Braille Module 5

LOC Lesson 1, Assessment
## Summary

**Goals:** The students will memorize the 26 symbols representing the braille alphabet and ten numerals. They will also demonstrate proficiency with the use of the Perkins Brailler.

**SMART Objectives:** *Specific, Measurable, Achievable, Realistic, and Time-sensitive*

By the end of this module, students should be able to:

- **BS5.1:** Demonstrate their acquired skill with reading and writing the 26 braille letter symbols through the transcription of an assessment exercise with 90% accuracy.
- **BS5.2:** Successfully transcribe the assessment document.
- **BS5.3:** Complete a graphic activity using the brailler.
- **BS5.4:** Learn how to structure the print copy.

**Instructor:**
- Braille instructor

**Delivery Method(s):**
- Lecture
- Classroom reading
- Discussion
- One-on-one reading
- Hands on
- Evaluation

**Length:** 5 hours
**Three topics**

**Any Applicable Business and/or Soft Skills:**

**Corresponding LOC Manual:**
- Lesson 1
  - Reading Practice (page 1-4) and Exercise (page 1-5)

**Take Away Message(s):** Reaching a milestone is a great feeling of accomplishment! You have completed the first Lesson of the *Instruction Manual for Braille Transcribing, Fifth Edition, 2009*. You have just laid the foundation for your braille future. Now it is time to build upon the things you have learned from this lesson as you go forth on your braille adventure. There are 18 more lessons and your manuscript to look forward to. Keep your focus and you will succeed. Remember: PROOFREAD! PROOFREAD! PROOFREAD!

Learning to structure the text before you transcribe will lead to a clearer understanding of the text for the braille reader. This process will also save you time and keep the format consistent.
Title of Module: LOC Lesson 1, Assessment

The purpose of this module is for the students to complete the transcription exercise at the end of Lesson 1 to assess proficiency with the braille alphabet and numerals. They will also complete a drawing activity with the Perkins Brailler to increase efficiency with the machine.

Agenda – topics to be covered in the module and length of each item

<table>
<thead>
<tr>
<th>Topic: Lesson 1</th>
<th>Time Allotted: 5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. LOC Lesson 1 Assessment</td>
<td>(1.5 hours)</td>
</tr>
<tr>
<td>B. Perkins Brailler Proficiency</td>
<td>(1.5 hours)</td>
</tr>
<tr>
<td>C. Learning to Structure</td>
<td>(2 hours)</td>
</tr>
</tbody>
</table>

Materials and Supplies – items needed in order to carry out the agenda and classroom activities

1. Braillers and ample braille paper
2. Pens or pencils
3. Scratch paper for each student
4. Copies of assessment exercise
6. This being the last module of the week and a milestone, refreshments or some kind of celebratory activity should be provided at the end of assessment if possible.

Classroom Preparation – steps to follow when setting up the learning environment

1. The room should be arranged to accommodate ample space for each student to work independently. Work areas should be spread out to facilitate concentration and privacy. Any materials that would assist the student during the assessment should be removed from walls, board, etc. Make sure that room temperature is comfortable and lighting is adequate as reading braille visually is a developing skill.
A. **LOC Lesson 1 Assessment** (1.5 hours)

Objective BS5.1: Demonstrate their acquired skill with reading and writing the 26 braille letter symbols through the transcription of an assessment exercise with 90% accuracy.

**PREINSTRUCTIONAL ACTIVITIES**

The **LOC Manual: Lesson 1: Exercise** on page 1-5 is a hands-on test of the students’ knowledge. **LOC Manual: Lesson 1 Exercise** includes the braille alphabet and numbers and covers the areas studied in this lesson. The exercise is a list of words that are in incomplete sentences with no punctuation for the students to braille. The students will use the braille writer for this exercise. The students are required to pass this exercise.

The instructor will need to keep in mind that a number of the students will exhibit signs of anxiety and stress. Many individuals do not do their best work under the pressure of assessment. A supportive, friendly atmosphere as students enter the classroom will help to calm nerves. The instructor should be thoroughly familiar with the assessment exercise in order to answer questions without providing too much assistance to students during the assessment. A photo copy of the assessment exercise at the end of **LOC Manual: Lesson 1** should be made for each student. This will formalize the exercise and force the students to rely on memorization without the option to look up information.

