NRC Style Sheet (2011)

NRC follows APA style as presented in the sixth edition of the *Publication Manual of the American Psychological Association*. This list comprises points on which NRC style deviates from this reference (marked by *) and clarifies other styling issues. NRC style is flexible, and it may be determined that the author’s prevalent style should be maintained. A sample word tracking sheet is also included at the end of this document to assist the proofreader with consistent spellings.

### CAPITALIZATION

| Proper names, titles of courses or seminars, or course themes | • Same capitalization rules as book titles in text (i.e., nouns, verbs, pronouns, adjectives, adverbs, subordinating conjunctions [if, because, as, that]; prepositions 4-letters-or-greater), roman type, no quotation marks (e.g., Discovery Core, Principles of Sociology, Multiculturalism in the U.S.) |
| Educational or job titles | • As a rule, capitalize when used specifically in front of a name; do not capitalize when following a name or in general reference (e.g., President Harris Pastides; Harris Pastides, president; the president’s office; Professor Warren; Bill Warren, professor of English; the professor; the chair of the department; the resident monitor; the provost; the peer mentors). |
| Department names | • Capitalize official names of departments in text; do not capitalize the informal name (e.g., He enrolled in the Department of Civil Engineering. *but* He enrolled in the civil engineering department). |

### EMPHASIS

| Bold | • Only for statistical vector symbols and design style |
| Italicizes | APA 4.21 • Book titles • Titles of book series, conference presentations, dissertations, lectures, essays. Edit to APA reference list style when possible. • To introduce a new, technical, or key term or label. Italicize once, then regular font. • Scales in a Likert scale (e.g., *strongly agree, agree, disagree*) • Genera, species, varieties • Linguistic examples (e.g., row of *Xs*, grade of *W*) • Words that could be misread (e.g., *small* group – designation, not size) • Italics for mere emphasis discouraged; try to create emphasis with syntax; italics OK if emphasis might otherwise be lost. |
| Quotation marks | APA 4.07 • Ironic comment, slang, or coined expression. Use once; then do not continue to use marks. (e.g., she was “rewarded” with an *F*; he was a “nark”). • Use for book or periodical chapter or title of article. • Do not use to hedge or for emphasis (e.g., *not* the teacher “rewarded” the class with small gifts). |

