



Office of Information Technology Services

**North Carolina Office of  
Information Technology Services  
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Web Style Guide**

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<p><a href="#">Chapter 1: Design Process</a></p> <p>From concept to launch, creating a Web site is a complex process. First, determine what purpose you need your site to serve. Second, determine how you will achieve it. A successful site is created by a clear and comprehensive plan supported by all team members.</p>	<p><b>1:1</b> Define your mission</p>	<p>Create a comprehensive mission statement for your Web site.</p>
	<p><b>1:2</b> Define your site specification</p>	<p>The complete site specification should contain the goals statement from the mission statement phase as well as the structural details of the site.</p>
	<p><b>1:3</b> Establish User Requirements</p>	<p>Determine the functionality that best meets the needs of your users.</p>
	<p><b>1:4</b> Set Usability Goals</p>	<p>Define performance goals for designers to consider when building the site architecture.</p>
	<p><b>1:5</b> Perform Usability Analysis</p>	<p>Decide how you will measure the performance of your Web site prior to launch.</p>
	<p><b>1:6</b> Be Easily Found on the Web</p>	<p>Ensure your user can find your site using search engines.</p>

<p><a href="#">Chapter 2: Optimize the User Experience</a></p> <p>Even though your site is designed to achieve an end result related to your organization, the ultimate purpose of the design should be to enable the user. Designers should make every attempt to reduce the user's workload by taking advantage of the computer's capabilities. Users will make the best use of Web sites when information is displayed in a directly usable format and content organization is highly intuitive.</p>	<p><b>2:1</b> Display Information in a Directly Usable Format</p>	<p>Display data and information in a format that does not require conversion by the user, regardless of geographic location.</p>
	<p><b>2:2</b> Avoid Unsolicited Windows or Graphics</p>	<p>Do not display pop-up windows or images without the user's prompting.</p>
	<p><b>2:3</b> Provide Printing Options</p>	<p>To facilitate use of the information on your Web site, provide printer-friendly options for the user.</p>
	<p><b>2:4</b> Minimize Page Download Time</p>	<p>Help the user reach the information in a timely manner by building pages that load quickly.</p>
	<p><b>2:5</b> Warn of Time Outs</p>	
	<p><b>2:6</b> Reduce the User's Workload</p>	<p>Let the computer perform as many tasks as possible, so the user can spend more time gaining information than providing it.</p>

<p><b><u>Chapter 3: Accessibility</u></b>  The Web is a visual medium. Access to images and other non-text materials is one of the reasons why people choose it over other information sources. Keep this restriction in mind and take measures to ensure that your design decisions do not exclude disabled users from your Web page content. Generally, this means ensuring that Web sites facilitate the use of common assistive technologies. To ensure accessibility, Web sites must comply with the Section 508 Federal Accessibility Standards.</p>	<b>3:1</b> Web Accessibility	Be familiar with the State and Federal requirements for Web accessibility as stipulated by the Americans with Disabilities Act (ADA).
	<b>3:2</b> Design Forms for Users Using Assistive Technology	Create information forms that work for users who use assistive technologies.
	<b>3:3</b> Provide Text Equivalents for Non-Text Elements	Create non-text versions of each image. That includes graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ASCII art, frames, scripts, images used as list bullets, spacers, graphical buttons, sounds, stand-alone audio files, audio tracks of video and video.
	<b>3:4</b> Do Not Use Color Alone to Convey Information	Never use color as the only indicator for critical activities. About 8% of men and about .5% percent of women have difficulty discriminating colors. Most users with color deficiencies have difficulty seeing colors in the green portion of the spectrum.
	<b>3:5</b> Enable Users to Skip Repetitive Navigation Links	To aid those using assistive technologies, provide a means for users to skip repetitive navigation links.
	<b>3:6</b> Provide Frame Titles	This style guide does not recommend the use of frames. However, if you use frames, follow this guideline. To ensure accessibility, provide frame titles that facilitate frame identification and navigation.
	<b>3:7</b> Test Plug-ins and Applets for Accessibility	To ensure accessibility, test any applets, plug-ins or other applications required to interpret page content to ensure that they can be used by assistive technologies.