You will need copies of: **LOC Lesson 1 Exercise 1**.

The expected outcome of the **LOC Manual: Lesson 1, Exercise 1** is for students to pass and continue on to Lesson 2.

**CONTENT PRESENTATION AND LEARNER PARTICIPATION**

The instructor should gather the students together for the purpose of lowering anxiety and giving directions. A short pep-talk will be helpful. The instructor will say:

“Through hard work and perseverance, you have accomplished a great deal this week. We have dealt with new and difficult information. This assessment is necessary to measure how well you have learned the braille alphabet and understood the braille system of 6-dot cells. In order to move forward in your study, you must be proficient with these symbols.”

The instructor will hand out the photo copies of the Exercise to each student and read the instructions at the top of the page.
Instruct the students to be aware of shadow dots when using the braille writer. Shadow dots confuse the braille reader. Make sure only the keys you want to make dots are the ones using pressure.

Remember to state that erasures should be very rare. Many erasures can be detected and confuse the braille reader. The students may have points taken off their grade if the grader can see or feel a shadow dot.

Proofreading their own work is essential so please remind the students of the importance of proofreading their own work prior to handing it to someone else for proofreading.

Introduction and Preparation for Testing

Directions should be given for the assessment activity. The students’ demeanor should be quiet, respectful of others. The time and procedure of the assessment should also be addressed. They will be given a brailler, sufficient paper (for recopies) pencil and scratch paper, and a copy of the exercise. Even though they have already transcribed this material, they should carefully read each phrase before transcribing it. If helpful to the student, the phrase can be written in longhand on scratch paper first. After copying each phrase into braille, the student should proofread in order to make corrections. For this assessment, students will be allowed to draw a line through an error and re-transcribe the entire phrase on the next line. After completing the activity an additional proofreading will be important for catching mistakes. Remind students to remember that transcription is exacting meticulous work. Encourage the students to do their best as this is the first step on the way to becoming a braille transcriptionist.

Students will take their places and begin working. Extreme quiet should be maintained for concentration. The instructor should assume a reassuring demeanor during the testing period. At the end of the time, the student’s transcriptions should be collected. The students should be reminded to make sure that their name is on their work.

The directions are printed before the exercise. Emphasize to read down the columns. Reiterate that there are 40 cells and 25 lines to a braille page. The students are to start on line 1, cell one and braille the first incomplete sentence. The next incomplete sentence is to be placed in cell one of the following line and so forth.

A relaxation period should be provided.

ışı ASSESSMENT

It is necessary for the students to achieve proficiency with the lesson 1 content in order to progress. The students must demonstrate a high level of accuracy on the lesson 1
assessment. If a proficiency of 90% on this assessment is not reached, strategies to assist learning with additional drill and practice will be implemented.

The student’s transcriptions will be collected. The students should be reminded to make sure that their name is on their work. The instructor will then grade the students’ work and determine the level of proficiency for each student and the entire class.

B. Perkins Brailler Proficiency (1.5 hours)

Objective BS5.2: Successfully transcribe the assessment document.

Objective BS5.3: Complete a graphic activity using the brailler.

PREINSTRUCTIONAL ACTIVITIES

The following materials for the brailler drawing activity should be copied from the file included or downloaded from the internet.

You will need copies of parts of: “So What About Drawing” [link]

The instructor should carefully read the instructions and prepare examples to show to the students.

Copies of the beginning directions and 2-3 of the simplest drawing directions should be copied for each student.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

The directions should be read and an example prepared from “So What About Drawing?” should be passed around for the students to see.

The instructor should introduce the braillewriter exercise. The instructor should summarize, or read the introductory information from the handout. This activity is meant to provide a light approach to becoming familiar with the brailler. Drawing with a brailler is challenging. However, it is an excellent way to practice using the machine. In addition, it is interesting to discover how different dot-combinations can be used to create images. Because the students have not yet learned many of the symbols called for in the directions, the instructor can provide the dot-numbers of those symbols to aid the students.

Some of the “pictures” use braille contractions. Please instruct the students to the QUICK REFERENCE CHART in Appendix B in the LOC Manual for the braille contractions.
To begin, the students should practice making horizontal and vertical lines. Then they can experiment with ways to make curves, etc. Each student can choose to recreate one of the hand-out pictures with directions, or create an original design or picture.