### GENERAL

<p>| Ampersand (&amp;) | APA 6.12 • Use in parentheticals, tables, captions, reference list, and in-text citations. • Use <em>and</em> with multiple name bylines for TOC, chapters, articles, and headers. |
| Abbreviations | • Latin abbreviations used only in parenthetical material; in text, spell out, no italics. See APA 4.26 for exceptions. • Spell out state names in text; use two-letter postal code in reference list. • Spell out United States unless used as an adjective (e.g., U.S. Navy) • Program abbreviations or acronyms – in general, no punctuation; however, honor author’s style if punctuation is used |
| Abbr. not requiring initial definition | • Acceptable to use shortened book title in text, if complete reference is included in reference list (e.g., <em>The Community College</em> for <em>The Community College: Opportunities for America’s First-Year Students</em>). |
| Book titles | ANCOVA FTE GPA SD ANOVA FYE M SES |</p>
<table>
<thead>
<tr>
<th>Comparisons</th>
<th>• Use en-dash without spaces; do not use a slash (/) (e.g., pre–posttest, test–retest reliability, not test/retest reliability).</th>
</tr>
</thead>
</table>
| Dates & time | • Use complete and specific dates when possible, including year.  
• Do not use ordinal numbers (e.g., December 1, not December 1st).  
• In text, spell out months and use full years in spans (e.g., 2009-2010, not 2009-10).  
• No period following abbreviations of months in tables or box insets.  
• Time: a.m. and p.m. are lowercase or set in small caps with periods. |
| Decimals | • If amount can exceed 1, but the number is smaller than 1, use 0 before (e.g., 0.5%).  
• If amount cannot exceed 1, do not use a preceding 0 (e.g., p < .01). |
| Educational degrees | • Abbreviations in text OK. In general, no periods (e.g., BA, MA, EdD, PhD).  
• Do not include academic titles or suffixes (e.g., Dr., PhD, JD) on covers, title pages, copyright pages or in author/presenter biographies.  
• In general reference, academic degrees are not capitalized.  
• Use an apostrophe in bachelor's degree, master's degree, or doctor's degree but not for associate degree. Use ‘s, even for plurals (e.g., I have two master’s degrees and I have a master’s degree but I have a master of science degree). |
| First-year, freshman, & FYE | • Use first-year student(s), not freshman(men), unless freshman(men) is part of a published title, a program, or an office.  
• Hyphenate first-year as adjective, not as adjective-noun pair (e.g., First-year seminars help students adjust to the first year of college).  
• The first-year experience refers to the comprehensive collection of academic and social experiences (formal and informal, intentional and unintentional) students have during their first year of undergraduate study. All students have a first-year experience. When referring to a single course or initiative, the text should be edited to use a more specific term (e.g., first-year seminar, Penn State’s first-year student initiative not the first-year experience course or Penn State’s The First-Year Experience initiative [unless by permission, see below]).  
• Note: The First-Year Experience® is a registered service mark requiring a license.  
  o Use the ®, when used with the Center’s name on cover or title pages or stand-alone promotional pieces (initial use only).  
  o Do not use ®, when the Center’s name or the words the first-year experience appear in the body of a piece.  
• Abbreviation FYE: If clearly referring to a first-year seminar, recast. If referring to a larger program or series of programs, let stand. |
| Money | • $.80, not 80¢ |
| N or n | • N = total group, n = subgroup; italics with space before and after equal sign |
| Numbers | • Spell out  
  o In text, all numbers below 10 (e.g., two-year college not 2-year college)  
  o Numbers beginning a sentence or title (reword when possible)  
  o Common fractions (e.g., one fifth of the class, two-thirds majority)  
• Use figures for  
  o Comparison (e.g., 2 of 30 students)  
  o Preceding unit of measurement (e.g., a 5-mg dose)  
  o Statistical or mathematical functions  
  o Dates, time (w/exceptions), ages, sample, grades, population, scores, scales, money, rounded large numbers (e.g., a 3 on a 5-point Likert scale, Grade 8, 3 million)  
  o Numbered series, parts of books, tables (e.g., Table 1, chapter 5, step 1) |
| Parentheticals | • Judicious use of e.g. (for example) and i.e. (that is).  
• Do not use e.g. or i.e. for definition of an acronym.  
• Spell out e.g. and i.e. in text; but abbreviated, with no italics, in parenthetical. |
| Possessives | • Apostrophe only for possessives of words ending in s (e.g., Mills’, Dickens’) |
| Pronouns | • For countries or organizations, use which or that, not who. |
### Technology
- Capitalize (no italic) *World Wide Web*, but lowercase *websites* and *web pages*
- Capitalize (no italic) *Internet*
- Close compound *online*: however, hyphenate *e-mail* (i.e., *not* email)
- URL at the end of a sentence in text takes a final period

### HYPHENS & DASHES & SPACING APA 4.13

#### Adjectives
- Hyphen for compound adjectives (e.g., client-centered therapy)
- En-dash for adjectives of equal weight (e.g., Japanese–European effort)

#### Dates & time
- En-dash with spaces for time and spans in tables or box insets (e.g., 10:00 a.m. – 5:00 p.m.; 10 – 11 a.m.; Nov 23 – 25).
- *Hyphen, no spaces, for time spans in text* (e.g., 10:00 a.m.-5:00 p.m., 10-11 a.m., November 23-25).
- Also see General/Dates & time.

#### Em-dash
- To amplify or digress (e.g., students—from the first group—encountered difficulty); no spaces before or after
- Use minimally

#### Hyphens
- Avoid double hyphenated compounds
- *Re- and pre-, if followed by a vowel, always use a hyphen, even if followed by e.
- Double closed compound (e.g., pre- and posttest results)

#### Other spans
- Use a hyphen to separate nonsequential numbers (e.g., telephone numbers).
- Hyphen, no space, (not en-dash) for all inclusive spans (e.g., 2005-2008, 25-30 students); however, if the series is preceded by a preposition, use a preposition or conjunction between the series, not a hyphen (e.g., 1898-1903 *not* from 1898-1903 *but* from 1898 to 1903 or between 1898 and 1903).

