

Author Guide: [Violence in Families Textbook]

Project Overview	3
Content Guidelines	3
Style Sheet	7
Editing Guidelines	11
Logistics	11
Next Steps	12

Project Overview

This section can be adapted from (or link to) the Project Summary.

Audience

FMSC 460 Catalog description: Theories of child, spouse, and elder abuse in the family setting. Emphasis on historical, psychological, sociological and legal trends relating to physical, emotional, and sexual abuse. Introduction to methods for prevention and remediation. Current students moving into any area of mental health, medicine, social services, and public health need to be familiar with the causes, risks, and interventions associated with family violence.

FMSC 460 is also offered as a general education course, meeting the requirements for Distributive Studies: History and Social Science, and Diversity: Understanding Plural Societies. Aside from FMSC 460, this will be a useful tool either through adoption or adaptation, for many other academic departments beyond family science or public health. Additionally, it can be used by other departments where partner abuse is routinely covered, such as student affairs.

Licensing

OER course materials for this project and interactive assessments will be published under CC-BY-NC-SA ([Creative Commons Attribution 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/))

Author Code

Authors should ensure their contributions are free of libel, plagiarism, copyright violations or factual errors.

Student Learning Outcomes

Provide a list of student learning outcomes mapped to which chapters they will be covered in. This will serve as a quick reference point to ensure proper scaffolding across the resource.

Course Learning Outcomes:

Upon completing this course, the student will be able to:

Learning Outcomes:
1. Describe the complexity of diverse opinions surrounding issues of family violence
2. Describe the cultural, socio-political, and historical patterns which promote violence in families
3. Recognize the magnitude of family violence, how family violence is assessed, and the consequences of family violence

4. Identify some of the immediate as well as underlying causes or factors that contribute to violence in families
5. Obtain community resources available to families and the professional, social and legal system responses to family violence, including clinical treatments, educational efforts, and prevention programs
6. Inform others about the major issues related to family violence.

Content Guidelines

Structure

Explain the structure of each section/chapter (e.g. each chapter comprises a background/theory chapter, a case study and a student workbook section). You could provide a word count range to ensure expectations are met.

Authors should determine a consistent structure for chapters/modules within their resource. An example would be:

- Learning outcomes: 2-4 statements about what students will be able to know or do after completing the chapter.
- Opening Vignette
- Dive into the topic
- Questions for reflection/discussion
- Sidebars or boxes with links to real world examples
- A brief summary of the chapter at the end
- Additional resources that might be useful for students (additional readings, links to useful YouTube channels or podcasts, etc.)
- Attributions and References

Audience & Tone

Given that the resources are intended for introductory level courses, authors should avoid the use of jargon or specialized terms to make the text more understandable for this audience.

Types of Content to Include

Consider what type of content your OER should include — and ask your authoring team to pay attention to what kinds of text, multimedia, and terminology they include. Use this section to specify what kinds of content will be most helpful to advance your learning outcomes, center

the narrative your team has in mind for this course, and help students in your class relate to the material being taught. Take a look at these [Guidelines from OpenStax](#), as well as these areas/elements, as you plan your OER's structure:

1. Illustrations and Graphics
2. Example names
3. Key figures in the field
4. Application, examples, and exercises/problems
5. Appropriate terminology
6. Keywords/glossary items
7. Balanced issues and discussions
8. References

Citations, Styles & Formatting

- [APA Style \[New Tab\]](#). APA (American Psychological Association) style is typically used to cite and style works in the social sciences and education.

References to historical and living figures

****References to historical figures will include the dates of birth and death in parentheses, such as: Karl Marx (1813-1883). For living figures, we will include the year of birth.***

Word Processor (Word, Google Docs, etc.) Formatting

****We are using minimal headers, and structural headers in our google doc per the request of our OER librarian***

Please use minimal formatting in your submission as formatting will be handled in your final publishing tool (eg: Pressbooks).

If you are importing from Word, the import process to Pressbooks will recognize standard markup language for lists (bullets and numbers), headings, and textboxes. Any other formatting should be created within Pressbooks.

