With Flare, due to its superb graphics resolution engine, you can use reduced size graphics to a certain degree. Graphics resized below about 80% will not look as clear as they do in printed output, but the difference is still acceptable. (Except for the cover page – this needs to be created clear.)

- Add a caption unless the graphic is simply an icon. Numbering graphics is optional. Do so if there could otherwise be confusion.
- If you create a graphic with callouts or from another program like Visio keep the graphic source file in a subfolder of the project and include it in the handoff to localization.

11.4. Callouts

- Keep the number of callouts to a minimum.
- Space callouts evenly and capitalize the first word.
- Callouts should never be part of the graphic itself. Put them in the authoring application if you can.
- Callouts should be short and allow space for up to 50% expansion with localization.

12. Dates

- Use the date format approved by the Pixie Regulatory department: MonthMonth dd, yyyy

  For example, Feb 05 2008

13. Revision History/Number

- Every document must have a revision number right at the end. (See the template for more info.)
- Update the revision number whenever you send the document for review. Use whole numbers starting at "1" unless you use a good reason not to. There is no need to use numbers below "1" (0.1 etc.) just to denote a draft version as this will already be made clear in the filename and cover page.
- Do not use a Revision History table in the final document unless it is a specific project requirement (e.g. it is a requirement for the UK LPNT project). During development, a Revision History table is optional at the author's discretion on a per document basis. (Depending on how useful it could be to the author and/or reviewers.) If a Revision History table is used and there are no alternative project requirements regarding its location, it should be placed on the inside of the cover page right at the top. Hidden text or conditioning should be used to hide it in the final PDF output.

14. Headings

- Keep headings short.
- Avoid beginning a heading with an article (a, an, the).
- Use sentence capitalization for procedure topic headings (e.g. **Start the program**) and write them in the imperative directly. Do not start with "How To" or "To".
- For all other headings, use title caps (e.g. **Using the Program**). Never use imperative. If the material beneath the heading is task oriented (the usual case) use gerunds for the headings (e.g. **Using Flowcharts**). Only use descriptive headings (e.g. **Error Messages**) for material that is not task oriented.
- Whatever scheme you use, make sure that all headings of the same level use the same capitalization and grammar structure.
- For projects used to create online help, check whether there are any requirements for text to always be or never to be immediately after a particular heading. (By looking at an existing project or creating a test project with the latest template or by asking the template manager.) For instance, it could be that in order to maintain a logical help file structure every H3 must be immediately followed by text prior to any H3 or other heading level. (It often makes sense to add verb at the end of the high level topic linking to lower sections. These verb would be conditioned so that they only appear in the help output.)
- For projects that are not used for online help, make sure that whatever comes after a particular heading type is consistent throughout the document.

15. Step-by-Step Procedures

- Do not use a table for step-by-step procedures.
- If a procedure only has one step, make sure to use the non-numbered format intended for such situations. (E.g. In Frame, it is the CHP ChecStepProcedure tag).
- For procedures that describe the steps in an installer wizard, do not include graphics of all windows; only include those for which it is not obvious what the user needs to do.
- After stating an action, do not state that another window subsequently appears unless one of the following situations applies:
  - You are describing the steps in an installer wizard.
  - There may be more than one window open on screen and confusion could result.
  - You need to refer back to the window from somewhere else in the document.
- If you do need to state that a window appears, use an unnumbered line and the following syntax:

  "The <…> window appears."

  Do not apply any special formatting to this – e.g. do not use italics.

  Use current tense for the word appear; do not say any of the following:

  "will appear", "displays", "is displayed", "will be displayed", "is shown", "will be shown"

  ✗ **Incorrect**

  1. Click **Installation Options**.
  2. The Supply Log window will be shown. Click **Add Supplies**.

  ✓ **Correct**

  1. Click **Supply Log**.

     The Supply Log window appears.
  2. Click **Add Supplies**.

- Do not use a separate format to show the result of a step. (In Frame, do not use the R Result tag.)
- At the end of the procedure, do not say "when you are done…" or "when you have finished…" just assume the person reading has finished and state the final step. (If you really need to say this for a particular reason, then say "when you have finished", never "when you are done".

- When describing a window that has a Browse button for locating a file, use the following syntax:

"…click **Browse** to locate the file…"

16. Cautions, Notes etc.

Analyze the situation against each sentence below from the top down:

1. Use "Caution" if a user action or lack of action could lead to a patient safety issue, data being lost, the system being seriously messed up or key functionality not being available.
2. Use "Best Practice" for a recommended way of doing things (where alternatives exist).
3. Use "Note" for important information that you want to bring to the reader's attention.

Putting a caution, note etc. in the middle of a procedure (because it is related to a particular step) is allowed, as long as it is clear (by indenting) that it applies to just that step. Use the indented style intended for this (if there is one in your template).

17. Lists

- Use numbers where the order or total number is significant; otherwise use bullets.
- Always precede a list by a colon.
- The first letter in each list item should be capitalized.
- By majority vote (Nov 2002) Pico Documentation Group agreed to follow the Chicago Style Guide regarding periods within lists. Only use a period (or a list item that consists of or contains a complete sentence). If an item in a list needs a period at NOT add a period to other items that would not ordinarily need one.

  Examples:

You can enter data in these Reactants: - Medications - Fluids - Assessments - Scores	After adding an event you have the following options: - Admit a patient - Transfer a patient. (Then admit a new patient.) - Exit the program	You can enter data in these Reactants: - Medications. (This should also be possible after discharge.) - Fluids - Assessments - Scores

- The text preceding the colon must form a standalone sentence that does not rely on a list item to be completed.

✗ **Incorrect**

Use this window to:

- Admit a patient.
- Print a patient's chart.

✓ **Correct**

Use this window to perform the following actions:

- Admit a patient.
- Print a patient's chart.

14. Tables

- Check that tables are using the correct format. (Text alignment, font type and size in a table is usually defined in the template, but can be easily overridden by accident.)
- For tables that may span two pages, use a repeating header.
- The first letter in each column heading should be capitalized.
- Do not use colons in column headings.
- Table titles are optional. Whether or not you add them is at the discretion of each author. Use titles if doing so will avoid ambiguity or otherwise improve readability.
- The column heading text must form a standalone sentence that does not rely on a table entry to be completed.

✗ **Incorrect**

To...	Do this
Clean yourself	Take a bath
get lit	go swimming

✓ **Correct**

To complete this task	Do this
Clean yourself	Take a bath
Get lit	Go swimming

15. Numbers

- Only use numerals for 10 and above. Spell out zero through nine unless the number precedes a unit of measurement (e.g. 3 liters).
- Do not start sentences with numerals. (Text "16 more cases..." but "Sixteen more cases ...").
- The thousand separator is a comma (1,000) and the decimal separator is a period (65.99).