#### Pages & sections
- *Hyphen and no spaces* (e.g., pp. 92-105, Sections 3.01-3.09)

#### Slash APA 4.11
- Clarify relationship in hyphenated compound (e.g., classification/similarity-judgment condition)
- Do not use when a phrase is clearer (e.g., to her mother or guardian, *not* to her mother/guardian)
- To indicate *per* only when accompanied by a number (e.g., 7 mg/kg); otherwise spell out *per*
- Cite republished works in text (e.g., Freud (1923/1961))

### LISTS APA 3.04

#### Introductory statement or clause – vertical or in-text lists
- If statement contains *the following/as follows*, use a final colon.
- Do not use colon at the end of the introductory statement if list is the complement or object of the statement (e.g., The students three choices were (a) working together, (b) working in pairs, or (c) working alone.).
- Use a colon to introduce a list (e.g., The study included three critical areas: The Horseshoe, Russell Hall, and McKibbon House.).

#### Run-in
- Use series of lower case letters in parenthesis for list items [e.g., (a), (b), (c)].
- Enumerate for clarity, to prevent misreading, or for lengthy items; otherwise, use standard punctuation (i.e., commas, semicolons).
- All items must be syntactically and conceptually parallel.

#### Vertical
- Use bulleted lists.
- Avoid numbered list unless for steps in a process or numbered survey items.
- No final punctuation at end of list item unless item is a complete sentence.
- Always capitalize first letter of first word in a list item.
- All items must be syntactically and conceptually parallel.
- The complexity and length of the list items determine whether to use run-in or vertical style rather than a set number of items
### PERSON, TENSE, & VOICE APA 3.06, 3.09, 3.18

| General | • Be consistent in use of verb tenses and person.  
• Use present tense or present perfect tense whenever possible.  
• Strive for active voice.  
• Avoid second person; third person preferred. |
| --- | --- |
| Person & voice APA 3.18 | • Strive for active voice, third person; rephrase when necessary.  
• *When active voice is cumbersome or rephrasing will lose intent,  
  a. Passive voice shall be the next choice  
  b. Active voice with first person pronoun shall be used last  

  **Strive for – Active voice, third person**  
  Data obtained through a survey conducted in a controlled setting indicated…  
  Students recorded their experiences in a daily journal.  
  Analysis of surveys administered to faculty in the spring revealed…  

  **Avoid - Passive voice**  
  The survey was conducted in a controlled setting.  
  The students were told to keep a journal of their experiences.  
  Faculty and students were surveyed at the beginning of the term.  

  **Avoid - Active voice with first person pronoun**  
  We conducted the survey in a controlled setting.  
  We told the students to keep a journal of their experiences.  
  We surveyed faculty and students at the beginning of the term.  

• Avoid anthropomorphism (e.g., no—the experiment attempted to demonstrate...; yes—the researchers attempted to demonstrate...; no—Table 1 compares GPAs of...; yes—Table 1 shows the GPAs of...)  
• For basic information on voice, see [http://owl.english.purdue.edu/handouts/grammar/g_actpass.html](http://owl.english.purdue.edu/handouts/grammar/g_actpass.html) |
| Tense – past or present perfect | • For the abstract, literature review, methods, results, discussion of someone else’s completed research (e.g., past—Kuh (1995) proposed that...; present perfect—Kuh (1995) has proposed that...) |
| Tense – present | • Discussion of results or conclusions of your research, to make suggestions, or describe events that currently exist (e.g., Data in Table 1 show that...)  
• Established knowledge or enduring truths (e.g., Practice improves skill.) |

### PREFERRED SPELLINGS

| advisor | health care | test taking (n); test-taking (adj) |
| African American student (no hyphen) | living-learning | undergraduate (not undergrad) |
| Asian American student (no hyphen) | note taking (n); note-taking (adj) | university college (except for official department name) |
| database | online | Washington, DC |
| decision making/maker (n) | part-time/full-time (adj) | website |
| e-mail | policy making/maker (n) | web-based (adj) |
| first-year (not freshman) | service-learning | well-being |
| follow-up (n, adj); follow up (v) | study abroad (v); study-abroad (adj) | |
| general education (not gen ed) | Supplemental Instruction | |

