How to Review Technical Documentation

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Abstract

In business, people are often asked to become informal editors for specifications, vision documents, user documentation, and technical articles. They are asked to review a document, but are not often given guidelines on how to go about the process.

Written documents are supposed to be about communication, but communication is a fuzzy concept. There are many things to consider: whether the document is complete, whether the correct information has been communicated, and even small details, such as whether the title agrees with the content, may be questioned. Some authors have wonderful ideas, but run into problems sizing and structuring their efforts such as trying to fit a book into an article. How can an inexperienced editor determine when a document is written in a way that makes the most sense? It would be an improvement if there were some way to quantify the review process.

This paper explains a three-step editing process that checks the content and structure of the paper for comprehension, accuracy and completeness, and it also provides tips on style and copy editing. The process can be used for editing software specifications, user documentation, technical articles or blog entries. Benefits include showing the author whether the correct information was communicated to the audience, being able to tell whether the information is balanced and complete, and whether the scope of the content is appropriate to the document.

Biography

Moss Drake is a software developer and project leader at Dentist Management Corporation in Portland, Oregon. He has been developing software for over twenty-five years, focusing on solutions for the healthcare and insurance industries.

Moss has a B.S. in Computer Science and a B.A. in English Literature from Oregon State University.

1 Introduction

How many times in the workplace are people handed documents and asked to review them? Often the person asking fails to provide a context for the advice, whether it is about the content, tone of voice, or spelling and punctuation. In many cases, the reviewer is a peer who is asked to read for content, but even people who are domain experts may not understand whether the writing style is appropriate for the audience, or whether the document is written in a way that is complete. In other cases, the reviewer may have editing skills but does not fully understand the topic and so cannot properly assess whether key points are addressed. Sometimes the author simply wants to know whether the reader "gets it."

Written documents are supposed to be about communication, but communication is a fuzzy concept. Many things may be considered: whether the document is complete, whether the correct information has been communicated, and even small details such as whether the title agrees with the content. Some authors have wonderful ideas, but run into problems sizing and structuring their efforts such as trying to fit a book into an article. How can an inexperienced editor determine when a document is written in a way that makes the most sense? It would be an improvement if there were some way to quantify the review process.

For the past five years, I have reviewed and edited papers for the Pacific Northwest Software Quality Conference. During this time, I have formulated a three-step editing process that tests the content and structure of the paper for comprehension, accuracy and completeness, as well as providing feedback on style and copy editing. This process, which involves creating an outline based on the paper and looking for telltale characteristics in the outline, can be used for editing software specifications, user documentation, technical articles or blog entries.

This paper explains how to apply this method to technical documents. Its benefits include showing the author whether the correct information was communicated to the audience, being able to tell whether the information is balanced and complete, and determining whether the scope of the content is appropriate to the document. Along the way, it also discusses tips for style and proofreading.

2 The Role of an Editor

"That's not writing, that's typing." – Truman Capote

Writing is usually thought of as a solitary endeavor where one person sits at a keyboard composing and expressing his or her thoughts. However, since the point of writing is to share those thoughts in a way that speaks to a reader, before a document is finished it usually requires much feedback and revision to ensure those thoughts are communicated. Without the help of an editor and others who provide advice on the work in progress the process is, as Capote said, merely typing. In some cases, the editor may also be the author, but it always takes two persons to close the loop. Barry Lopez says, "The writer works on the inside and the critic works on the outside." The editor's role is to be a thoughtful critic for the writer. To help him develop his internal thoughts into something that can be shared in the most effective way.

People, however, are not born with these skills. Book publishers and newspapers have trained editors. In other industries, companies may have technical writers on staff that can help edit copy, but more often people who are not trained as editors are asked to read specifications, advertising copy, and user documentation with a critical eye. Ad hoc editors are sure to provide mixed results, and without a method, the process is usually inefficient.