C. Learning to Structure (2 hours)

Objective BS5.4: Learn how to structure the print copy.

PREINSTRUCTIONAL ACTIVITIES

The instructor should carefully read the Structuring Print for Braille Transcription (5.C.1) and prepare to walk the students through the process of structuring.

You will need copies of: Structuring Print for Braille Transcription (5.C.1).

CONTENT PRESENTATION AND LEARNER PARTICIPATION

The instructor should introduce the handout Structuring Print for Braille Transcription (5.C.1) and explain how structuring the print copy will be completed every time prior to a transcription. Impress upon the students’ hearts how very important structuring is. Throughout their braille career they will be making structural decisions. Therefore, it is very important for the students to set up structural ideas early on while they are learning braille and learning to cooperate with each other. Please read the following to the students:

“Structuring a print copy of the material to be brailled is like using a ‘map’ to get to your destination. It clearly sets out the guidelines and rules that will be applied. When structured properly according to the rules established brailling will be done swiftly and accurately.

When you are learning to make structural decisions that emphasize words everyone does things differently. In this course you will all be required to structure in the same way, according to the handout.

When structuring, you will have to count every space that will be used to fill the 40-cell braille line. Sometimes not every cell of the 40-cell braille line will be used, but you will be required to use as much as possible for space-saving measure and readability. Therefore, you will have to be aware of various things in the print copy like each single letter (will you need a letter sign or not), numbers (remember the extra cell for a numerical indicator), words (will they be contracted or uncontracted), punctuation (some take up more than one cell—like a dash or opening single quotation mark), spaces, and such. Counting these individual items will allow you to know where to split the sentence. Remember in the first 11 LOC Manual lessons you will be splitting words between lines. Nonetheless, you will be
marking the lines where the break for the run-overs will begin. So counting every item is imperative to clearly set out the structuring format.

In braille there are many rules that state when you can or cannot use contractions. Even though you have not learned contractions at this point you will be learning them in the near future. A good help is to always write the rule numbers next to or over the word you will be contracting. One of the reasons to write the rule is because there are so many instances where a contraction cannot be used and therefore it is a reminder to you. This way if you start to second guess yourself, the rule will be right there to look up quickly. This also helps when you are transcribing and need to look up something quickly. You can look for an example in the drills and exercises you structured for an immediate answer and the rule will be right there at your fingertips.

When you get farther down in the literary lessons and in textbook formatting you will have other issues to deal with in formatting. These issues include headings (centered, cell-5, or paragraph), lists (bulleted, numbered, etc.), tables (boxed, stair-stepped, etc.), pictures, maps and illustrations are just a few examples of the complexity of formatting a book. So, early healthy formatting habits are a must.”

The students are to read and study the worksheet together as a class. Within this Structure handout there are notes for instructing the students. Allow time for questions and answers at each section.

**ASSESSMENT**

The instructor will make a five minute summary of the week’s activities. The students are to be congratulated for their hard work and accomplishments. Assure the students that additional opportunities will be given to create tactile pictures on the Perkins Brailler.
Braille Module 5

LOC Lesson 1, Assessment
Handouts
Structuring Print for Braille Transcription (5.C.1)

Structuring is the most important tool for the transcriber who is preparing a braille transcription. Structuring can be time consuming in the beginning, but it is very important in preparing your work consistently, timely, and successfully. Throughout your braille career you will be making structural decisions that pertain to the print to braille transcription. Print format has changed drastically throughout the years and it continues to change to make it more appealing to the eye. Visual appeal is good for a sighted person, but a braille person cannot fully grasp the concept of print visual aids such as format, different typefaces and sizes of font, pictures and illustrations, colors, and such. Therefore, it is very important for you to set up structural ideas through formatting rules early on while you are learning braille format.

Cooperating with other students is a part of learning to structure, as you will be working one-on-one and in groups. Working with others requires skills like good communication, being able to admit that you do not know something that another transcriber may for the benefit of the braille reader, and knowing the formatting rules that will help you to stand firm when another transcriber-in-training has questions. Patience is a key to working with others as you learn to work on structuring. Remember that we do not know it all, nor can we remember it all. We must use our energy to create an atmosphere of unity in our area through working together.