	<b>3:8</b> Synchronize Multimedia Elements	To ensure accessibility, provide equivalent alternatives for multimedia elements that are synchronized.
<p><a href="#">Chapter 4: Hardware and Software</a>  Consider constraints imposed on them by their users' hardware, software, and speed of connection to the Internet.</p> <p>More than ninety percent of users have their monitor resolutions set to 800x600 or 1024x768 pixels. And while most users at work have high-speed Internet access, most users at home connect at dial-up (56K or less) speeds.</p> <p>It is usually impossible to design for all users. identify the hardware and software used by your primary and secondary audiences and design to maximize the effectiveness of your</p>	<b>3:9</b> Do Not Require Style Sheets	Organize documents so they are readable without requiring an associated style sheet.
	<b>4:1</b> Design for Common Browsers	Design for the common denominators in web browsers. Example of web page from Internet Explorer on a Dell computer running Windows XP Pro.
	<b>4:2</b> Design for Popular Operating Systems	Ensure that users with any of the leading operating systems can use your site.
	<b>4:3</b> Design for User's Typical Connection Speed	Design for the connection speed of most users.

<p>website.</p>	<p><b>4:4</b> Design for Commonly Used Screen Resolutions</p>	<p>Design for monitors with the screen resolution set at 800x600 pixels.</p>
<p><a href="#">Chapter 5: The Homepage</a> It is important to ensure that the homepage has all of the features expected of a homepage and looks like a homepage to users. A homepage should clearly communicate the site's purpose, and show all major options available on the Web site. Generally, the majority of the homepage should be visible above the fold, or above the bottom of the browser window, and should contain</p>	<p><b>5:1</b> Create a Positive First Impression of Your Site</p>	<p>Treat your homepage as the key to conveying the quality of your site.</p>
	<p><b>5:2</b> Show All Major Options on the Homepage</p>	<p>Show all major navigation for your site on the homepage.</p>

<p>window, and should contain a limited amount of prose text. Designers should provide easy access to the homepage from every page in the site.</p>	<p><a href="#">5:3</a> Enable Access to the Homepage</p>	<p>Enable users to access the homepage from any other page on the Web site.</p>
<p><a href="#">Chapter 6: Page Layout</a> All Web pages should be structured for ease of comprehension. Put items on the page in an order that reflects their relative importance. Place important items consistently, toward the top and center of the page. All items should be appropriately aligned on the pages. Ensure that the</p>	<p><a href="#">6:1</a> Set Appropriate Page Lengths</p>	<p>Make page-length decisions that support the primary use of the Web page.</p>
	<p><a href="#">6:2</a> Establish Level of Importance</p>	<p>Establish a high-to-low level of importance for information and infuse this approach throughout each page on the Web site.</p> <p>Too much can require considerable scrolling, while too little may provide a display that looks too “busy.”</p>

<p>the pages. Ensure that the pages show a moderate amount of white space—It important to ensure that page layout does not falsely convey the top or bottom of the page.</p> <p>When a Web page contains prose text, choose appropriate line lengths.</p> <p>Pages should be long enough to convey the information adequately, but not so long that excessive scrolling becomes a problem.</p>	<p><b>6:3</b> Use Moderate White Space</p>	<p>Limit the amount of white space (areas without text, graphics, etc.) on pages that are used for scanning and searching.</p>
	<p><b>6:4</b> Choose Appropriate Line Lengths</p>	<p>Longer line lengths usually will elicit faster reading speed, but users tend to prefer shorter line lengths. If reading speed is most important, use longer line lengths (75-100 characters per line). If acceptance of the Web site is most important, use shorter line lengths (fifty characters per line).</p>
	<p><b>6:5</b> Avoid Scroll Stoppers</p>	<p>Ensure that the location of headings and other page elements does not create the illusion that users have reached the top or bottom of a page when they have not.</p>
<p><a href="#">Chapter 7: Navigation</a> Navigation refers to the method used to find information within a Web site. A navigation page is used primarily to help users locate and link to destination pages.</p> <p>A Web site's navigation</p>	<p><b>7:1</b> Provide Feedback on Users' Location</p>	<p>Provide feedback to let users know where they are in your Web site.</p>
	<p><b>7:2</b> Use a Clickable 'List of Contents' on Long Pages</p>	<p>For long pages with several distinct sections that are not visible from the first screen, provide a "list of contents" with links that take users to the corresponding content farther down the page.</p>