20. Prepositions: In vs. On

On the screen	*In* a part of the screen (center, upper or lower half, etc.)
On a toolbar. *On* the Start bar	*In* the status bar
On a menu	*In* a window. *In* a control
On the patient chart	*In* a record. *In* a file
On a flowchart	*In* a flowchart section. *In* a column. *In* a row. *In* a flowchart cell
On a trend. *On* an axis	*In* a database. *In* a field. *In* a table
On a page	*In* a document. *In* a paragraph. *In* a sentence
On the desktop	*In* the recycle bin
On the Clipboard	
On a hard drive. *On* a CD. *On* a floppy disk	*In* a folder. *In* a partition. *In* a disk drive. *In* a directory

21. Phila Products, Terms and Acronyms

See the latest Marketing Communication Guidelines document for the list of Phila product names and internal acronyms. Some particular points are covered here.

Use the following terms:

Autoprint, Sampyro, AgBgo, Click to Look, ADT Administrator, Mail Merge, Synch Tool (not Datasync), Data Load (not DataLoad)

The official database names are actually acronyms as follows: OBM, CAR, PNM, QM, ST. (Do not use Caremax, OBManager, monbang etc).

Do NOT use the following terms:

- The expression "real-time" unless you are referring directly to a database table name or a control label in the interface (in which case, please bring it to the attention of the Phila Regulatory Dept.)
- The word "Phila" before module names except for Phila Perioperative Dashboard.
- The terms "Clinical modules" and "Administrative modules". These are not product names. Only use these expressions in quotes with the initial letters in lower case and

always define them at the start of the document. Avoid starting sentences with these expressions.

- PM … say "Demographics module" instead
- CRM, QM, PMM etc (except when referring to database names)
- DB … say database
- Postgr … say postgresqlrice
- "EPM" - Only use this term in quotes and always define it at the start of the document.

Other terms:

Template vs. environment, customization, configuration, session type, etc. Use **template** to refer to the group of settings that determine the content and layout of the patient chart. If you want to link this term to the idea of customization, you can refer to the "customization template." Templates are created for specific clinical environments but they are not the environments themselves.

22. Grammar Advice

Gender:

Keep the gender neutral. Do not use "he" or "she". Do not use he/she (this is hard to localize). Only use "they" if you can make the corresponding noun plural (e.g "users" not "user").

Serial Comma:

When listing items in a sentence we always use the serial comma after the second from last item.

Example:	"You will need a pen, paper, and calculator for this exercise."

Capitalization following a colon:

Capitalize the letter following a colon.

Which vs. that:

"That" identifies an entity. "Which", plus one or more commas, provides more information about the entity.

Example:	"The dog **that** won the race attacked the cat, **which** fled." "The team went to Manchester, **which** is renowned for its music industry, and lived the rest of his life there."

Affect vs. effect

Affect is the verb effect is usually the noun. Something **affects** something else or it has an **effect** on something else. When "affect" is a verb it means to bring something about (We want to **affect** change around here.)

Use of past participles

In some internal Pivio documents (and particularly bug descriptions) the past participle is used extensively. This is especially so in the case of writers whose first language is not English. Please be on the lookout for this problem with text copied from internal documents. Use the simple present tense.

✗ Poor	✓ Good
The record is not displaying.	The record does not display.
The list is not appearing.	The list does not appear.
The window is not showing fields	The window does not show fields

Articles

Never leave out articles (the, a, an etc.). It may save a little space but makes the text much harder to comprehend and localize. This is especially true for Release Note bug descriptions.

Temporal Expressions

Be as exact as possible with temporal expressions ("while", "during", "when" etc.). This advice is especially true for Release Note bug descriptions.

✗ Poor	✓ Good
Submit a patient during OST.	Submit a patient before CareNode enters OST mode.
While entering data, a new window may appear.	When you click a cell (with the intention of entering data) a new window may appear.

23. Punctuation

23.1. Use of quotation marks

- Use quotes in the following situations:
  - References to folders e.g. to the "Pivio" or "C:\Pivio" folder
  - References to "OTC", "clinical modules" and "administrative modules"

    - Initial references to unfamiliar concepts e.g. The diagram shows how "dynamic data" moves between the applications.

Note that we should not use quotes at all for UI labels such as menus, buttons, window titles etc.

Double or single quotes?

In adherence to the Chicago Style Guide (CMS), we should use double quotation marks in general and only use single quotation marks when we want quotes within quotes.

E.g. "dynamic "FIX" data" moves between the applications.

Besides the CMS recommendation, double quotes are easier to find on the keyboard than single quotes.

23.2. Other punctuation

- One space after periods and colons, not two.
- No apostrophe to make an acronym plural.
- Use hyphens for two or more words that precede and modify a noun as a unit if confusion might otherwise result (e.g. read-only memory).
- Use Em dashes (Control+Q Shift+Q in FrameMaker) for parenthetical phrases that you want to set off from the rest of the sentence.
- En dashes (Control+ Shift F in FrameMaker) for minus signs and ranges of numbers (from page 10–99).
- No spaces on either side of the em or en dash.
- Non-breaking hyphen - if you need to hyphenate a word but want it always to stay together on the same line.
- Hyphen between a number and noun when the pair functions as an adjective: "**nine-inch** nails" not "nine inch nails." (But: "This nail is **nine inches** long.")
- Non-breaking spaces in Pico product names (such as DR Editor) where the first part would look funny alone.

  (In FrameMaker, you can define a product name as a variable and then you don't have to remember to use the non-breaking space each time.)

24. Additional Best Practices to Aid Localization

- Provide source files for all graphics.
- Keep index entries to less than 250 characters. (Longer entries cause problems for Trados.)

- Do not split sentences in index entries. E.g. Uses of...
- Write consistently. ...if synonyms exist for what you want to say, always use the same structure.
- Do not skip the word "that". If a sentence is essentially the same with this word then include it.

  ✗ **Incorrect**

  Check your configuration matches the example

  Test the template provided before using it.

  ✓ **Correct**

  Check that your configuration matches the example

  Test the template that is provided before using it.

- Do not use contractions (don't, it's, can't etc.)
- Use hyphenation for compound modifiers (e.g. file-sharing protocol, terminal interrupt handler) or rewrite the text to avoid them. Do not use noun clusters of more than three nouns.