Structuring the print format before you try to braille is very important. Structuring a print copy of the material to be brailled is like using a “map” to get to your destination. The LOC Manual clearly sets out the guidelines and rules that will be applied. When structured properly according to the rules established the process of braille will be done swiftly and accurately. Structuring the print page prior to brailling will help you to recognize format, contractions, and where to split words or sentences at the end of a braille line.

When you are learning to make structural decisions that emphasize words, paragraphs, headings and such, you will find that there are many ways to accomplish this task. A good example is how you could set apart the contractions you will be using. For example, in this program you will learn to highlight the contractions you will use and underline the contractions you will not use in red. Always be consistent throughout your lessons and into your braille career. Consistency is one of the keys to being the best braillist you can be.

We are not going to cover Textbook Formatting in this course but preparing yourself and learning to recognize print and code terminology will benefit you in future braille transcribing.
This is the *Braille Formats Principles of Print to Braille Transcription, 1997* (BF) code terminology from Rule 1.b(3) which defines:

<table>
<thead>
<tr>
<th>Print</th>
<th>Braille</th>
</tr>
</thead>
<tbody>
<tr>
<td>sign</td>
<td>symbol</td>
</tr>
<tr>
<td>character</td>
<td>contraction</td>
</tr>
<tr>
<td>mark</td>
<td>indicator</td>
</tr>
</tbody>
</table>

This table of terminologies will help you in the future to distinguish the difference between print and braille. Regardless of print terminology, in the braille edition, material must be identified and transcribed according to the appropriate Code definition.

As a transcriber-in-training you must learn to familiarize yourself with the terminology of print and the terminology of braille. These two entities are different from each other because not everything in print can be transcribed exactly into braille. So, the biggest structuring question would be: how can what you see in print be transcribed in braille for the clearest representation? Throughout this curriculum you will learn ways to mark up your print copy so that when you start to transcribe everything will be laid out and brailing will be easier and quicker for you.

As you are building on your lessons pay close attention to what you are looking at in print and what the terminology is for that particular format. Always remember the biggest structuring question: how can I present this information in the best braille format for the braille reader to clearly understand what they are reading.

You started the process of learning to format on page xiii of the General Course Instructions and how formatting will be applied to the drills and exercises in the Library of Congress lesson book. In each lessons EXERCISE you will learn more formatting rules to apply. Learning formatting is like building a house one brick at a time. It is not something you will learn overnight. Each day you will learn a little more to build your formatting skills so by the end of the lessons you will be fully prepared to structure your manuscript.

The index of the *LOC Manual* is the best place to start looking for various formatting issues. Looking in the index and getting familiar with it is very important in your course of study. Searching for words in the index is a good guide for reference.

5.C.1
Instructor Note: Please utilize the Index in the back of the *LOC Manual* at this time. Look up the following sections: Format, Centering, Paragraphing, Page numbers, Pagination, Contractions, and Division of words and point out various sections that are labeled under these headings.

Remember how important it is to study the print copy and structure it according to the *LOC Manual* rules.

Numerical Indicator and Capitalization: To structure the numerical indicator you will place the letters “NI” over the number sign. This is a reminder that you will need to place dots 3456 in the first cell, prior to the number. In order to structure the sentences for capitalization you will use the letter “SC” for every capital letter and the letters “DC” for the double capital sign. This will be placed over the letter(s) to which it applies.

**Example:** Here you have a numbered sentence:

1. Faith Boyd went to NEW YORK.

   Your print copy will look like this when you structure:

   NI SC SC DC DC

   1. Faith Boyd went to NEW YORK.

   The following example in braille will look like this:

   °°#A4°,FAITH°,BOYD°,WENT°,TO°,NEW°,YORK4

1. **Center Heading:** The first line of every page of an exercise should carry a fully capitalized center heading, called a “running head”. When counting the number of cells needed for a centered heading, remember to include in your count contractions, spaces, punctuation signs, composition signs, etc. To center a heading, first count the number of cells that the heading will occupy. Subtract that number from 40 (the number of cells on a line). Divide your answer by 2 and that will tell you how many blank cells should precede and follow the heading. When a heading occupies an uneven number of cells so that it cannot be perfectly centered, move the heading off center by one cell to the left, so that the extra blank cell is to the right of the heading. This allows the extra cell to be used for the page number. A blank line should follow the center running head only on the first page.
Example: Here you have the centered heading: OUT OF THE DARK.