<p>scheme and features should allow users to find and access information effectively and efficiently. Keep navigation-only pages short. Designers should include site maps, and provide effective feedback on the user's location within the site.</p> <p>Differentiate and group navigation elements and use appropriate menu types. Use descriptive tab labels, provide a clickable list of page contents on long pages, and add glosses where they will help users select the correct link. In well-designed sites, users do not get trapped in dead-end pages.</p>	<b>7:3</b> Differentiate and Group Navigation Elements	Clearly differentiate navigation elements from one another, but group and place them in a consistent and easy to find place on each page.
	<b>7:4</b> Present Tabs effectively	Ensure that navigation tabs are located at the top of the page, and look like clickable versions of real-world tabs.
	<b>7:5</b> Use Site Maps	Give users an overview of the site's areas in a single glance by dedicating an entire page to a visualization of the information architecture.
	<b>7:6</b> Use Appropriate Menu Types	Use sequential menus for simple forward-moving tasks, and use simultaneous menus for tasks that would otherwise require numerous uses of the Back button.
	<b>7:7</b> Keep Navigation-only Pages Short	Do not require users to scroll purely navigational pages.
	<b>7:8</b> Use 'Glosses' to Assist Navigation	Provide glosses to help users select correct links.
<p><a href="#">Chapter 8: Scrolling and Paging</a></p> <p>Decide early in the design process, whether to create long pages that require extensive scrolling or shorter</p>	<b>8:1</b> Eliminate Horizontal Scrolling	Use an appropriate page layout to eliminate the need for users to scroll horizontally.

<p>extensive scrolling or shorter pages that will require users to move frequently from page to page.</p> <p>This decision will be based on considerations regarding the primary users and the type of tasks being performed. Some tasks that require users to remember where information is located on a page may benefit from paging, while many reading tasks benefit from scrolling.</p> <p>Ensure that users can move from page-to-page as efficiently as possible. It is usually better to provide several shorter pages rather than one or two longer pages. The findings of usability testing should help confirm or negate that decision.</p> <p>When scrolling is used, a Web site should be designed to allow the fastest possible scrolling. Users only should have to scroll through a few screenfuls, and not lengthy pages. Designers should never require users to scroll horizontally.</p>	<p><b>8:2</b> Use Scrolling Pages for Longer Content</p>	<p>Use longer, scrolling pages when providing information that you do not expect users to read online.</p>
	<p><b>8:2</b> Use Scrolling Pages for Longer Content</p>	<p>If users are looking for specific information, break up the information into smaller portions (shorter pages).</p>
	<p><b>8:4</b> Facilitate Rapid Scrolling</p>	<p>Facilitate fast scrolling by highlighting major items.</p>

<p><a href="#">Chapter 9: Headings, Titles and labels</a></p> <p>Most users spend a considerable amount of time scanning rather than reading information on Web sites. Well-designed headings facilitate both scanning and reading written material. Strive to use unique and descriptive headings, and to use as many headings as necessary to. It is usually better to use more rather than fewer headings. Headings should be used in their appropriate HTML order. It is generally a good idea not to skip heading levels.</p> <p>Ensure that each page has a unique and descriptive page title. When tables are used, designers should make sure that descriptive row and column headings are used. It is occasionally important to highlight certain critical information.</p>	<p><b>9:1</b> Use Clear Category Labels</p>	<p>Ensure that category labels, including links, clearly reflect the information and items contained within the category.</p>
	<p><b>9:2</b> Use Unique and Descriptive Headings</p>	<p>Use headings that are unique from one another and conceptually related to the content they describe.</p>
	<p><b>9:3</b> Use Descriptive Row and Column Headings</p>	<p>Ensure that data tables have clear, concise, and accurate row and column headings.</p>
	<p><b>9:4</b> Use Descriptive Headings Liberally</p>	<p>Use descriptive headings liberally throughout a Web site.</p>
	<p><b>9:5</b> Provide Descriptive Page Titles</p>	<p>Put a descriptive, unique, concise, and meaningfully different title on each Web page.</p>
	<p><b>9:6</b> Highlight Critical Data</p>	<p>Visually distinguish (i.e., highlight) important page items that require user attention, particularly when those items are displayed infrequently.</p>
	<p><b>9:7</b> Provide Users with Good Ways to Reduce Options</p>	<p>Provide users with good ways to reduce their available options as efficiently as possible.</p>