  ✗ **Incorrect**

  The certificate chain verification process is disabled

  ✓ **Correct**

  The verification process for the certificate chain is disabled

- Avoid long sentences. Consider rewriting sentences over 35 words long. Lists are good for this.
- Check that the word "and" is used in an unambiguous way.

  ✗ **Ambiguous**

  The application can use the window to establish a dialog with the user **and** format text responses.

  ✓ **Unambiguous**

  The application can use the window to establish a dialog with the user **and can** format text responses.

  Or...

  The application can use the window to establish a dialog with the user (**or the user can** format text responses).

- Repeat modifiers that modify separated nouns.

✗ Ambiguous
Set up a mail service on a **new** network or subnet
✓ **Unambiguous**
Set up a mail service on a **new** network or **new** subnet

- Repeat the main noun in co-joined noun phrases.

✗ Ambiguous
You can access a new or existing **network**
✓ **Unambiguous**
You can access a new **network** or an existing **network**

- Check that the entity referred to by pronouns is clear.

✗ Ambiguous
A macro adds a system event to the Log. **It** shows the current user's name.
✓ **Unambiguous**
A macro adds a system event to the Log. **The event** shows the current user's name.

- Avoid words that have more than one meaning.

Avoid this expression...	Use this instead...
Once ...when you mean "when" E.g. Once the installer has finished, click Close.	When e.g. when the installer has finished, click Close.
Since, As ...when you mean "because" E.g. since the flowchart is inaccessible, open the summary window.	Because e.g. because the flowchart is inaccessible...

- If you have to choose a word that has more than one meaning, always use it with its primary dictionary meaning.
- Avoid colloquial expressions and jargon.

Avoid this expression...	Use this instead...
Change, Forward	Merge responding (specify whether it is the program or operating system).
Confirm	Choose (emergencies) (specify whether it is the program or operating system).
Greyed out	Use "unavailable" (If this could be ambiguous, use "disabled" for check boxes or "appears dimmed" for buttons.)
On the fly	As you work

- **Use verbs for actions, not nouns.**

Poor ✗	Good ✓
If you made edits...	If you edited...
...information that you want to reference	...information that you want to refer to

- **Use standard English word order (Subject-Verb-Object).**

Poor ✗	Good ✓
Updating the address lists may be your primary concern	Your primary concern may be to update the address lists.

- **Don't waste words telling the reader what the text is going to say, or what has been said; just say it.**
- **Keep language simple.**

Poor ✗	Good ✓
Utilize	Use
The majority of...	Most
At this point	Now
Conclude	Reach a conclusion

- **Be consistent about including or excluding periods and spaces at the beginning and end of a sentence when you apply conditions.**

25. PDFs

25.1. Setting options for creating PDFs

25.1.1. Set Distiller job options

First, obtain the job option zip file from Pica. This contains two job option files:

- DocFx.joboptions
- DocLandscapeFx.joboptions

Place the job option files in the "Settings" folder used by Acrobat. Note that there can be more than one such folder on your system; the location of the one used by Acrobat depends on the version and how it was installed. To find the working folder, double-click a job options file to open it in Distiller and then click Save As without actually saving. The Save window should open to the folder used.

Note:	The landscape version of the job options file is intended for use with PowerPoint to avoid PDFs rotating not wanted.

25.1.2. (FrameMaker only) Set Frame to print imported PDFs in color

By default, if a Frame file includes an imported PDF it will show in black and white. To change this behavior, proceed as follows:

1. Browse to the user.ini file in the same folder as the Frame executable.
2. Add the following line to the start of the "Misc Preferences" section:

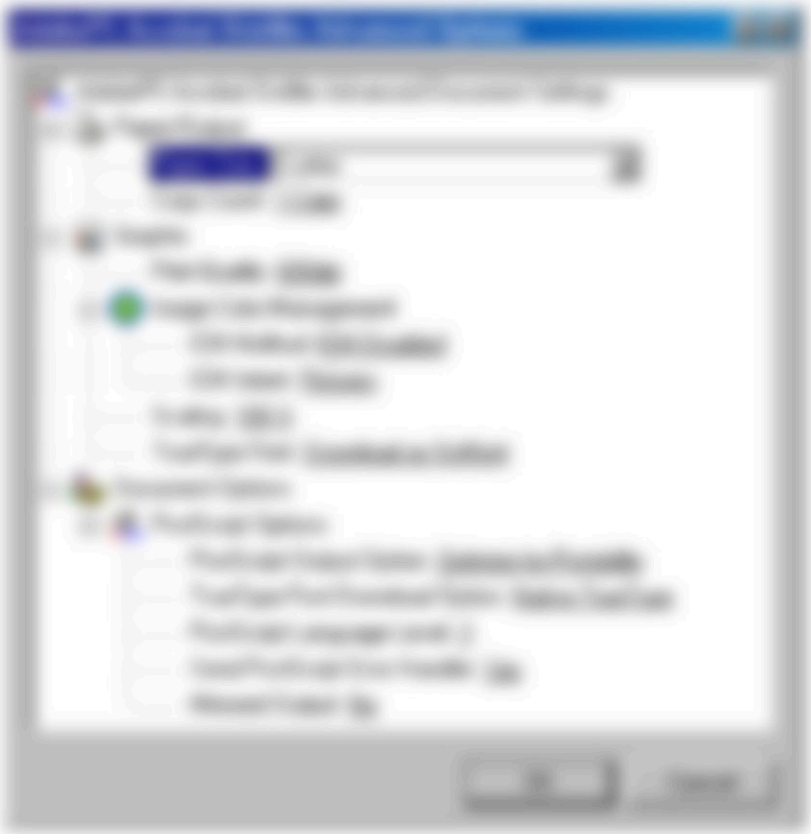
EPSLoadRasterPassedPDF=2

25.1.3. Set Adobe PDF default printer settings

Note:	If you don't change the defaults you will need to change settings every time you create a PDF.
Note:	These instructions were written for Acrobat version 7 and may differ slightly with later versions.

1. In the Printers panel, right-click "Acrobat Distiller" or "Adobe PDF" and select **Printing Preferences**.
2. Select the **Adobe PDF Settings** tab.
3. **In Conversion Settings**, select "DocFx..." (This will be the default conversion file.)
4. On the **Paper/Quality** tab, select **Color** and then click **Advanced**.

The following window appears:



a. In **TrueType Font**, select **Download as Softfont**.

b. In **Postscript Output Option**, select **Optimize for Portability**.

c. In **TrueType Font Download Option**, select **Native TrueType**.

d. In **PostScript Language Level**, select 3.

Leave all other settings as they are by default.

