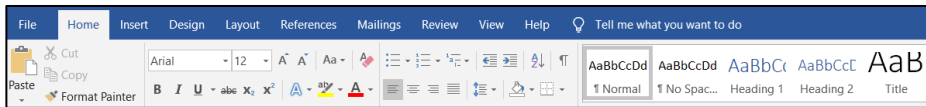


Five Quick Tips for Readable Documents

- **EMPLOY SIMPLE FONTS** [Short SBCTC “core concept” description](#)
 - 12 point minimum
 - Use 1-2 simple fonts in a single document. Avoid cursive or fancy fonts! Serif fonts (Times New Roman, etc.) may be better for some users in print documents; san serif fonts (Arial, Tahoma, Verdana) may work best in digital docs. Providing materials in digital format before required use allows readers to make any adjustments they need.
- **USE HEADERS** [Learn more in 2 minutes!](#) (video) [Headings as SBCTC core concept](#)



- Add headings by using the styles on the Quick Access Toolbar, or by following these [guidelines](#) from SBCTC. Building a structure of hierarchical headings allows readers, including those using assistive technology, easily to find what they need. Chunking information and using headers also help create white spaces that help sighted readers.

At-A-Glance Examples of More Readable and Less Readable Page Design

<i>More Readable</i>	<i>Less Readable</i>
<p>Week 2 Game Design Assignment: Dramatic Elements</p> <hr/> <p>What's Due</p> <ul style="list-style-type: none"> • a) Dramatic elements analysis of The Yacht Race Game (TYGR), OR b) complete Exercise 4.1 in Fullerton (page 97 in both editions). Worksheets for each option are attached. <p>When Due To be decided in class.</p> <p>To Do Complete one of the attached forms, answering questions 1-11 (Option 1) OR writing a paper that describes a reskinning/modification of the game of American checkers (Option 2). Post in a Word file -- no PDFs, please -- in the Week 2 Module on Canvas.</p> <p>Why This Assignment This assignment makes use of analytical thinking. Analytical thinking is the capacity to examine or explore the parts or structure of something, including the relationships of the separate</p>	<p style="text-align: center;">A successful commentary:</p> <p style="text-align: center;">Focuses on the making – the how – of an essay. Factual summary of the essay's content (if any) is limited to two or three sentences.</p> <p style="text-align: center;">Includes a sentence or two (or a bit more) of explanation about the aspect of craft being considered.</p> <p style="text-align: center;">Avoids your judgment of the writer.</p> <p style="text-align: center;">Does not discuss your subjective response (like or dislike) to the essay. It's fine to write in the first person, using "I," as long as the paper is about your identification and interpretation of the author's uses of craft . . . not about you.</p> <p style="text-align: center;">Your diction (word choice) as a commentator can be informal, as may the paper's general writing style.</p>

- **FORMAT LISTS** [Brief instructions](#)
 - Format lists using one of the Microsoft Word tools on the Quick Access Toolbar.



- **MAKE HYPERLINK TEXT DESCRIPTIVE** [Learn more in 2 minutes!](#) (video)
 - Write “Go to the color contrast checker” instead of “Click here”.
 - Avoid pasting URLs into text; assistive technology reads every letter, number, and punctuation mark.

- **USE TABLES FOR DATA** [Learn more in 2 minutes!](#) Or in [5:31](#). (videos)
 - [Use tables to organize and communicate data](#), not as a layout tool. [Narrative instructions](#) from SBCTC.

Additional Information for Creating Readable Learning Materials: Microsoft Word Documents

Note:

Formatting written documents to be fully accessible is easy to do, especially as a proactive step.

Two key aspects of inclusive formatting are:

1. The look of content on the page. This applies to both print and digital documents.
2. The format document authors use when saving and posting a digital document.

Evergreen provides [free downloadable software called Read and Write Gold](#) to all enrolled students, and to staff and faculty. Read and Write Gold can read aloud properly-formatted digital files, among the software's other features. The latest versions of Microsoft Word, Outlook, PowerPoint and One-note also feature [text-to-speech capability](#).

Presenting information in multiple modalities (print, digital, audio) is vital to supporting maximum learning. These [classroom etiquette tips and links to short videos demonstrating inaccessible and accessible classrooms](#) provide companion support to your work in making learning materials accessible. Keep in mind that formatting educational materials so that they are available to all students in an equitable and inclusive manner is required by [Washington State policy and federal law](#).