	<b>9:8</b> Use Headings in the Appropriate HTML Order	Use <H1-H3> headings in the appropriate HTML order.
<p><a href="#">Chapter 10: Links</a></p> <p>Linking means that users will select and click on a hypertext link on a starting page (usually the homepage), which then causes a new page to load. Users continue toward their goal by finding and clicking on subsequent links.</p> <p>To ensure that links are effectively used, designers should use meaningful link labels (ensuring that link names are consistent with their targets), provide consistent clickability cues (avoiding misleading cues), and designate when links have been clicked.</p> <p>Whenever possible, designers should use text for links rather than graphics. Text links usually provide much better information about the target than do graphics and</p>	<b>10:1</b> Provide Consistent Clickability Cues	Provide sufficient cues to clearly indicate to users that an item is clickable.
	<b>10:2</b> Avoid Misleading Cues to Click	Ensure that items that are not clickable do not have characteristics that suggest that they are clickable.
	<b>10:3</b> Use Text for Links	Use text links rather than image links.
	<b>10:4</b> Use Meaningful Link labels	Use link labels and concepts that are meaningful, understandable, and easily differentiated by users rather than designers.
	<b>10:5</b> Match Link Names with Their Destination Pages	Make the link text consistent with the title or headings on the destination (i.e., target) page.
	<b>10:6</b> Ensure that Embedded Links are Descriptive	When using embedded links, the link text should accurately describe the link's destination.
	<b>10:7</b> Repeat Important Links	Ensure that important content can be accessed from more than one link.
	<b>10:8</b> Designate Used Links	Use color changes to indicate to users when a link has been visited.
	<b>10:9</b> Link to Related Content	Provide links to other pages in the Web site with related content.
	<b>10:10</b> Link to Supportive Information	Provide links to information that supports your content.
<b>10:11</b> Use Appropriate Text Link Lengths	Make text links long enough to be understood, but short enough to minimize wrapping.	

<p>target than do graphics and are ADA compliant. If a graphic is used, be sure to use a descriptive ALT tag.</p>	<p><b>10:12</b> Indicate Internal vs. External Links</p>	<p>Indicate to users when a link will move them to a different location on the same page or to a new page on a different Web site.</p>
	<p><b>10:13</b> Use 'Point-and-Click' Drop-Down Menus</p>	<p>Reveal contents of a cascading menu only when user clicks on the link.</p>
	<p><b>10:14</b> Clarify Clickable Regions of Images</p>	<p>If any part of an image is clickable, ensure that the entire image is clickable or that the clickable sections are obvious.</p>
<p><a href="#">Chapter 11: Text Appearance</a>  There are several issues related to text characteristics that can help ensure a Web site communicates effectively with users:</p> <ul style="list-style-type: none"> <li>• Use commonly available default system fonts that are at least 12-point size.</li> <li>• For ADA compliance, specify small, medium and large font sizes in coding.</li> <li>• Use black text on plain, high-contrast backgrounds.</li> <li>• Use background colors to help users understand the grouping of related</li> </ul>	<p><b>11:1</b> Use Black Text on Plain, High-Contrast Backgrounds</p>	<p>When users are expected to rapidly read and understand prose text, use black text on a plain, high-contrast, non-patterned background.</p>
	<p><b>11:2</b> Ensure Visual Consistency</p>	<p>Ensure visual consistency of Web site elements within and between Web pages.</p>
	<p><b>11:3</b> Format Common Items Consistently</p>	<p>Ensure that the format of common items is consistent from one page to another.</p>
	<p><b>11:4</b> Use at Least 12-Point Font Size</p>	<p>Use at least a 12-point font (e.g., typeface) on all Web pages.</p>
	<p><b>11:5</b> Use Common Default Fonts</p>	<p>Use a familiar font to achieve the best possible reading speed.</p>