5. Click **OK**.

6. Click **OK**.

25.1.4. Create a PDF from a Frame project

Note:	These instructions were written for FrameMaker 7.1 and Acrobat 7. They may differ slightly with later versions.

25.1.4.1 To create a PDF

Creating a PDF consists of updating work, setting print parameters, printing a postscript file and then converting this to a PDF.

1. Open the book and all files in it. Resolve any error messages.
2. Update the book. Resolve any error messages.
3. On the **File** menu, click **Print Book**.

   A window similar to the following appears:

4. Select **Print Only to File** (the default filename is usually okay).

Note:	If you do not select **Print Only to File**, Acrobat will create one PDF for each file in the book.

5. Check **Generate Acrobat Data**.
6. Click **PDF Setup** to set the bookmark options. (See next section). You only need to do this the first time you print the book or if you want to change the options.
7. Click **Setup** to select the Adobe PDF printer (for earlier versions of Acrobat you needed to select Acrobat Distiller at this point).
8. Click **Print**. This will print the postscript file.
9. In an Explorer window, browse to the postscript (ps or prn) file you just created and double click it to start the Acrobat Distiller program. If the conversion does not start automatically

drag the postscript file to the main pane of the Distiller program and drop it. The PDF will be created.

10. Test the final PDF, as described in a later section.

25.1.4.2 To set the PDF Bookmark Options

You only need to make these settings once per project.

1. Click **PDF Setup** from the **Print Book** window.
2. On the **Bookmarks** tab, click **Generate PDF Bookmarks**.

   A window like this appears:

   (Bookmarks will be created for all paragraphs having a format listed under Include Paragraphs.)

3. Under **Don't Include**, select a format and then click the left arrow to add it to the Include Paragraphs pane. (You can only add one at a time.)
4. When you have all the formats you want in the Include Paragraphs pane, use the << and >> arrows to set the bookmark level of each bookmark relative to the others.

Best Practices	Add chapter titles, appendix titles, TOC, and IX titles, main section headings. Don't use Text to Topics.

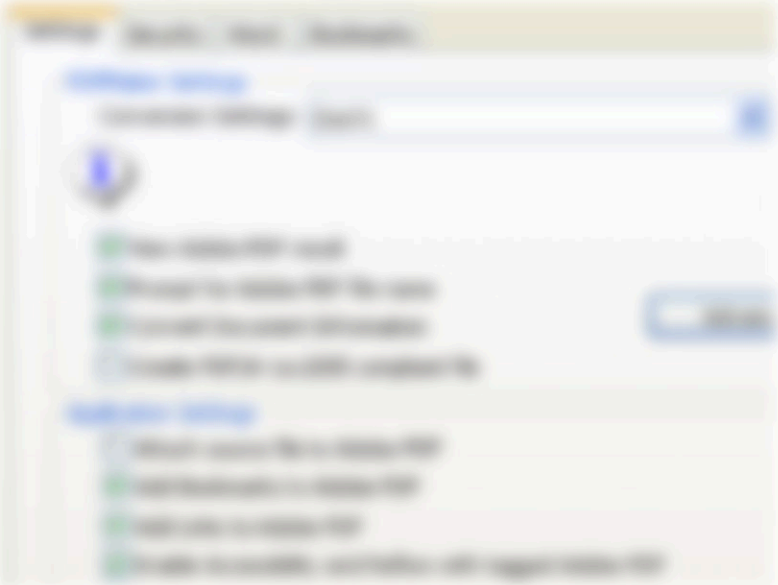
5. Click **Set**.

25.1.5. Create a PDF from Word

Note: In order for the hyperlinks to appear you must use the macro in Word – pointing link to a generated file will not create hyperlinks.

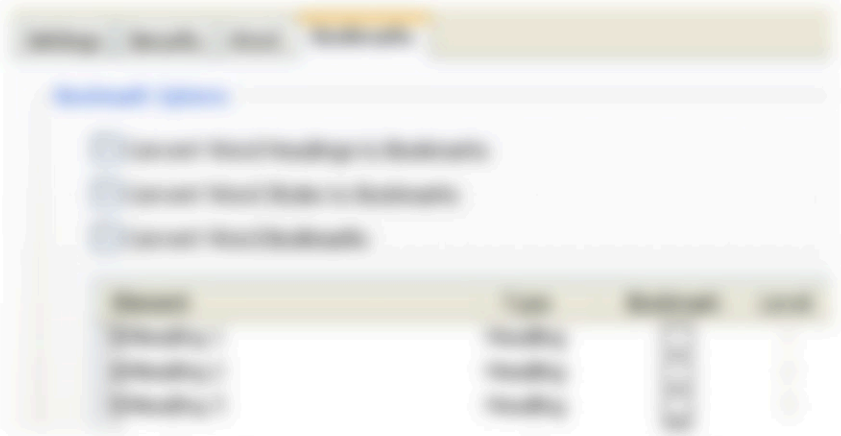
1. On the Adobe PDF menu, click **Change Conversion Settings**.

   The following window appears:



2. Configure the settings as shown in the graphic. In particular, make sure the **Conversion Settings** file is the current job option file provided by Pico.
3. On the **Word** tab, **select Convert cross-references and tables of contents to links**.
4. On the **Bookmarks** tab, clear all check boxes, then click **Bookmark** for each of the styles you want to appear and set its heading level.

   Best Practice: Add chapter titles, appendix titles, TOC and TF titles, main section headings. Test and fine-tune as required.



5. On the **Adobe PDF** menu, click **Convert to Adobe PDF**.

25.1.6. Create a PDF from Pipe

Pixie Documentation Group: Please see the document called Pipe Instructions.

TBD: Partners/Localization Agency: You will be provided with instructions for each project.

25.1.7. Test a PDF

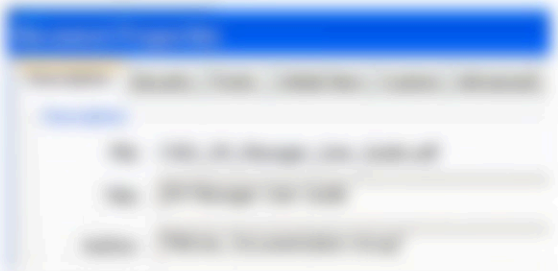
- Open the PDF and check the following:
  - Printed page numbers should match page numbers in Acrobat. (We do not restart page numbering from page 1 at chapter 1.)
  - Hyperlinks in the TOC
  - Hyperlinks in the IX.
  - Cross-reference hyperlinks
  - Colours appear correctly in imported PDF pages
  - Bookmarks should make sense
  - On the File menu, click Document Properties and then Fonts. Check that all non-system fonts are embedded.
  - You are strongly advised to print the PDF and check headers, footers, page breaks etc.