To become more efficient, it is helpful to identify the steps an editor goes through with a document. There are three levels of editing: content, style and copy editing. To avoid rework, each phase should be completed before proceeding to the next. Content editing ensures that the article is complete, comprehensible, and follows a logical flow. Next, review the style of the paper. Does it meet style guidelines? Does the author use a writing style appropriate to the audience? Is it concise and clear, and most importantly does it have the appropriate voice for the audience? The final step involves copy editing the paper.

3 Ground Rules

The editor and author should establish ground rules for the editing process to keep it constructive and professional. For example, the job of the editor is to evaluate the writing, not the writer. Comments, negative or positive, should apply to the words on the page and not to the character of the author. This leads to the second rule: be specific. If a sentence is confusing, the editor should make a note of it and ask for clarification. Both constructive and positive feedback should be applied to specific areas of the paper. Blanket statements saying the article is "Great!" may help the author's ego, but it fails to provide constructive feedback on the writing. If the writing is great, an editor should be able to highlight specific passages as superior examples, and then compare them with areas that need work. An editor should help guide the writing process, but avoid inserting himself into the writing. Putting words into the author's mouth and then insisting that version is better is not constructive. The author's responsibility is to write the paper, while the editor acts as the sounding board. Most importantly, the editor provides the external critic with whom the writer can have a dialog to discover what works.

Before beginning any critique, the editor should read the paper twice: once quickly, to get a basic understanding of the topic and a second time more slowly to comprehend the details. At this point, the editor should record any initial thoughts and set them aside. They may be useful later to remember impressions of the article as a new reader, which is important since most of the audience will fall into this category.

4 Editing for Content

"Don't get it right, just get it written." ~James Thurber

The first phase of editing should focus on content. During the initial drafts the author has been struggling with scope, direction, and just getting the ideas on the page. As Thurber says, it is probably not perfect, but at least it is written. In this stage, the editor assesses which parts of the document are "right" and which need work. This process tries to answer the following questions:

- Can I understand the paper?
- Will it make sense to the audience?
- Does it flow logically?
- Does it seem complete?
- Do all sections apply to the main topic?
- Is there enough supporting evidence or real-world examples?

Writing is about communication. The word comes from the Latin "communis," meaning to share. An article should be a shared understanding between the author and the reader. The simplest way to test the communication of ideas is for the editor to summarize his understanding of the paper, and then reflect this back to the author. For short pieces, writing a synopsis of the article may be enough, but creating an outline has additional benefits. Outlining the paper reverse-engineers the content from the point of view of the reader. It allows the author to understand whether key points are successfully communicated. It also exposes to the editor whether the paper is complete, focuses on the right topic, and has the correct flow.

4.1 Outline the Paper

Writing an outline based the content of an existing paper is much like writing one from scratch. Major sections are the top level of the outline, subsections are under that, and under those is a summary sentence for each paragraph. This is known as a "sentence outline."

1. First Major Section ← Top Level
    1.1. A subsection ←Sub-heading
        1.1.1. First paragraph summarized
        1.1.2. Second paragraph summarized
        1.1.3. Third paragraph summarized
    1.2. Another subsection
        1.2.1. First paragraph summarized
        1.2.2. Second paragraph summarized
        1.2.3. Third paragraph summarized
2. Second Major Section ← Top level
    2.1. Another subsection

Like a story, the body of a paper will have a beginning, middle, and end. The beginning often presents itself as a problem, a question, or a challenge. The middle explores the problem, providing background and supporting evidence. The ending resolves with a solution, a conclusion, or a revelation and will often include next steps.