<p>the grouping of related information.</p> <p>Even though it is important to ensure visual consistency, steps should be taken to emphasize important text. Commonly used headings should be formatted consistently, and attention-attracting features, such as animation, should only be used when it adds to the information.</p>	<p><b>11:6</b> Emphasize Importance</p>	<p>Change the font characteristics to emphasize the importance of a word or short phrase.</p>
	<p><b>11:7</b> Use Attention-Attracting Features when Appropriate</p>	<p>Draw attention to specific parts of a Web page with the appropriate (but limited) use of moving or animated objects, size differential between items, images, brightly-colored items, and varying font characteristics.</p>
<p><u><a href="#">Chapter 12: Lists</a></u>  Lists are commonly found on Web sites. Each list should be clearly introduced and have a descriptive title. A list should be formatted so that it can be easily scanned. The order of items in the list should be done to maximize user performance, which usually means that the most important items are placed toward the top of the list. If a numbered list is used,</p>	<p><b>12:1</b> Order Elements to Maximize User Performance</p>	<p>Arrange lists and tasks in an order that best facilitates efficient and successful user performance.</p>
	<p><b>12:2</b> Display Related Items in Lists</p>	<p>Display a series of related items in a vertical list rather than as continuous text.</p>

<p>start the numbering at "one," not "zero." Generally only the first letter of the first word is capitalized, unless a word that is usually capitalized is shown in the list.</p>	<p><b>12:3</b> Introduce Each List</p>	<p>Provide an introductory heading (i.e., word or phrase) at the top of each list.</p>
	<p><b>12:4</b> Format Lists to Ease Scanning</p>	<p>Make lists easy to scan and understand.</p>
<p><a href="#">Chapter 13: Screen-based controls (Widgets)</a>          To interact with a Web site, users generally require screen-based controls (sometimes known as widgets). Besides the pervasive link, commonly used screen-based controls include pushbuttons, radio buttons, check boxes</p>	<p><b>13:1</b> Create User friendly Data Entry Fields</p>	
	<p><b>13:2</b> Put Labels Close to Data Entry Fields</p>	<p>Ensure that labels are close enough to their associated data entry fields so that users will recognize the label as describing the data entry field.</p>

<p>buttons, check boxes, drop-down lists and entry fields. Designers should ensure that they use familiar widgets in a conventional or commonly-used manner.</p> <p>When pushbuttons are used, ensure that they look like pushbuttons and that they are clearly labeled. In some cases, the pushbuttons will need to be prioritized to facilitate their proper use.</p> <p>Radio buttons are used to select from among two or more mutually exclusive selections. Check boxes should be used to make binary choices, e.g., yes or no. Drop-down lists are generally used to select one item from among many. To speed user performance, show default values when appropriate, and do not limit the</p>	<p><b>13:3</b> Label Pushbuttons Clearly</p>	<p>Ensure that a pushbutton's label clearly indicates its action.</p>
	<p><b>13:4</b> Label Data Entry Fields Consistently</p>	<p>Ensure that data entry labels are worded consistently, so that the same data item is given the same label if it appears on multiple pages.</p>
	<p><b>13:5</b> Allow Users to See Their Entered Data</p>	
	<p><b>13:6</b> Display Default Values</p>	<p>Display default values whenever a likely default choice can be defined.</p>
	<p><b>13:7</b> Use a Minimum of Two Radio Buttons</p>	<p>Display default values whenever a likely default choice can be defined. Never use one radio button alone.</p>
	<p><b>13:8</b> Use Radio Buttons for Mutually Exclusive Selections</p>	<p>Provide radio buttons when users need to choose one response from a list of mutually exclusive options.</p>