25.2. Finalizing PDFs

The settings described in this section must be made in Acrobat under **File > Properties**.

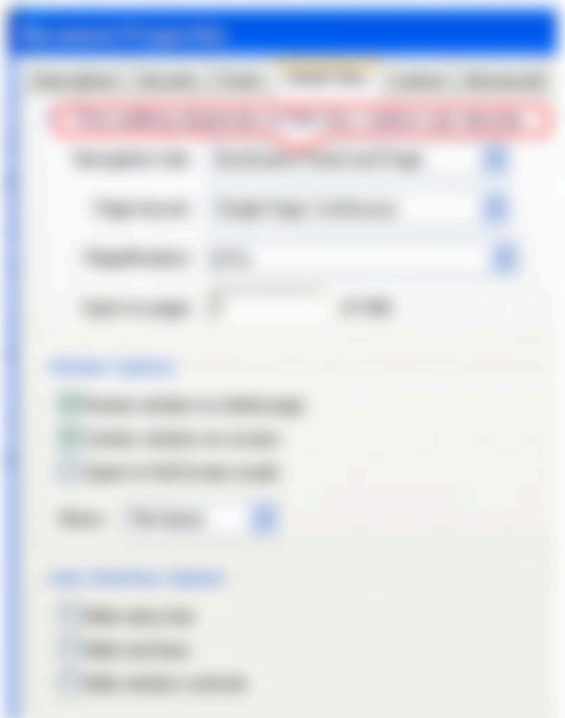
Set the security options last.

1. On the **Description** tab, set the **Author** to "<InitialFirstname>. <Group>" as shown in the following example:



Note: If the author is the local/national agency, the group would be the agency name.

2. On the **Initial View** tab, set the **Navigation tab** setting as you feel fit for the document in question and set the other properties as follows:



Note: If your document will form part of a PDF portfolio it is better to have all documents in the portfolio use the same bookmarks setting (showing or not showing on initial view). Check with whoever is creating the portfolio.

26. File Naming

For online help or PDFs that will appear in the product, the final filename(s) must be that which is "expected" by the program. This name will likely be the same for every release of the

product. It will also likely be the same for all languages. Documentation Group: software — please check with the Development dept if you are unsure.

Examples:	CMMManagerUserGuide.pdf
Examples:	Concepts.doc

For files that are not linked to to the software, please follow the naming convention outlined in the Document Creation Process document.

27. Sending Docs for Review

All documents need to be sent for review. See the separate document that describes the review process. Note: If you will be sending a PDF out for a shared review do not enable it for commenting beforehand.

28. Miscellaneous

TBD: Header/footer usage, Index format

Appendix A Term Usage

For a full list, see the Microsoft Style Guide.

About

Do not use for regulatory reasons.

Based on

Avoid when you mean "using" or could use a single word to convey the same meaning.

Boot

Avoid. Use "start" instead.

Bring up

Avoid. Use "open" instead.

Browse

Use for the function that allows users to navigate to find a file or other item. Do not use for "view."

Can/Could/May/Might

Use *can* to describe actions or tasks that the user or program is able to do. Use *may* or *might* only to express possibility or when the result of an action is unknown or variable. *Might* connotes a sense of "a possible occurrence" without the suggestion of permission or recommendation, so it can be useful in some instances when *may* seems to imply permission.(Do not use *could*.

Comes up

Avoid. Use "appears" instead.

Delete vs. remove

Use Delete when the item is eliminated forever; use "Remove" or "make inactive" when an item is removed from one place, or virtually deleted (but can be retrieved).

e.g.

Avoid where possible. Use "for example" instead. However, using "e.g." is acceptable in cases of limited space etc.

etc.

Avoid where possible. Use "and so on" instead. However, using "etc." is acceptable in cases of limited space etc.

Comes up

Avoid: Use "appears" instead.

Fill in

Avoid in procedures. When referring to controls, use "enter." When referring to forms, use "complete." (It is okay to use this expression in exercises and more colloquial text.)

Go into

Avoid: Use "open" instead.

Go

Avoid: Write out "that is" instead.

Key

Use "press" to describe the user action and never "click."

Look up

Avoid: Use "find" instead.

Login, logon, log on, log in

Always use "log on". Two words. (For the noun, use "user name".)

Make changes to

Ask yourself if "change" or "modify" would work instead.

Menu item

Avoid: Use "command" instead.

On the next page, below

Avoid because depends on pagination; use "following." For example, "Refer to the following diagram..."

PC

Avoid: Use "workstation" generally. Use "computer" if the computer is not a workstation.

Pops up

Avoid: Use "appears" instead.

Product names

Avoid using gratuitously; use when needed to make meaning clear or when it adds something stylistically.

Real-time

Do not use for regulatory reasons.

Right-click

Right-click (with hyphen).

Right-click menu

Avoid. Use "shortcut menu" for end-users; "pop-up menu" acceptable for technical audiences.

Setup

This is a noun. Setup the Program should be Set up the program.

User Name

Use two words, not username.

Web site

Not website.

When you are done...

Avoid saying this at all. If you really have to say something say "When you have finished..."

Appendix B American vs. British English

From: The Oxford Companion to the English Language, 1992.

Overview

Because BrE and AmE are the foremost varieties of the English language and serve as reference norms for other varieties, they have often been compared and contrasted. Such comparisons and contrasts are complex matters, made even more complex by the ambiguity and vagueness of the terms themselves. They are ambiguous in that each has more than one meaning; they are vague in that the boundaries between them are often fuzzy. For example, to say that the spelling *colour* is BrE means that it is a usual variety in the UK, a not usual, or not widely used, or no longer used, in the US, may or may not be used in Canada, and may also be widely used in other parts of the English-speaking world. To say that the spelling *color* is AmE means that it is a usual variety in the US, a not usual, or not widely used, or no longer used, in Britain, is probably used widely in Canada, and may or may not be used in other parts of the English-speaking world.

General ambiguity and vagueness

The terms British English and American English are used in different ways by different people for different purposes. They may refer to: (1) Two national varieties, each subsuming regional and other subvarieties, standard and non-standard. They do not extend beyond the boundaries of their states, but within those boundaries everything is included. (2) Two national standard varieties, each excluding the national non-standard varieties, but to some extent merging with at least some of those. Each is only part of the range of English within its own state, but the most prestigious part. (3) Two international varieties, focused on particular varieties, but each subsuming other varieties to a more or less ill-defined way. Each is more than a national variety of English. (4) Two international standard varieties that may or may not each subsume other standard varieties. Each serves to a more or less ill-defined way as a reference norm for users of the language elsewhere. Furthermore, whether BrE and AmE are understood as national or international varieties, there is a much communication between them that forms of language goes easily and quickly from one to the other, often without clear identification as primarily belonging to one or the other, or to some other variety.