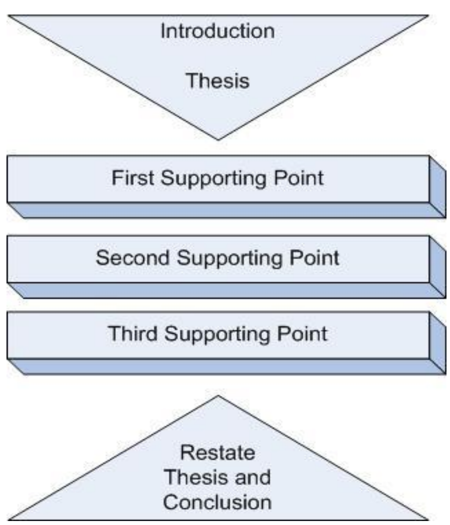

Figure 1 General structure of a document

When writing a summary of a paragraph, it helps to understand the intended underlying structure. A paragraph usually starts with the topic sentence, contains two or more supporting sentences, and ends with a concluding sentence. The topic sentence is a general statement that sets the scene, while supporting sentences explore the topic with more detail. The concluding sentence is optional, but in a longer paragraph it usually summarizes the topic into a literal conclusion.

Generally, an editor should be able to write a one-sentence summary of each paragraph. In a well-structured paragraph this summary should be evident, while less organized paragraphs may have the topic buried in the body of the text. If the general idea of the paragraph is not immediately evident then this is a red flag for the editor.

To ensure comprehension, the editor needs to synthesize the topic into new words. Since this is a test to ensure a communication of ideas, it is not enough to copy and paste the topic sentence from the paper into the outline.

The completed outline is a useful feedback tool in two ways. It is an outline of the major points contained in the paper, communicating back to the author what the editor understands of the article. The editor can also use it to check the content of the paper.

Four rules for writing outlines (Tardiff & Brizee) can be used to test the content of the article:

4.1.1 Parallelism

Parallelism means that outline headings at the same level should preserve parallel structure. If the first heading begins with a verb, the second heading should also begin with a verb. This rule may not be necessarily true for the summaries of the paragraphs since the editor rather than the author wrote them, but the major sections and subsections should adhere to this guideline. Here is an example:

1. Plan the project
2. Team members ← This is not parallel; suggest “Enlist Team Members”
3. Implement the project
4. Release the product

4.1.2 Coordination

With coordination, topics at the same level should have the same significance. Section 1 should have the same significance as Section 2, and subsection 1a would have the same significance as subsection 1b or 2a. For example:

1. Design the program icon ← This is not coordinated; suggest “Develop UI Plan”
2. Develop Back-to-school marketing plan
3. Develop Winter Holiday marketing plan

4.1.3 Subordination

Subordination indicates that information in major headings is more general, while subheadings move toward the specific. For example:

1. Identify beta sites
   1.1. Choose only local sites
   1.2. Favor customers that have previously been beta testers
2. Identify initial release sites
   2.1. Choose customers in Oregon
   2.2. Roll out marketing plan to all customers ← This should not be subordinate to 2.

4.1.4 Division

Division specifies that there is never a single heading or subheading. Each head is divided into two or more parts. For example:

1. Interview current customers for feedback
   1.1. Talk with Dr. Smith ← This breaks the rule of division; add another subsection
2. Interview customers who use the competition
3. Review information with marketing

Given these guidelines, it is possible to check the outline for areas that break the rules. Assumptions can be made based on which rule is broken.

4.2 Check for Scope Creep

Scope creep occurs when the content of a paper drifts away from the main topic. To avoid this, all branches of the outline should have at least two children. Headings and subheadings should be fairly balanced. A section with only one child should either be promoted to its own section, or perhaps the author meant to include more information on the topic, but it was either omitted or not clearly expressed.

4.3 Check for Focus

If one heading has two children, and another has twenty, perhaps the topic is skewed. The editor could suggest that the more heavily weighted topic should become the focus. Similarly, depending on the scope of the document, an outline where each section has ten or more subsections, may be overly ambitious for its size.

Sometimes there will be a sidebar, or a subsection. In these situations, the outline will have another indent. An indent more than four levels deep could indicate too much detail in a particular area, leading to an unbalanced article. Either surface the details in their own section, or reduce the detail altogether. If the information is vital to make a point, consider using an infographic to present complex information succinctly and clearly.