<p>number of viewable list box options.</p> <p>Entry fields are used when completions forms and entering text into search boxes. Designers should try to minimize the amount of information entered by users. Each entry field should be clearly and consistently labeled, with the labels placed close to the entry fields. Designers should also clearly distinguish between required and optional data entry fields. Attempt to minimize the use of the shift key.</p> <p>Designers should automatically place the cursor in the first data entry field, provide labels for each field (e.g., pounds, miles, etc.), and provide auto-tabbing functionality. Partition long data items into smaller units, enable the software to automatically detect errors, and do not require case-</p>	<p><b>13:9</b> Use Check Boxes to Enable Multiple Selections</p>	<p>Use a check box control to allow users to select one or more items from a list of possible choices.</p>
	<p><b>13:10</b> Use Familiar Widgets</p>	<p>Use widgets that are familiar to your users and employ them in their commonly used manner.</p>
	<p><b>13:11</b> Use a Single Data Entry Method</p>	<p>Design data entry transactions so that users can stay with one entry method as long as possible.</p>
	<p><b>13:12</b> Partition Long Data Items</p>	<p>Partition long data items into shorter sections for both data entry and data display.</p>
	<p><b>13:13</b> Do Not Make User-Entered Codes Case Sensitive</p>	<p>Treat upper- and lowercase letters as equivalent when users are entering codes.</p>
	<p><b>13:14</b> Place Cursor in First Data Entry Field</p>	<p>Automatically place a blinking cursor at the beginning of the first data entry field when a data entry form is displayed on a page.</p>
	<p><b>13:15</b> Provide Auto-tabbing Functionality</p>	<p>Provide auto-tabbing functionality for frequent users with advanced Web interaction skills.</p>

<p>and do not require case-sensitive data entries. Showing users their data entries can increase accuracy. For experienced users, the fastest possible entry of information will come from allowing users to use entry fields instead of selecting from list boxes.</p>	<p><b>13:16</b> Label Units of Measurement</p>	<p>When using data entry fields, specify the desired measurement units with the field labels rather than requiring users to enter them.</p>
	<p><b>13:17</b> Ensure that Double-Clicking Will Not Cause Problems</p>	<p>Ensure that double-clicking on a link will not cause undesirable or confusing results.</p>
	<p><b>13:18</b> Use Open Lists to Select One from Many</p>	<p>Use open lists rather than drop-down (pull-down) lists to select one from many.</p>
	<p><b>13:19</b> Prioritize Pushbuttons</p>	<p>Use location and highlighting to prioritize pushbuttons.</p>
	<p><b>13:20</b> Minimize Use of the Shift Key</p>	<p>Design data entry transactions to minimize use of the Shift key.</p>
	<p><b>13:21</b> Use Data Entry Fields to Speed Performance</p>	<p>Require users to enter information using data entry fields (instead of selecting from list boxes) if you are designing to speed human performance.</p>
<p><a href="#">Chapter 14: Graphics, Images, and Multimedia</a> Graphics are used on many, if not most, Web pages. An important image to show on most pages of a</p>	<p><b>14:1</b> Use Video, Animation and Audio Meaningfully</p>	<p>Use video, animation, and audio only when they help to convey, or are supportive of, the Web site's message or other content.</p>

<p>site is the organization's logo. When used appropriately, images, animation, video and audio can add tremendous value to a Web site. Graphics can facilitate learning. ADA compliance dictates that designers provide an introduction and a text explanation of both graphics and animation.</p> <p>Many images require a large number of bytes that can take a long time to download, especially at slower connection speeds. When images must be used, designers should ensure that the graphics do not substantially slow page download times. Thumbnail versions of larger images allow users to preview images.</p> <p>Label images to help users understand them. Conduct testing to help ensure that Web site images convey the intended message. In</p>	<p><b>14:2</b> Include Logos</p>	<p>Place your organization's logo in a consistent place on every page.</p>
	<p><b>14:3</b> Limit Large Images Above the Fold</p>	<p>Do not fill the entire first screenful with one image if there is text information below the fold. The fold being the area below the bottom of the browser window.</p>
	<p><b>14:4</b> Limit the Use of Images</p>	<p>Use images only when they are critical to the success of a Web site.</p>
	<p><b>14:5</b> Label Clickable Images</p>	<p>Ensure that all clickable images are either labeled or readily understood by typical users.</p>
	<p><b>14:6</b> Use Thumbnail Images to Preview Larger Images</p>	<p>When viewing a full-size image is not critical to the content of the Web page, first provide a thumbnail of the image.</p>
	<p><b>14:7</b> Graphics Should Not Look Like Banner Ads</p>	<p>Do not make important images look like banner advertisements or gratuitous decorations.</p>