You will count each cell and blank space needed. Remember that some punctuation signs and other braille symbols may take up more than one cell. Also, contractions will take up fewer cells. Be sure to count each and every cell and space that will be used.

In the heading OUT OF THE DARK there are 12 letters, 8 composition signs, and three spaces to count. That equals 23 cells you will need for this particular heading. Since there are 40 cells in a braille line you will need to subtract 23 from 40. This leaves you with 17 blank cells. You will have to divide 17 by 2 and you will get 8.5. Since it is impossible to have 8.5 blank cells on each side of the heading you will have to have 8 cells on one side and 9 cells on the other. Remember that the extra cell will be placed on the right side of the heading (Hint: the side with the page number). The heading will start in cell 9.

Do the math:
\[
12 + 8 + 3 = 23 \\
40 - 23 = 17 \\
17 \div 2 = 8.5
\]

8 cells on one side.
9 cells on the other.

Hint: the extra cell is placed on the right hand side. This allows more room for the page number.

You will write the number of the cell you will start brailling the running head above the first letter of the heading. This particular heading starts in cell 9. You will write 9 above the first letter of the heading. This is a reminder to you that you have already counted out the heading, did the math, and came up with the place to start. Remember there is a blank line (labeled BL) after the running head.
2. **Paragraphing** (Lesson 2.2): Paragraph format tells the braille reader the difference between a heading, a list, or a paragraph, among other issues. It is a little easier for a sighted person to know where a paragraph begins. The braille reader is depending upon you to format the text correctly in order to know what everything is. Formatting allows your reader to clearly understand the information. When you format the print page properly this will allow you to braille with ease and save you time and money.

In Literary format paragraphs start in cell 3 and runovers lines in cell 1 (or the left margin). We write this as 3/1. Remember: ALL paragraphs in Literary format are in 3/1 format. This includes paragraphs that are blocked in print. Never leave a blank line between paragraphs *unless* the print indicates a break in thought or scene. These blank lines will alert the braille reader that a change is coming.

**Example:** Here you have a numbered sentence:

1. Michael went ice skating in Central Park on Saturday.

The start of the paragraph will be in cell 3 and the runovers will start in cell 1. The sentence will break after "in", if you are dividing words.

Your print copy will look like this when you structure:

```
3/1
NI SC SC SC
1. Michael went ice skating in \ Central Park on Saturday.
```

The following example in braille will look like this:

```
OUT OF THE DARK
```

5.C.1
Remember print may use visual appeal like placing one enlarged or ornate letter or all capital letters in the first few words at the beginning of a chapter or other division. In braille, this practice is ignored. Such paragraphs should be properly indented and normal capitalization used.

3. **Dividing sentences and words:** You will divide sentences at the end of the line between syllables or words as you utilize the 40 cells across the page. We began dividing words and sentences in Lesson 2 of the Library of Congress lessons. Remember that dividing words will end after the *LOC Manual:* Lesson 11.

When structuring print you will have to count every space that will be used to fill the 40-cell braille line. Sometimes not every cell of the 40-cell braille line will be used, but you will be required to use as much as possible for space-saving measure and readability. Therefore, you will have to beware of various things in the print copy like each single letter (will you need a letter sign or not?), numbers (remember the extra cell for a numerical indicator), words (will they contracted or uncontracted), punctuation (some take up more than one cell—like a dash or opening single quotation mark), spaces, and such. Counting these individual items will allow you to know where to split the word or sentence. Remember in the first 11 *LOC Manual* lessons you will be splitting words between lines, but not between pages. Nonetheless, you will be marking the lines where the break for the runovers will begin, whether division of words or sentences. So counting every item is imperative to clearly set out the structuring format.

You will have to count every letter, punctuation, space, number indicator, contraction, etc. that you will be using to determine where the break(s) will occur. If done properly you will be able to tell if you have brailled correctly or made a mistake on the braille line.

**Example 1:** Here you have a numbered sentence:

1. Sally went into the house to get some iced tea.

Your print copy will look like this when you structure:

3/1
1. Sally went into the house to get / some iced tea.
You will print 3/1 over the 1 in order to know what cells the sentence and the runovers starts. The 3 in the 3/1 stands for where the beginning of the sentence starts—in cell three. The 1 in the 3/1 stands for the runovers—ALL runovers to this line will start in cell 1. When you count out all the items listed you will realize you need to split the sentence after the word “get”. You will put the slash between the words “get” and “some” to represent the break in the word.