Learn More: Formatting Written Documents

- Evergreen's [Web Accessibility Guidelines](#) (pages 5A and 5B)
- [SBCTC's Library of Accessibility Resources](#) (provides easy-to-use instructions about working with a variety of learning materials, and links to short video resources)
- Microsoft's [Word accessibility help page](#) and [accessibility videos](#)
- Accessibility [guidelines for various versions of Word](#) (Mac and Windows)
- Google Docs: Read [Google's help page](#), or for a summary read pages 5 A and 5B of Evergreen's [Accessibility Handbook](#).

MORE TIPS: INCLUDE ALT TEXT [Quick instructions](#) (Microsoft Office tutorial)

- Alt text (alternative text) is a textual description of an image. Focus on communicating information conveyed by the picture that readers need to know, as you would when speaking on the phone. Avoid repeating information already clear from the context in which you are using the image.
- To create alt text, right click on the image, then click on Edit Alt Text. (For tables, click on Table Properties and then Alt Text). Type in the box that appears.
- For more on writing alt text, including examples, see [WebAIM's Alternative Text webpage](#).

➤ USE COLOR, BUT NOT TO CONVEY MEANING

- Colorblind and blind readers are excluded when color is necessary to make sense of what's on the page.
- Make use of high contrast between colors to enhance ease of reading. To doublecheck, try this [online Color Contrast Checker](#) from Web AIM.

➤ CHECK YOUR WORK [Learn more in 1 minute!](#)

- Click on the Review tab in the Ribbon, and then on Check Accessibility. "Inspection Results" opens on the right side of your screen. Click on each item under the headings for a description of the issue in your text, and suggestions. More: Microsoft [narrative guidelines](#), [SBCTC Check list for MS Word documents](#)

Color Contrast Examples

Bad Examples	Good Examples
Red on black is bad	Yellow on black is good
Blue on orange is bad	Black on orange is ok
Red on green is bad	White on green is good
Grey on purple is bad	Aqua on purple is ok

➤ USE "REAL TEXT" [Short introduction](#) (SBCTC)

- Avoid using images of text, such as screenshots and scanned PDFs that aren't saved in Optical Character Recognition (OCR) format. If you must use text in image format, provide alt text. (See above.)

Wacquart wrote Section 1, "The Street and The Ring," as a research article for a French journal just a year after he first joined the Woodlawn Boys Club (7). Here Wacquart brings to bear on events and people a sharp observational eye and his broad reading in academic work on boxing, African American culture and community, and the sociologies of practice, sports, inner city life and interpersonal behavior. Abstract ideas drive the overall narrative structure; readers learn about the physical, cultural, economic, institutional, athletic and family contexts of the gym and its boxers, as well as the physical and psychological dimensions of the activity itself.

- To check if text is "real" or not, try to select the text with your cursor. If you're unable to highlight/select it then it is not real text, and therefore not accessible for all users. Real text allows selection, as in the image to the right.

➤ SAVE AND POST DIGITAL DOCUMENTS IN OCR FORMAT

- [Guidelines for saving MS Word files as PDFs](#) are provided by IT at Evergreen.
- If you are scanning material for instructional use, your PDFs must be readable by assistive technology – that is, they must be scanned using Optical Character Recognition, or OCR. You can get help with this, or do it yourself on scanners in Evergreen's Library and computer labs; the Evergreen helpwiki provides [instructions for scanning OCR PDFs](#).
- To remediate currently-inaccessible PDFs, you'll need to use a version of Acrobat Adobe Pro DC software; Adobe Pro DC software is available on computers in Evergreen's computer labs. The SBCTC provides two sets of guidelines for making inaccessible PDFs accessible: [PDF & Adobe Acrobat DC Overview](#) and [Creating Accessible PDFs: An Intro](#).

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- Material from the Washington State Board for Community & Technical Colleges' [Library of Accessibility Resources](#) has been adapted and used under a Creative Commons license: Attribution 4.0 International (CC BY 4.0), <https://creativecommons.org/licenses/by/4.0/>. Accessed 29 Jun. 2019.
- Some material has been adapted from the Web Accessibility Guidelines Handbook. 2nd ed. Portland Community College: Distance Education & Instructional Support, Jan. 2016, <https://www.pcc.edu/instructional-support/wp-content/uploads/sites/17/2018/08/OnlineAccessibilityHandbook-10Res.pdf>. Accessed 16 Dec. 2018. Used under a Creative Commons license: CC BY-NC-SA 4.0, <https://creativecommons.org/licenses/by-nc-sa/4.0/>. 6-29-19