<p>the intended message. In many cases, the actual data should be included with charts and graphs to facilitate fast and accurate understanding, and meet with ADA guidelines.</p> <p>It is usually not a good idea to use images as the entire background of a page. Complex background images slow down page loading, and can interfere with reading the foreground text. Experienced users tend to ignore graphics that they consider to be advertising. Ensure that images do not look like banner ads. Be careful about placing images in locations that are generally used for advertisements, such as the right hand side of the page.</p>	<p><b>14:8</b> Use Simple Background Images</p>	<p>Use background images sparingly and make sure they are simple, especially if they are used behind text.</p>
	<p><b>14:9</b> Include Actual Data with Data Graphics</p>	<p>Include actual data values with graphical displays of data when precise reading of the data is required.</p>
	<p><b>14:10</b> Display Monitoring Information Graphically</p>	<p>Use a graphic format to display data when users must monitor changing data.</p>
	<p><b>14:11</b> Introduce Animation</p>	<p>Provide an introductory explanation for animation prior to it being viewed.</p>
	<p><b>14:12</b> Consider Purpose of Animation</p>	<p>Minimize file size of animation to reduce workload on user's computer.</p>
	<p><b>14:13</b> Ensure Web site Images Convey Intended Messages</p>	<p>Ensure that Web site images convey the intended message to users, not just to designers.</p>
	<p><b>14:14</b> Use Images to Facilitate Learning</p>	<p>To facilitate learning, use images with text when applicable.</p>

	<b>14:15</b> Emulate Real-World Objects	Use images that look like real-world items when appropriate.
<p><a href="#">Chapter 15: Writing Web Content</a></p> <p>“First we thought the PC was a calculator. Then we found out how to turn numbers into letters with ASCII — and we thought it was a typewriter. Then we discovered graphics, and we thought it was a television. With the World Wide Web, we've realized it's a brochure.” Douglas Adams</p> <p>Content is the most important part of a Web site. If the content does not provide the information needed by users, the Web site will provide little value no matter how easy it is to use the site. When preparing prose content for a Web site, use familiar words and avoid the use of jargon. If acronyms and abbreviations must be used, ensure that they are clearly understood by typical users and defined on the page.</p>	<b>15:1</b> Define Acronyms and Abbreviations	Do not use unfamiliar or undefined acronyms or abbreviations on Web sites.
	<b>15:2</b> Use Conversational Tone	
	<b>15:3</b> Use Mixed Case with Prose	Display continuous (prose) text using mixed upper- and lowercase letters.
	<b>15:4</b> Avoid Jargon	Do not use words that typical users may not understand.
	<b>15:5</b> Make First Sentences Descriptive	Include the primary theme of a paragraph, and the scope of what it covers, in the first sentence of each paragraph.
	<b>15:6</b> Use Active Voice	Compose sentences in active rather than passive voice
	<b>15:7</b> Write Instructions in the Affirmative	As a general rule, write instructions in affirmative statements rather than negative statements.
	<b>15:8</b> Limit the Number of Words and Sentences	To optimize reading comprehension, minimize the number of words in sentences, and the number of sentences in paragraphs.
	<b>15:9</b> Limit Prose Text on Navigation Pages	Do not put a significant amount of prose text on navigation pages.