Topics with more than three subsections should be reviewed for duplications or redundant information. Good technical papers require a strong argument, but excessive examples can lose the audience by boring the reader. The outline provides an opportunity to scan the content and see which sections to combine or omit.

4.4 Check for Missing Sections

Reviewing an article or a specification for content can be difficult and tedious, but trying to think what might be missing is a daunting task. How can you spot what is not there? Using the outline makes this simpler.

Each major section should have an introductory paragraph and a concluding paragraph, while each subsection should have paragraphs summarizing background and citing supporting evidence or examples. With an outline it is easy to spot check these areas for completeness.

A strong argument usually has three supporting points. As mentioned in the section on scope creep, a parent with only one or two children could mean that a section is missing. If the section has only two children, the author should reexamine the argument, or come up with a third supporting example.

4.5 Check for Comprehension

The outline also provides multiple ways to test for comprehension. While writing the outline the editor may discover paragraphs where the topic sentence was not clearly expressed, or paragraphs that could not be summarized into a single sentence. In both cases the editor should raise these issues with the author and suggest starting the paragraph with a more obvious topic sentence and if there are multiple topics, breaking it into several paragraphs.

When reviewing the topics of the headings and subheadings, outline levels should be parallel. If they are not then perhaps the organization needs work.

Subordination says each subpoint must be related to, or a part of, the point it follows. This rule helps test whether the paper has a logical flow. If, on reading the outline, the editor finds a point that does not relate to its neighbors in terms of flow, he should make a note of this. Perhaps it should be moved to another section, or adjusted within the context of the current section.

After checking for each of these conditions, the first phase of editing for content should be complete. The editor is ready to provide the feedback to the author. He can deliver the notes face–to-face or in a written document, but he should remember the ground rules. Notes should be concise and specific and evaluate the writing, not the writer. Prepare the author for further steps. The editor can provide the author with the outline and ask if it contains the key points that were supposed to be covered in the article. Should the author decide to make changes to the content, the author and editor may want to repeat this phase until both find the result satisfactory.

5 Editing for Style

“The difficulty…is not to write, but to write what you mean, not to affect your reader, but to affect him precisely as you wish.” ~ Robert Louis Stevenson

Style is the manner and form that the author uses to communicate. It is a mix of agreed upon conventions for written English, and the author’s personal voice. The goal of editing for style is to maintain a consistent tone throughout the document while providing enough variation to keep the reader engaged until the conclusion. It should also address the needs of the reader, filling in background when necessary. Style affects not what is written, but how it is read. This is important because, as Stevenson mentions in his essay, it is the goal of the author not only to lay the information on the page, but also to effect a change in the reader.

The grandfather of all English style manuals for writing is *Elements of Style* by William Strunk and E.B. White (Strunk & White, 2000). This succinct reference covers most of the points to check when editing writing for style. Since Strunk & White have already written a book on the subject, I refer you to their work for more detail, but I would like to review some of the more common concerns.

5.1 Consider Voice and Audience

The two most important style decisions an author can make are:

- How to frame the article for the audience
- What is the proper tone and voice

For technical writing, the audience may seem obvious: people who read the article must be the right audience because they are interested in the content. Unfortunately, this is not always true. Even within an organization, technical readers and business analysts may read the same document, but with differing perspectives. The editor should read the article from both points of view and decide which assumptions may be implicit, and which should be explained. If the title of the article implies a highly technical topic (such as X.509 certificates), the editor must gauge the level of understanding that the reader brings to the table, and decide whether the technical aspects are unique to a department, an organization, or an industry standard.

The author's voice also has an effect on style. A chatty, casual voice may seem more friendly and accessible, but it could undermine the writer's authority on the subject. On the other hand, language that is verbose and legalistic may present an impenetrable hedge that turns away a potential audience. Generally, technical articles avoid using "you" and "I" to talk about the reader and the author. A good compromise is for the author to write using his or her own voice, and the editor can help change the context to a third person if needed.