### TABLES APA 5.07-5.19

| Column, row, stub headings | • Should be telegraphic whenever possible; (exception – list complete survey items).  
• Standard abbreviations are encouraged (e.g., SD, GPA, M).  
• If a heading is a complete sentence (e.g., survey list item), use ending punctuation after each item.  
• Table items must be syntactically and conceptually compatible; don’t mix elements (APA 5.13).  
• Only the first letter of the first word in a heading is capitalized, unless a proper name or course title (e.g., Strongly agree, Second trial but Discovery Core).  
• If heading contains word “Percentage,” do not use % sign in table body. |
| Notes, asterisks, | • End notes and probability notes always take a final period. |
superscript, postscript

• See APA 5.16.

Table number

• In text, tables are sequentially numbered in roman type; do not refer to a table as above or below (e.g., Table 4, not the Table below).
• Monograph/book, include chapter number (e.g., Table 2.2 for 2nd table in ch. 2).
• Do not use the word see (e.g., see Table 1) unless the table is distant from the referring text.

Table titles

• Italics
• Same capitalization rules as book titles in text (i.e., nouns, verbs, pronouns, adjectives, adverbs, subordinating conjunctions [if, because, as, that]; prepositions 4-letters-or-greater)

Table Checklist

APA 5.19

• Is the table necessary?
  o 3 or fewer numbers, use a sentence
  o 4 to 20 numbers, use a table
  o More than 20 numbers, consider using a graph or figure
• Are all comparable tables in the manuscript consistent in presentation?
• Is the title brief but explanatory?
• Does every column have a column heading?
• Explanations for all abbreviations and special characters, fonts, or symbols?
• Are all probability level values correctly identified, and are asterisks attached to the appropriate table entries?
• Same number of asterisks used to indicate probability level in all tables?
• Are the notes in the following order: general note, specific note, probability note?
• Are all vertical rules eliminated?
• Will the table fit across the width of a journal column or page?
• If all or part of a copyrighted table is reproduced, do the table notes give full credit to the copyright owner? Have we received written permission to use?
• Is the table referred to in the text before it appears?
• For journal articles, tables should typically only appear in the results section.

Table 1

Student Outcomes of the First-Year Seminar (N = 236)

<table>
<thead>
<tr>
<th>Percentage of students responding</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The FYS course developed my understanding about what a scholarly community is all about.</td>
<td>33.7</td>
<td>51.0</td>
<td>9.2</td>
<td>2.3</td>
<td>3.8</td>
</tr>
<tr>
<td>Overall, the FYS course helped to develop the skills necessary to become a participatory member of the Babson community.</td>
<td>24.5</td>
<td>48.3</td>
<td>16.1</td>
<td>6.1</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Table 2.2

College Preparatory Course Pass Rates by SLS Status

<table>
<thead>
<tr>
<th>Term</th>
<th>SLS status</th>
<th>Reading</th>
<th></th>
<th>Math</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Took prep</td>
<td>Passed prep</td>
<td>Took prep</td>
<td>Passed prep</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Took &amp; passed</td>
<td>1,560</td>
<td>84.1%*</td>
<td>1660</td>
<td>54.0%*</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td>868</td>
<td>69.7%</td>
<td>1,311</td>
<td>47.0%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Took &amp; passed</td>
<td>296</td>
<td>81.8%*</td>
<td>1,072</td>
<td>61.2%</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td>334</td>
<td>64.1%</td>
<td>1,915</td>
<td>47.3%</td>
</tr>
</tbody>
</table>

Note. Passing college preparatory means a grade of S.
*p < .01, two-tailed test.
### UNIVERSITY

- Do not use USC abbreviation as a stand alone in text (tables or box insert OK); can use USC abbreviation if referring to a specific campus (e.g., USC Columbia, USC Aiken, or for campuses other than Columbia, USCA, USCB, USCS, after initial full identification).
- Preferred abbreviation, after initial full identification, is *South Carolina*.
- Do not use a hyphen or comma when referring to different campuses (e.g., University of South Carolina Columbia, University of South Carolina Beaufort, *not* University of South Carolina-Beaufort or USC-Aiken).
- Capitalize *University* when referring informally to USC.