Lexicographical ambiguity and vagueness

The ambiguity of the terms is reflected in dictionaries. When a dictionary labels something BrE, users can safely assume that it has more currency in Britain than in the US, but cannot be sure whether it is restricted to Britain or is used elsewhere, as for example in Australia or New Zealand. Often enough, the lexicographer using the label does not know either. The vagueness due to the many passage between the two varieties is also reflected in dictionaries, by the tendency to qualify the labels with some such word as *chiefly*, or especially, a tendency that appears to be increasing as communication between AmE and BrE increases. The 1st edition of the American Heritage Dictionary (AHD) used both British and Chiefly British as labels, but the 2nd (AHD) uses Chiefly British only. The use of qualifiers with BrE and AmE is to always contrast to their non-use with labels of certain other types, as item may be labelled Slang or Archaic, but not Chiefly slang or esp archaic. An item labelled Chiefly BrE or esp BrE is not more likely to be used in, say, Australia or is more likely to be used in the US. Similarly, an item labelled Chiefly AmE or esp AmE is not more likely to be used in, say, Canada, it is more likely to be used in Britain. In this respect, qualifiers like Chiefly and esp lessen the national restrictions of BrE and AmE, but do not affect their international range, which is already within ill-defined.

National standards

In the following discussion, the emphasis is first on AmE and BrE as two national standard varieties and then on their differences rather than their similarities. Paradoxically, the desire for a discussion of British-American differences reflects an underlying confidence that the similarities between them are greater even if Americans and

Britons are said to be 'divided by a common language'. The language remains essentially common, especially in terms of standard usage. The two standard varieties are contrasted below in terms of spelling, pronunciation, grammar, vocabulary, and idioms.

Spelling

Most spelling differences between BrE and AmE do not signal differences in pronunciation. Rather, they serve as emblems or shibboleths of linguistic nationalism. It is primarily spelling that indicates whether a text is British or American in origin. By and large, the adoption of certain spellings in AmE has migrated from use in BrE or hastened their decline if they were used in their native, such AmE, as spellings are often more once lively available alternatives in use in BrE. However, when spelling is 'normalized' to one or other genre standard, it may no longer be possible to identify the origins of a text. It was more common to change the spelling of American books published in Britain, but in recent years the practice has been less common. This may mean that British linguistic nationalism is waning, or simply that the practice costs less, but since it also makes American texts easier to identify as British editions, it may have slowed the adoption of expressions and constructions identified as AmE in these texts. There are two ways in which the orthographic differences can be classified: systemic or non-systemic, exclusive or non-exclusive.

(1) Systemic or non-systemic differences. It is difference in systemic, it affects large classes of words, it non-systemic, it affects only one word or a small group of words. By and large, the difference between BrE colour, AmE color is systemic, affecting such words as favourite, favorite, neighbourhood, organize (but note longer, longer, longer, etc., in both varieties). The BrE variant gray the contrast with the common gift is non-systemic, affecting only one word and its inflections (gray, derivative (gray), and compounds (graybeard). Occasionally, variants exist in both varieties the spelling is in abridgement, acknowledgement, judgement can be found in both AmE and BrE.

(2) Exclusive or non-exclusive differences. When writing science, either a BrE or an AmE spelling must be chosen. There is no international alternative. In the case of gray(ish) however, there is a choice between local gray and international (ish). In the case of ecru, an international variant ecru coincide with an ecru that is ecru. AmE, though it was once used in BrE, in 1886, the Oxford English Dictionary recorded this spelling, but in 1989 the 2nd edition has changed to ecru. There seem to be no cases of an international spelling variant coinciding with a marked BrE variant on one side and a marked AmE variant on the other.

All permutations and combinations of the two categories are possible, colour(color, systemic exclusive variants, the suffixes -our/-or, systemic non-exclusive variants in BrE, gray(ish), ecru, non-systemic, non-exclusive variants in BrE and AmE respectively, in burbling, dragon(fruit), non-systemic exclusive variants. Among the principal systemic variants are

(1) The colour group. Most words of the type colour/color are from Latin or French, arbitrary, armoured, arbitrary, favourite, favourite, favourite, labourer, odourless, organize, organize, organize, organize, organize, organize. In Latin, their forms are uniformly, -or (albus, albor) and in Modern French their cognates may have, -our (albinos, blanchir). Some, however, are formerly in origin (harbourer, neighbourer) and seem to have picked up their -u by analogy. The BrE -u is not used in words, other than neighbourer, that usually refer to people, actor, author, emperor, governor, survivor, tutor are the same in both varieties, though especially during the 16 - 17c such spellings as emperour, governour occurred. In such cases, the -or is generally interpreted as an agent suffix (like the verbs/nouns -or, suffixes is an invariable in the spelling as it is). There are, however, a number of exceptions, such words as error, mirror, pallor, terror, tutor have -or, -o in BrE, and in AmE the spellings glamour, rumour, savour are non-exclusive variants, coexisting with the international glamour, rumour, savour. Savour appears to be the last surviving, non agent suffix referring to a person. In AmE, the colour group has, -or, in the inflections (colouring, derivatives (colourful, colourless), and compounds (color-blind). BrE derivatives are more complex. Before consonants suffixes, the -u is retained: colourless, colourless, favourite, favourite, favourite, favourite, colourless, dexterous, ferrugous. In such cases, AmE and BrE spellings are the same. Even so, there are some residual anomalies. BrE keeps the -u in colourless and AmE, not have the -u in favourite, and appears to be more likely than BrE to have -o-u in generosity or and generosity.

(1) The centre/center group. In words of this type, BrE has *-re* and AmE *-er*, and the difference is exclusive. The chief members are of Latin/Greek origin and are *centre/center*, *fibre/fiber*, *goltre/goiter*, *litre/liter*, *mètre/meter*, *sabre/saber*, *sombre/somber*, *spectre/specter*, *theatre/theater*. The agent suffix *-er* (as in *writer*) and comparative ending *-er* (as in *colder*) are unaffected. Many words in both varieties have *-er* (*lantern*, *center*) and *-re* (*acre*, *lacre*, *massacre*, *metfiore*, *ogre*). In the case of the second group, *-er* or spelling would suggest a misleading pronunciation (*theatre* as *seer*, *lacre*, etc.). BrE distinguishes some (*centre* of measurement) from *center* (*centre* for measuring *precision*), but AmE uses *center* for both. Though *theatre* is the preferred AmE spelling, *theater* is common as a part of a name. Generally, the differences are preserved in reflections (*centreboard*/*center*) and compounds (*centre*/*fibre*/*center*/*fiber*), but usually vanish in derivatives through the loss of the *-re*, which is no longer pronounced (*centre*, *fibrous*, *metric*/*metrical*, *theatrical*).