The following example in braille will look like this:

\[\text{SALLY WENT INTO THE HOUSE TO GET}\]
\[\text{SOME ICED TEA.} \]

**Example 2:** Here you have the numbered sentence:

1. She said, "Crystal is so talkative."

You will have to count each cell and space you needed to decide how this sentence will be divided, if at all. Remember: there are 40 cells in a line to be used and the sentence starts in cell 3. Count every blank space, the number indicator, composition signs, punctuation signs, and letters in order to get the correct answer.

If you counted correctly you will realize that the word “talkative” will be divided after the “a”. You may say that the “t” following the “a” will also fit on the line. If you divide the word “talkative” after the second “t” you would be breaking the syllable division. In braille ALL divisions are done according to syllabication. Therefore, you will need a good dictionary 10 years old or less OR dictionary.com from the internet to look up any words you need help to divide for proper syllabication.

Your print copy will look like this when you structure:

3/1
1. She said, "Crystal is so talka/tive."

You will print 3/1 over the 1. Remember this means the sentence starts in cell three with runovers in cell 1. You will put the slash between the “a” and “t” in talkative to represent the break in the word. You will also put a hyphen above the word to remind yourself that you need to insert a hyphen at this point.

The following division example in braille will look like this:

\[\text{SHE SAID, \"CRYSTAL IS SO TALKATIVE.\} \]

5.C.1
4. **Page numbering:** In literary braille you will not use the print page numbers. On the same line of the running head you will place the braille page number (without a period) at the extreme right-hand margin—do not include the word "page". Always remember to use the number indicator for page numbering. The number indicator tells the braille reader that it is a number, not a letter.

**Example:** You have the cell marked for the start of the running head from the previous section (cell 9). Now we will learn to mark the start of the page number. Consecutive page numbers are placed so that they end at the right margin of line 1 on every page of a braille edition. In that case a numerical indicator and the number 1 will take up 2 cells. Since there are 40 cells in a braille line you will subtract 2 from 40. You will need 38 cells (used or spaces) prior to the page number. This will allow the page number to start in cell 39. In the following excerpt the page number will start in the 39th cell. Remember to use the number indicator and do not use a period. Write 39 over the number indicator. This is a reminder of what cell the page number will start on.

Also remember that you need to leave at least three blank cells before the page number. So, make sure there are no fewer than three blank cells left between the running head and the page number. In this excerpt there are 7 blank cells between the running head and the page number.

Your print copy will look like this when you structure:

```
  9  39
OUT OF THE DARK  1
```

BL
*Text ...*

**PAGE 1**

The following example in braille will look like this:

```
°°°°°°°°°OUT °°OF °°THE °°DARK °°°°°°°
```

All certification manuscripts must be prepared using literary-style pagination.
5. **Contractions or signs**: Contractions or signs are certain groups of letters appearing frequently in the English language that are represented in braille by special characters.

Looking for contractions will save you valuable time, effort, and facilitate reading. The braille code uses contractions to shorten words to save space. These signs may utilize one or two cells, and they may represent whole words, parts of words, or both.

Contractions that have the same or similar rules governing them are grouped together and given a name, as in Lesson 4 where you will study *one-cell whole-word contractions*. It is important that the names of these groupings be remembered because they will be referred to throughout the course.

Though the contractions are started in Lesson 4 you will learn how to set them apart in this handout. You may refer to this handout as frequently as needed.

**Example:** Here you have a numbered sentence:

1. Knowledge is always very nice to have.

In the following sentence there are 3 one-cell whole-word contractions that you will need to place in parenthesis. You would place parenthesis around the contractions for *knowledge*, *very*, and *have* and place the proper one-cell whole-word contraction over the word to which it applies. The following display shows the 3 contractions and how you will learn to structure these contractions.

   k v h

1. (Knowledge) is always (very) nice to (have).

The following example in braille will look like this:

\[
\begin{align*}
&K \quad V \quad H \\
1. &\text{(Knowledge) is always (very) nice to (have).}
\end{align*}
\]
In braille there are many rules that state when you can or cannot use contractions. Even though we have not learned contractions at this point we will be learning some soon. A good best practice is to always write the rule number(s) next to or over the word you will be contracting. This habit will help you because there are so many instances where a contraction cannot be used and therefore it is a reminder to you. This way if you start to second guess yourself the rule will be right there to look up quickly. This also helps when you are transcribing and need to look up something quickly. You can look for an example in the drills and exercises you structured for an immediate answer and the rule will be right there at your fingertips.