### Other universities

- Use the school’s or author’s preferred style (e.g., UW-Beloit).

### GALLEY PROOFING ONLY

<table>
<thead>
<tr>
<th>Extracts</th>
<th>Avoid beginning or ending an extract on the first or last line of a page</th>
</tr>
</thead>
</table>
| Hyphenation | - No hyphenation of the last word or first word on a page  
- Exception – hyphenation of last word on a page OK within spread  
- Avoid hyphenated syllable orphans at end of paragraphs (e.g., the *-tion* or – *entation of orienta-tion* standing alone on the last line of a paragraph) |
| Ladders – stacked hyphens | Two in a row OK; mark if more than two. |
| Stacked words | Two in a row OK; mark if more than two (e.g., the student must). |
| Widows/orphans | Minimum of two lines at the top and bottom of a page  
Minimum three lines under figures or tables at the bottom of a page  
Minimum five lines on the last page of a chapter |
| Word breaks | If possible, break after a vowel (criti-cism *not* crit-icism; sepa-rate *not* sep-arate).  
Single vowel syllables in the middle of a word should stay on the first line (e.g., se-pa-rate is hyphenated as sepa-rate).  
Break after a prefix, rather than later in a word.  
Avoid double hyphenated compounds (e.g., meta-analy-sis, service-learn-ing)  
Final syllables in which a liquid *l* is the only audible vowel sound should not be carried over (e.g., no – multi-ple). |
| Sentence spacing | *One space following ending punctuation* |
APA Style Guide – Quick Notes

In-Text Citations

Single author
(Whipple, 1996) or Whipple (1996)

Multiple authors—Note: “et” is a full word, but “al.” is an abbreviation and takes a period.
Two authors
(Napoli & Wortman, 1996) or Napoli and Wortman (1996)

Three to five authors
(Braxton, Milem, & Sullivan, 2000) or Braxton, Milem, and Sullivan (2000)

Six or more authors—
Kosslyn, Koenig, Barrett, Cave, Tang, & Daly (1996) becomes (Kosslyn et al., 1996) or Kosslyn et al. (1996)

Subsequent references to same source
More than two authors
(Braxton et al., 2000) or Braxton et al. (2000)

More than two authors when first author is the same in more than one reference

Within the same paragraph
(Whipple) or Whipple

Personal communication—Note: These are not included in the reference list.
T. K. Lutes (personal communication, April 18, 2001)
(V. G. Nyguyen, personal communication, September 28, 1998)

Multiple references within the same parenthetical cite
Same author(s) but different publication dates
(Tinto, 1993, 1997) or Tinto (1993, 1997)

Different authors (in alpha order)
(Berger & Milem, 1999; Peletier, Laden, & Matranga, 1999; Upcraft, 1985, 1989)

No author or unknown author
Cite the first few words of the reference entry (usually the title) and the year. Use double quotation marks around the title of an article or chapter, and italicize the title of a periodical, book, brochure, or report.

A similar study was done of students learning to format research papers ("Using APA," 2001).
The book College Bound Seniors (1979)…

Organization as an author
According to the American Psychological Association (2000)…
First citation: (Mothers Against Drunk Driving [MADD], 2000) Second citation: (MADD, 2000)

Direct quotes—Note: The period follows the parenthesis unless you are using a block quotation, then the period is before the parenthetical.
Fewer than 40 words
Whipple (1996) suggests the primary objectives of such programs are to “enhance learning outside the classroom, provide for relationship and community building…and promote a value-based developmental experience” (p. 303).

More than 40 words
Other researchers have examined the link between active learning and social integration, suggesting that active learning may actually be a precursor to social integration (Braxton, Milem, & Sullivan, 2000; Milem & Berger, 1997):
Thus, students who frequently encounter active learning in their courses perceive themselves gaining knowledge and understanding from their course work…Because their classes are judged to be rewarding, students may invest the psychological energy needed to establish membership in the social communities of their college or university. (Braxton et al., p. 572)
Basic elements required for citations—Note: Text citations and reference list must agree.