(2) The colour/color group. In words of Gallo origin (in which an original *o* became *u* under Spanish rule), BrE has *-our* as an exclusive variant, AmE *-or* has commonly *-ur*. Typically, in non-exclusive variants, amorphic, *chlorifacies*, *homoeopathy*, *cytopathogen*, *cytotoxigen*, *cytotoxin*. The differences are maintained in all reflections, derivatives, and compounds. Two words of Gallo origin have been assimilated into this class, *honour* and *hospital*. In both varieties, all forms of the earlier *ancestress*, *ancestrical*, *ancestrical* has gone (in *ancestry*, *ancestral*/*ancestrial*, *ancestrous*, etc.). Within a word, *-our* is pronounced (*through*) in both varieties, at the beginning it is pronounced (*through*) in BrE and may be so pronounced in AmE, though it tends to be pronounced (*between*) in AmE. The pronunciation of BrE *antrogen* is therefore *ture*, cf. AmE *antrogen* (*generally*, *ture*).

(3) The cancellation group. In words of classical (ultimately Greek) origin in which *c* has *k* after *n*, passed into English as *n* then *ca*, BrE has tended to keep *ne* as an exclusive variant and AmE has had *c* and *ne* as non-exclusive variants (*anion*, *ecthyrosis*, *gynecology*, *cytoplasm*, *anaemia*, *encyclopaedia*, *haemoglobin*, *haemorrhage*, *medium*, *ecthyrosis*, *gynecology*). The spelling differences are maintained in reflections, derivatives, and compounds. In the case of *cancellation* and its derivatives, the spelling *can* signal a difference in pronunciation: beginning in BrE with *(through)*, *ca*, as (*between*) and in AmE with (*between*). Elsewhere in this class, however, *can* is pronounced *(through)* in both varieties. Other classical forms *haemo* as in both varieties *ane*, as in *anemia*, *anesthesia*, *anesthetic*, *anesthetic*. In both varieties, *encyclopedia* and *medium* are commoner than *encyclopaedia* and *medium*, but where BrE pronunciation typically begins *medi-*, AmE pronunciation often begins *meeti-*. There is some tendency for *c* and *ne* to become non-exclusive variants in BrE in such words as *oversea*, *pediatrics* and *orthodontics*, *gynecology*.

(4) The modell group. In such words, BrE has a single written vowel plus *l* and AmE has a single written vowel plus *ll*, and the exclusive variants are all disyllabic with stresses on the second syllable: *dialyl*, *excitly*, *initly*, *modrly*, *Exceptionally*, *cover*/*pencils*, *to*, AmE *cover*, *cover*. Verbs like *dialyze* with *-ize* in the second syllable belong to this class in both, *signify*, *unfoldy*, *unsold*. In BrE, however, the preferences vary: *signify*, *unfoldy*, *unsold*. The verb *unsold* has *-l-* in both varieties.

(5) The dual-ll group. In BrE, verbs that end in a single written vowel plus *l-ic*, *-l-ing*, *-l-ed* (*bump*, *bump*, *bump*, *c*, *bump*, *bump*, *bump

improving/improvement, verbs that take only -ing do not generally have a cognate in -ment (exceptions: advisement/advising). Moreover, some verbs that allow both forms do not form nouns in -ment: apologize/apology, appreciate/appreciation, appointment/appointment, appointment/appointment.

(6) The -ise and -ize group. In such verbs as analyse/analyze and paralyse/paralyze, Brit prefers -ise and Amer -ize. The variants are systemic and have been mutually exclusive, but recently analyze has begun to appear in Brit. The difference disappears in corresponding nouns: analysis, paralysis are international, as the -is of the verbs becomes -is in the nouns.

(7) The -ogue group. Although in words like catalogue/-ог, dialogue/-ог, monologue/-ог, prologue/-ог, Amer sometimes drops -ue, only catalog is a widely used Amer variant. These such spellings are systemic, non-exclusive variants in Amer. Analogue is a special case: the spelling analog prevails in contrast with digital when referring to such things as computers, but that is true not only in Amer but also in Brit, where Amer spellings are generally used in the register of computing.

Conclusion. (1) Where differences exist, Amer spellings tend to be shorter than Brit spellings: catalog, color, Amer pricey, jewelry, Brit jewellery, jewellery, Amer counselor, counselor, Brit counsellor, counsellor. Exceptions include Amer tonsils and tonsilectomy, Brit tonsils and tonsilectomy, Amer skillful and Healthful, Brit skilful and healthful. (2) In general terms, a spelling used in Britain is more likely to be acceptable in America than is an American spelling in Britain. Brit seems sometimes to use spelling to distinguish terms with the same pronunciation: tyre and Tire, dinger and ducks, the birth to a street and with metamorphosis. Amer seems to do this rarely: mount vice and vice the rock.

Grammar

A discussion of grammatical differences is closer to a discussion of spelling than of pronunciation, because it can be based on textual evidence. The following are significant contrasts.

(1) Shall/will. Though shall is even less common in Amer than in Brit, the only significant differences concern two of the least common Brit uses: second/person questions and the contraction shan't. (a) in Shall you be at the ordinary reception? – Yes, I'm afraid I shall/ Both are virtually unknown in Amer. (b) for will, two of the Brit uses are much less likely in Amer: unknown will, roughly equivalent to must (Thief will be the problem of the theory, mismatch will indicating a disagreeable habit or practice (the WILL being telling us about his operation).

(2) Should/would. In polite first/person statements (We should be happy to comply with your request), should is more in Amer than in Brit, particularly in advice-giving formulas (I should think/ I think/ I'd vote/ vote). Would is also more in Amer in its predictive use (I dreamed that they should leave, It is astonishing that they should have left without telling me). Would is primarily Brit in uses that parallel will above. That would have been the problem of the theory (the WOULD being telling us about his operation). However, it seems to be primarily Amer in an habitual sense (used to: When I was young, I would get up early, though as a subsequent substitute for used to it is shared: I used to get up early, and before breakfast I would go jogging).