Even after questioning assumptions about the audience, it is a good idea to define acronyms and to trim jargon from the article. Write out acronyms the first time they are used, with the initials in parentheses. For example, "Test Driven Development (TDD) is a software development process that relies on the repetition of a very short development cycle." Avoid jargon, or explain it the first time it appears For example, a reference to "Pokémon exception handling" should explain that it means "for when you just gotta catch 'em all, i.e.: all exceptions must be caught."

5.2 Keep the Writing Clean and Consistent

Several other rules improve the quality and clarity of writing, and help provide a consistent style to any article.

- Maintain a consistent verb tense. As Strunk and White say, "Shifting from one tense to the other gives the appearance of uncertainty and irresolution."
- Use the active voice to make writing more dynamic. Passive voice means adding some form of the helping verb "to be" to an otherwise strong verb that did not need the help.
- Put statements in positive form. Rather than writing, "The user should not be able to enter letters or punctuation," it is more clearly stated as "Restrict user entry to numbers."
- Omit needless words

Beware of "junk" words. Seek out and delete filler words like "simply," "very," and other adverbs that unnecessarily modify actions. These words show indecision on the author's part, and removing them adds authority to the work. Encourage the author to use a variety of words. Look for words used more than twice in a paragraph, and suggest alternatives. Web site tools such as WordCounter.com can help quantify how many times an author uses specific words. Use a thesaurus to look for suitable replacements of overused words. *Elements of Style* has a section on commonly misused words and phrases to use as a checklist when editing for style. As Mark Twain says:

"Substitute 'damn' every time you're inclined to write 'very'; your editor will delete it and the writing will be just as it should be." ~ Mark Twain

5.3 Keep It Interesting

Part of engaging the reader is to provide a variety of sentence structures. In English, authors have pushed the limits of sentence structure. In his novel *Absalom, Absalom!* William Faulkner crafted a sentence 1,288 words long. *The Rotter's Club* is a novel composed of a single sentence of nearly 14,000 words. Hopefully most technical articles will be more restrained, but it is still possible to be interesting with only a few different types of sentences. The *Concise Guide to Technical and Academic Writing* suggests technical writers only need concern themselves with eight types of sentence structures (Bowman, 2012), shown here using Subject-Verb-Object (S-V-O) notation:

1. Simple sentence (S-V-O)
2. Simple sentence with a simple introductory description (D + S-V-O)
3. Compound simple sentence (S-V-O + S-V-O)
4. Compound simple sentence with a simple introductory description (D + S-V-O + S-V-O)
5. Simple sentences with compound predicates (S-V-O + V-O)
6. Simple sentences with compound objects (S-V-O + O)
7. Simple sentence with descriptive phrase for the subject or verb (S+D -V-O; S- V+D -O)
8. Sentence with ending descriptive phrase or clause (Sentence + D)

The editor also needs to be alert for sentence fragments—those that are missing either a subject or a verb. Every complete sentence must have at least one subject, one verb, and expresses a complete thought. Often the grammar checker in a word processor catches sentence fragments, but not always. Occasionally, it is acceptable to use a sentence fragment for an effect, but inadvertent fragments should be avoided. While reading the sentences for structure, it is also a good practice to make sure the verb conjugation agrees with the subject. The goal is to create sentences that are easy to read and clearly convey the message in an engaging way.

5.4 Check for Correct Punctuation

Checking punctuation can be a twisty maze. One website lists sixteen different rules for writing numbers versus numerals. Experienced editors may eat this stuff for lunch, but ad hoc editors will chew up a lot of time looking for reference material. In general, the best solution is to choose a standard reference and use it. If the article is for publication, ask the publisher for a style sheet. Otherwise, two acceptable references are *The Chicago Manual of Style* (Staff, 2010) and *MLA Style Manual and Guide to Scholarly Publishing*. (Modern Language Association, 2009)

Of all the punctuation problems, the apostrophe is the most misused. So many English writers trip themselves up with apostrophes, adding them to words unnecessarily. To keep it simple, remember that the apostrophe has three uses:

- To show possession, such as "This is Mark's house."
- To show contractions, such as "It's a house" for "It is a house"
- To indicate certain plurals of lowercase letters, such as "Mind your p's and q's."