<p>Minimize the number of words in a sentence and sentences in a paragraph. Make the first sentence (the topic sentence) of each paragraph descriptive of the remainder of the paragraph. Use upper- and lowercase letters appropriately.</p>	<p><b>15:10</b> Make Action Sequences Clear</p>	<p>When describing an action or task that has a natural order or sequence (assembly instructions, troubleshooting, etc.), structure the content so that the sequence is obvious and consistent.</p>
<p><b><a href="#">Chapter 16: Content Organization</a></b>  After ensuring that content is useful, well-written and in a format that is suitable for the Web, ensure that the information is clearly organized. In some cases, the content on a site can be organized in multiple ways to accommodate multiple audiences.</p> <p>Organizing content includes putting critical information near the top of the site, grouping related elements, and ensuring that all necessary information is available without slowing the user with unneeded information. Content should be formatted to facilitate</p>	<p><b>16:1</b> Organize Information Clearly</p>	<p>Organize information at each level of the Web site so that it shows a clear and logical structure to typical users</p>
	<p><b>16:2</b> Put Critical Information Near the Top of the Web site</p>	<p>Put critical information high in the hierarchy of a Web site.</p>
	<p><b>16:3</b> Facilitate Scanning</p>	<p>Structure each content page to facilitate scanning: use clear, well-located headings; short phrases and sentences; and small readable paragraphs.</p>
	<p><b>16:4</b> Group Related Elements</p>	<p>Group all related information and functions in order to decrease time spent searching or scanning.</p>
	<p><b>16:5</b> Display Only Necessary Information</p>	<p>Limit page information only to that which is needed by users while on that page.</p>
	<p><b>16:6</b> Ensure that Necessary Information is Displayed</p>	<p>Ensure that all needed information is available and displayed on the page where and when it is needed.</p>

scanning, and to enable quick understanding.	<b>16:7</b> Format Information for Multiple Audiences	Provide information in multiple formats if the Web site has distinct audiences who will be interested in the same information.
	<b>16:8</b> Design Quantitative Content for Quick Understanding	
	<b>16:9</b> Use Color for Grouping	Use color to help users understand what does and does not go together. This is not ADA compliant, so provide another format to display grouping as well.
<p><a href="#">Chapter 17: Search</a>  Many Web sites allow users to search for information contained in the site. Users access the search capability by entering one or more keywords into an entry field—usually termed a ‘search box.’ When there are words in the Web site that match the words entered by users, users are shown where in the Web site those words can be found.</p> <p>Each page of a Web site should allow users to</p>	<b>17:1</b> Provide a Search Option on Each Page	Provide a search option on each page of a content-rich Web site.
	<b>17:2</b> Ensure Usable Search Results	Ensure that the results of user searches provide the precise information being sought, and in a format that matches users’ expectations.
	<b>17:3</b> Allow Simple Searches	Structure the search engine to accommodate users who enter one or two keywords.
	<b>17:4</b> Make Upper-and Lowercase Search Terms Equivalent	Treat user-entered upper-and lowercase letters as equivalent when entered as search terms.

<p>conduct a search. Usually it is adequate to allow simple searches without providing for the use of more advanced features. Users should be able to assume that both upper- and lowercase letters will be considered as equivalent when searching. The site's search capability should be designed to respond to terms typically entered by users. Users should be notified when multiple search capabilities exist.</p> <p>Where many users tend to conduct similar searches, sometimes it works best to provide search templates. Users tend to assume that any search they conduct will cover the entire site and not a subsite. The results presented to users as a result of searching should be useful and usable.</p>	<p><b>17:5</b> Design Search Engines to Search the Entire Site</p>	<p>Design search engines to search the entire site, or clearly communicate which part of the site will be searched.</p>
	<p><b>17:6</b> Design Search Around Users' Terms</p>	<p>Construct a Web site's search engine to respond to users' terminology.</p>
	<p><b>17:7</b> Notify Users When Multiple Search Options Exist</p>	<p>If more than one type of search option is provided, ensure that users are aware of all the different types of search options and how each is best used.</p>
	<p><b>17:8</b> Provide Search Templates</p>	<p>Provide templates to facilitate the use of search engines.</p>