(3) Can/may. Both variables can use both for permission as well as ability, a usage formerly discouraged in Brit. (also of the Atlantic. You can see him now. (You are permitted to see him). In a negative interrogative sentence like If you get wet you can't have taken your umbrella, can't is more likely in Brit than Amer, which allows mustn't (see following).

(4) Must/have (got) to. An affirmative interrogative sentence like This has to be/This has got to be the best novel this year is more likely in Amer than Brit. Though it is becoming an alternative in Brit in the shared This must be the best novel this year. A negative interrogative sentence like If you get wet you mustn't have taken your umbrella is Amer rather than standard Brit, which uses can't (see preceding).

(5) Have (got). There have been differences between Brit and Amer in the use of have, but in the last decade they have become largely of historical interest only. The major surviving difference is the past form had got. We left because she hadn't a lot to decide (Amer got to do a lot) is a largely Brit alternative to the shared We left because she hadn't a lot to decide had to do a lot.

(6) Lexis. The negative form *isn't* and *aren't* is shared, coexisting with the chiefly BrE variant *don't* (*isn't*, *aren't*) and the AmE variant *isn't*, *don't* (*aren't*), often regarded as non-standard.

(7) Subjunctive forms. After words like *demand*, several constructions are possible: I demanded that he should/ought to/ø/were (more BrE than AmE); I demanded that he would have/ø/were somewhat more AmE than BrE, especially with only; I demanded that he (should) have/ø/ø (far more BrE than AmE).

(8) Perfective forms. With *yet* and *already*, such perfective sentences as *Have you eaten yet?* and *They've already left* are shared usages. Such alternatives as *Did you eat yet?* and *They left already* are virtually exclusive to AmE, but may be regarded as non-standard.

(9) Tag forms. AmE sentences as *They're here, aren't they?* combine positive and negative with forms and are shared. BrE sentences as *So they're/They're here, are they?* combine positive with positive (and are somewhat more BrE than AmE). AmE sentences as *So they/They didn't do it, didn't they?* combine negative with negative, are virtually exclusive to BrE, and are not used freely even by all BrE speakers. Tags such alternative than to elicit or confirm information tend to be more BrE than AmE, in particular (presumption), and aggressive tags such as *You'll just have to wait and see, won't you?* and *I don't know the answer, do I?*

(10) Give. The forms *Give me it* is shared, while *Give it me* is AmE.

(11) Provide. The forms *They provided us with an excuse* is shared, while *They provided us an excuse* is AmE.

(12) Enough. The forms *They're rich enough to retire* is shared, while *They're rich enough that they can retire* is chiefly AmE.

(13) Agree, approximate, protest. The forms *They agreed to the plan* and *They agreed on the plan* are shared, while *They agreed the plan* is BrE. *Their approximation to the truth* is chiefly BrE, while *Their approximation the truth* is AmE. *They protested their innocence* and *They protested against the verdict* are shared. *They protested the verdict* is AmE.

(14) Time expressions. The forms *Monday to Friday* inclusive is shared, while the synonymous *Monday through Friday* is AmE. *Monday through to Friday* is BrE, and may be ambiguous as to whether Friday itself is included. The forms *a week from today* and *a week from Friday* are shared, while *a week today*, *a week on Friday*, *Friday week* are BrE. The forms *half past ten* is shared, and records with the informal BrE *half ten*. The use of *past* to express minutes (*10 past 5*), *a quarter past 5* is shared; the corresponding use of *after* (*10 after 5*), *a quarter after 5* is chiefly AmE. The form *ten (minutes) to ten* is shared, while *ten (minutes) of ten* is AmE.

(15) Go, come. The forms *Go and we'll take and see what you have done* are shared, while *Go we'll take see what you have done* are AmE.

(16) Dare. The forms *It was done and I dare, one will succeed* is shared and tends to be formal in both varieties, while *It was done but he dare he will succeed* is AmE (and tends shared by feminists and others as social usage).

(17) Group nouns. BrE's collective usage as *The government is divided* is shared, while *The government are divided*, emphasizing the members of the group, is chiefly BrE.

(18) Collocations. There are many differences of idiom. The collocations *go to church/school/college* and *be at church/school/college* are shared; but *go to university/the university* and *go to hospital/be in hospital* are BrE, AmE requiring the *a* to *go to the university*. Forms like *in a publisher's record* are shared, but *in publisher's record* is BrE. The expressions *on other and to* (*taken on*) BrE, the former the equivalent of the shared *having* (*taken*), the latter of the shared *from* (*were withdrawn from*) *on*. The form *in the future* is shared. The forms *do a deal* is BrE and *make a deal* is AmE. *Take a decision* is chiefly BrE, *through make a decision* is shared. *Amend/make the a good deal* is shared, but *Amend/make a good deal* is chiefly BrE. Members of *to* shared, *membership of to* BrE, *membership to* is AmE.

Vocabulary and idioms

As with differences in spelling, lexical differences can be divided into the exclusive (such as BrE *windscreen*, AmE *windshield*), and the non-exclusive. The non-exclusive differences subdivide into those to which the shared variant

consider with an exclusive usage (such as shared editorial, BrE header, shared contents, AmE bill), and those to which a shared variant coexists with both a BrE variant and an AmE variant (shared section, BrE person point, AmE outlet). Systemic differences in vocabulary are due to two factors: source and subject. AmE and BrE draw on different sources for certain words, especially in informal styles. AmE borrowing for example on Spanish because of its associations with Latin America (see American English, Dialect for examples), BrE drawing for example on Hindustani because of its long connection with India (see Cockney). They have also developed differences in what subjects most draw others. In areas of technology that developed before the European settlement of America, such as sailing, differences are small; in those developed in the 19c, such as rail and automotive transport, they are much greater; but in 20c technology, such as aviation, they are low. In the vocabulary of computing, AmE spellings are used in BrE, such as program, disk, while BrE programming is used in AmE. For further discussion and examples of differences, see Americanism, Britishism.

AmE and BrE sometimes have slightly different idioms, such as BrE a home from home, have a soft drink, a stitch in a strange, blow one's own trumpet, sweep under the carpet, AmE a home away from home, have a soft enough drink, a sampler in a strange/foreign, blow one's own horn, sweep under the rug. The use of prepositions is often different: for example, Americans live on a street while Britons live in a street, they cater to people where Britons cater for them, they do something on the weekend where Britons do it at the weekend, one of two minds about something while Britons are in two minds, have a new lease on life where Britons have a new lease of life. Americans students are in a course and British students on a course. Americans are born Monday, while Britons most have on Monday. See American English, British English, Date, English, Standard, Variety, and the table entitled U. S. / U. K. / Americas, Europe, Variety (U.S.).

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