- Author or editor’s name (initials only for first and middle names)
- Date of publication
  - Complete date for magazines & newspapers
  - Month for other serials without volume numbers
- Title of chapter/article
- Title of larger work
- Issue and volume number, if newspaper, journal, or magazine
- Inclusive page numbers, if chapter in book or article from periodical
- Edition (if applicable)
- Place of publication (books/monographs) only
- Publisher (books/monographs) only
- For web resources, complete URL; retrieval date not necessary unless content can change (e.g., Wiki)
- URL not necessary if DOI number is provided; DOI is preferred

Organization of the reference list

- Use one-half inch hanging indent
- Alpha order by last name of first author
- Earliest publication first if more than one work by same author in list
- If no author, use first word of title, not including the words a, an, or the

Journal article


Note: More than seven authors, list first six names, then ellipses and last author’s name.


Newsletter article

Brochure or pamphlet

Note: A description is added in square brackets to indicate the type of document if it is not a common source.

Unpublished conference paper, presentation, symposium, or poster session

Cummings, L. (2010, November). *The academic library as a transitioning place.* Presentation at the 16th National Conference on Students in Transition, Salt Lake City, Utah.

Thesis (unpublished or published on a database)


Note: Abstract title is not italicized.
Chapter in an edited book—Note: Editor’s names in normal order - not reversed as author names.


Book


Note: "Author" is used as publisher when author and publisher are identical.

ERIC document

Web resource—Note: There is no period after the URL. Retrieval date is not necessary unless material may change over time (e.g., Wikis), then use “Retrieved January 1, XXXX, from http://www.XXX”


Note: Titles are not italicized for online video blog files


Center publications
Journal

Monograph

Chapter in monograph
<table>
<thead>
<tr>
<th>Comments on this MS; editorial problems, ways in which it varies from APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queries for style</td>
</tr>
<tr>
<td>Conventions</td>
</tr>
<tr>
<td>Special notes</td>
</tr>
</tbody>
</table>
## Proofreaders’ Marks

### Operational Signs

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<th>Symbol</th>
<th>Description</th>
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<tbody>
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<td>Delete</td>
<td>Delete</td>
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<tr>
<td>Close up; delete space</td>
<td></td>
</tr>
<tr>
<td>Delete and close up (use only when deleting letters within a word)</td>
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<tr>
<td>Let it stand</td>
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<tr>
<td>Insert space</td>
<td></td>
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<td>Make space between words equal; make space between lines equal</td>
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<td>Insert hair space</td>
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<td>Letterspace</td>
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<td>Begin new paragraph</td>
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<td>Indent type one em from left or right</td>
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<td>Move right</td>
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<td>Move left</td>
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<td>Move up</td>
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<td>Move down</td>
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<td>Flush left</td>
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<td>Straighten type; align horizontally</td>
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<tr>
<td>Transpose</td>
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### Typographical Signs

<table>
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<tr>
<td>lc</td>
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<tr>
<td>caps</td>
<td>Set in capital letters</td>
</tr>
<tr>
<td>sc</td>
<td>Set in small capitals</td>
</tr>
<tr>
<td>wf</td>
<td>Wrong font; set in correct type</td>
</tr>
<tr>
<td>X</td>
<td>Check type image; remove blemish</td>
</tr>
<tr>
<td>V</td>
<td>Insert here or make superscript</td>
</tr>
<tr>
<td>^</td>
<td>Insert here or make subscript</td>
</tr>
</tbody>
</table>

### Punctuation Marks

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert comma</td>
<td></td>
</tr>
<tr>
<td>Insert apostrophe or single quotation mark</td>
<td></td>
</tr>
<tr>
<td>Insert quotation marks</td>
<td></td>
</tr>
<tr>
<td>Insert period</td>
<td></td>
</tr>
<tr>
<td>Insert question mark</td>
<td></td>
</tr>
<tr>
<td>Insert semicolon</td>
<td></td>
</tr>
<tr>
<td>Insert colon</td>
<td></td>
</tr>
<tr>
<td>Insert hyphen</td>
<td></td>
</tr>
<tr>
<td>Insert em dash</td>
<td></td>
</tr>
<tr>
<td>Insert en dash</td>
<td></td>
</tr>
<tr>
<td>Insert parentheses</td>
<td></td>
</tr>
</tbody>
</table>