Lynn Truss, author of *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation*, (Truss, 2004) lays bare the distinction:

The word "it's" (with apostrophe) stands for "it is" or "it has." If the word does not stand for "it is" or "it has," then what you require is "its."

Editing for style is a matter of blending the author's voice with the rules for good writing. The process should allow for some flexibility, but the decision to stray from proper grammar should always be a deliberate one with firm reasoning behind it. Strunk says style is a guideline, but he also reminds us that one should know the rules before breaking them, and rules should only be broken when there is a definite benefit.

"The best writers sometimes disregard the rules of rhetoric. When they do so, however, the reader will usually find in the sentence some compensating merit, attained at the cost of the violation. Unless he is certain of doing as well, he will probably do best to follow the rules." (Strunk & White, 2000) Every writer and editor should heed this advice.

5.5 Use a Checklist

Editing requires close attention to detail. Even an efficient editor must make multiple passes through a document. In some cases, the editor will review a document page by page, checking for specific problems such as verifying the footers in all sections, or ensuring that all bulleted items end with a period. A simple way to handle these often-repetitive tasks is to create a checklist.

Checklists can improve the effectiveness of the editor, and reduce the stress of having to remember every single detail of editing. Lists help the editor remember which items need reviewing and provide a baseline for editing the document. Because styles may change from company to company and from one medium to another, it is common to customize checklists for each type of document.

Appendix 1 shows an excerpt from a checklist used by Tiger Heron LLC technical writers when editing printed technical documentation for Dentists Management Corporation (Profeta).

6 Copy Editing

Editing the final copy is paradoxically the simplest and most difficult step. During this phase, the editor will proofread for any errors missed earlier, but often to do that requires the ability to see the article in a new light.

At this point, many people will run a spell check in the word processor and assume the results are correct. Spell checkers work for finding misspelled words and highlighting oddities in grammar, but there are problems with relying solely on them. First, the spell checker may not be entirely correct. Use the advice to find areas where spelling or the construction of a sentence needs further attention. Copying and pasting the entire contents of the article into a second word processor is a way to get a second opinion. Second, spell checkers cannot understand the context of a misspelled word. For example, this sentence escaped spell checking to make it into print: "The programmer was waste deep in system administration." While "waste" may give the sentence an ironic twist, the actual phrase should have been "…waist deep…" Running a spell check is a good first pass, but editors should use other methods to double-check for mistakes.

Figure 2 Copy editing requires a different mindset

As mentioned, proofreading requires the editor review the paper from a different perspective. The phrases in Figure 2 may look correct, but you will discover the errors when you read them aloud. A copy editor may be so involved with the content of a document that she is not able to see the small mistakes unless she changes to a new mode of thinking. Here are four ways to get a new perspective:

- Print out the article. If all editing has previously been done on screen, printing out the article changes the mode enough to get your brain to see it differently.
- Read the article aloud. This changes the editing process to engage your ears, as well as your eyes and brain. This method also works for finding awkward phrasing.
- Read the article backwards. Remove the context and content from the process and look at only the grammar.
- Ask a person who has not yet read the article to proofread it.

The printed document is also the best way to find odd formatting problems. Use a red pen or a highlighter to make notes of missing words, odd margins, and alignment problems. This is also the time to make sure all illustrations are readable and properly labeled.

The copy editing pass provides an opportunity to check the format of punctuation. Ensure fonts are used consistently. Check that quotation marks are used correctly. When formatting a sentence with quotation marks, the period generally falls inside the quotes in American English.