**Example:** Here you have a numbered sentence:

1. Us/we can do it.

In this sentence there are several braille contractions. You will place parenthesis around the contractions and place the contracted form above the word to remind you that you will use the contraction for this word.

If you cannot use the contraction for the word, due to an exception to the rule, then you will not place the contracted form above it. You will underline the contractions that cannot be used in red. You may also want to write the rule above the word. The rule 4.2c is placed before the “Us” because you cannot use it next to the slash according to this rule.

Your print copy will look like this when you structure:

4.2c
NI SC c d x
1. Us/we (can) (do) (it).

You cannot use the contraction for “us” next to the slash. You will use the contractions for *can*, *do*, and *it*, so the contractions are placed above it.

The following example will look like this in braille:

6. **Other formatting decisions:** As you continue the literary lessons and into textbook formatting you will have others issues to deal with in formatting. Some examples of these issues are 3 types of headings (centered, cell-5, or paragraph), lists (bulleted, numbered, etc.), tables (boxed, stairstep, etc.), pictures, maps and illustrations. These are just a few examples of the complexity of formatting a book. So, early, healthy formatting habits are a must.

5.C.1

Braille Module 5-18
Example: Let’s structure the following excerpt using the tools you learned in this Structuring Handout.

BOTANICAL GARDENS

Botanical Gardens grow plants that are beneficial for drugs, medicinal preparations, or similar substances obtained from a plant or plants.

Page 123

Remember: When counting the number of cells needed for a centered heading, remember to include in your count contractions, spaces, punctuation signs, composition signs, etc.

In the following box figure out the math for the centered heading:

In the heading BOTANICAL GARDENS there are 16 letters, 4 composition signs (double capital letters), and one space to count. That equals 21 cells you will need for this particular heading. Since there are 40 cells in a braille line you will need to subtract 21 from 40. This leaves you with 19 blank cells. When you divide 19 by 2 and you get 9.5. Remember you cannot split 9.5 blank cells, so you will have to have 10 cells on one side and 11 on the other. The extra cell will be placed on the right side of the heading (Hint: the side with the page number). The heading will start in cell 11.

Write the number of the cell you will start brailling the running head above the first letter of the heading. This is a reminder to you that you have already counted out the heading, did the math, and came up with the place to start.

5.C.1
As you continue this example refer back to the following excerpt to structure:

BOTANICAL GARDENS

Botanical Gardens grow plants that are beneficial for drugs, medicinal preparations, or similar substances obtained from a plant or plants.

Next you would look at the page number. In literary braille you will not use the print page numbers. Remember that you insert the page number at the top right margin in braille. Which cell will the page number start? In these excerpts you will use number 1 as the first braille page. You will not insert the word “page”. Remember to count the number(s) AND add the number indicator to the total. So, in this case number 1 will be used with the number indicator so it will start in cell 39. You will print the number 39 over the number 1 you inserted at the right margin. This reminds you that the page number starts in cell 39. You may want to strikeout the page number as a reminder that you will not be using it in literary format.

Remember to label the blank line after the running head. Write BL in the margin under the running head.

Next you would look at the first letter of this paragraph which uses an enlarged, ornate letter. In braille this is ignored. Use normal capitalization. Now look at the paragraph format. Remember that ALL paragraphs in literary start in cell 3, with runovers in cell 1. This includes paragraphs that are blocked. So, this blocked paragraph will be brailed in 3/1. Write 3/1 over the first letter to remind you of the paragraph format.

Your print copy will look like this when you structure:

<table>
<thead>
<tr>
<th>10</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOTANICAL GARDENS</td>
<td>1</td>
</tr>
<tr>
<td>BL</td>
<td></td>
</tr>
<tr>
<td>3/1</td>
<td></td>
</tr>
</tbody>
</table>

Botanical Gardens grow plants that are beneficial for drugs, medicinal preparations, or similar substances obtained from a plant or plants.
This is how this excerpt will look in braille:

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BOTANICAL GARDENS grow plants that are beneficial for drugs, medicinal preparations, or similar substances obtained from a plant or plants.
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5.C.1