Copy editing is time-consuming and tedious, so allow enough time to work through the document without becoming fatigued. Inattention is the enemy of the copy editor, and if you find yourself thinking other thoughts while reading, then you are losing the battle.

Some may ask whether it is worth the results to be concerned with these minor problems. The answer is that the minor problems distract from the content. Similar to hearing an out-of-pitch note during a symphony concert, a typographical error can disrupt the reader’s concentration. People may judge the content by the form, so it is better to proofread as carefully as possible. The goal is to make a good impression in both form and content.

7 Conclusion

Communicating ideas in writing is difficult, but the help of a good editor can make the process more rewarding and effective. The problem is in finding a good editor: not many people have the training or the experience to provide quantitative and qualitative feedback to authors in a constructive way.

This paper has shown that editing is a process that can be broken down into three parts, editing for content, editing for style, and copy editing. Each phase is designed to provide concrete feedback to help the author reach the next level in the process.

In this Internet age, we have many ways to express ourselves and convey information, but it is most commonly as written words. Realizing this makes the service that a good editor can provide even more important.

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Appendix 1 – Tiger Heron LLC Checklist

Master Checklist

Document Name____

Done	Branding
	Check that screen shots that contain version numbers have the current version number 4.1.

Done	Pagination
	Check for correct pagination at the beginning and end of each chapter.
	Spot-check three cross-references per chapter, especially to locations in other chapters. If this is a Word document, then check ALL cross-references.
	Check the first and last page number references for each chapter in the main table of contents.
	Verify that chapters begin on right (odd-numbered) pages.
	Scan placement of page breaks throughout the book. Look for page breaks that leave widows or orphans, and for lists or tables that are separated from their lead-in sentences. Other widows and orphans to watch for: ▪ Notes separated from the previous paragraph ▪ Tables that flow to the next page with less than two rows (not counting the header row) ▪ Procedure starting statements separated from procedure steps ▪ A single procedure step (a minimum of 2 procedure steps should be together) ▪ A single line of a paragraph (want a minimum of two lines)
	Verify that no pages or sections are missing.

Done	Chapter titles, headers, and footers
	Check that the wording of chapter titles matches these locations: ▪ In table of contents ▪ In right headers ▪ In left headers ▪ On the first page of the chapter
	Verify footer text is correct in all sections.
	Verify that header and footer lines (if present) line up.
	Check that dot leaders are used consistently in the table of contents.

Done	Procedures
	Check that procedures are numbered in sequence. Word is very bad about this.
	Check that all procedures begin with a “To” statement. MS Word only: Check that all procedures begin with a diamond and a “To” statement.
	Check that all procedure steps end in a period.
	Check that procedure steps are stated the same way, such as “click” rather than “click on,” or ‘select” not “click.”

Done	Notes and Cross References
	Check that the words “Note” “Tip” and “Warning” end in a period.
	Check that the word “Important” ends in an exclamation point (!).
	Check that the words “Note”, “Tip”, “Important” and “Warning” are in Arial Narrow Bold font.
	In cross-references, check that the text drawn from the cross-referenced heading has quotes around it. For example: For more information, see “Deleting a patient” on page 23.

Done	Graphics
	Check graphics for proper placement (from the left margin), and enough space between them and the text that precedes and follows them.
	Check that callouts point to the correct item and are positioned well.
	Check that callout lines are smooth.
	Check that callouts are uniformly indented from the left side of the page.
	Check that the final sentence in the callout text does not end in a period.
	Check that icons within a line of text are lined up well and are of uniform size.

Done	Miscellaneous checks
	Check that the copyright is 2013 wherever it appears.
	Scan for glaring errors and typos.
	Scan for hyphenated words. There should be very few, used only for multiple-word phrases (like this one), and not for splitting long words.
	Scan for consistent use of styles.
	Check the title page for text and correct use of styles.

	Check that web URLS are correct.
	Correct grammar with subject/verb agreement.
	Make sure acronyms are explained with the first usage in a topic.
	Check for proper capitalization.