Structural headings (using Heading 1, Heading 2, etc.) are the best practice for accessibility. When importing content with Heading 1 into Pressbooks, it will import Heading 1 as a new chapter with that heading being the chapter title. Colors and fonts will not carry over in the import process. Other style elements (Heading 2 onward, bolds, italics) will carry forward. Authors may want to try importing with these style elements or stripping them out and adding them via Pressbooks.

Media (Images, Video, Audio etc.)

****We will use open source images with appropriate attribution***

Where appropriate, you can choose to include images, video or sound clips along with the written text. Please ensure that these elements are in the public domain or carry a CC BY, CC BY-SA or a CC0 license, and that you clearly indicate and link to the source in your submission.

The following are useful sources of public domain and CC-BY licensed multimedia content:

- [The Internet Archive](#)
- [Creative Commons](#)
- [The Met Museum](#)
- [Flickr](#)
- [Open Culture](#)
- [Free Music Archive](#)
- [Pixabay](#)
- [Pexels](#)
- [Wikimedia Commons](#)

Note that all images should be given captions and descriptive alternative text, where appropriate.

Glossary

If applicable, indicate to authors how to highlight and define glossary terms. avoid using styles like italics/bold/underline to display glossary terms in-text, as this may not be distinguishable enough from the main text. We recommend asking authors to highlight glossary terms in a bright color so they are clearly identifiable and provide a list of glossary definitions at the end of the submitted chapter.

Accessibility

Authors are asked to ensure that their sections fulfill accessibility best practices. Building in certain key elements from the beginning will make a big difference in ensuring the text is accessible to all students who will use it in their courses..

Review the “Best Practices” in the [BCcampus Open Textbook Accessibility Toolkit](#) and follow the practices there for:

- [Organization of content](#): Many students need clear cues to navigate content, so keeping the organization and hierarchy consistent are important. Use heading styles from the style menu rather than bold, italic or different font sizes to indicate the start of a new section.

This helps to structure the content in a logical way for all students, including those using screen readers.

The BCcampus guide instructs authors to use the heading styles in Pressbooks. If you are writing in Word or Google Docs, please also be sure to use the heading styles menu to structure your content. The title of the chapter should be “Heading 1,” and the sub-headings in the chapter should start with “Heading 2.”

- [Images](#): Include a text description for any functional images that communicate important information. This will likely be more in depth than an image caption, and should contain enough information that a student can understand the concept depicted without seeing the image. (Note: this isn't required for decorative images!).
- Color: You should also avoid using color as the only means of communicating information (e.g. on a graph).
- [Tables](#): Make sure you avoid inserting images of tables, and instead enter the content as an editable table. This ensures that it will be accessible for students using screen readers.
- [Weblinks](#): Do not use raw URLs
- [Multimedia](#): If you're including video or audio content, it should ideally have captions or a transcript available. If this is not available for a resource in your section, please flag this in your submission for the editing team to address.

If you are using Google docs to write a chapter, you can use [the Grackle extension for Google Docs](#) (free) to check accessibility.

If you are using other word processors (such as MS Word) to write a chapter, you can find information on how to add alt tags to images, and more, in the [guides from the Accessible Digital Office Document Project](#).

Style Sheet

8/7/2024

We will follow all of the guidelines below. Refer to note on gendered language

Gendered language & examples

****We will use gender neutral language with the exception of sometimes referring to survivors of IPV as women. The choice to use gendered language in these cases will be explained in the textbook.***

1. Use gender-neutral language where possible (e.g., “people,” “humans” instead of “man” or “mankind.”)

2. When giving examples or cases of fictional persons, balance between assuming them male or female: so that for one you would use male pronouns, and for another female.
3. The use of “they” and “their” is acceptable and encouraged for non-gendered pronouns, and is preferred to the binary language of he/she or s/he.
 - a. E.g., “A person is unlikely to be able to go through their entire life without needing any help at all.”
 - b. Recognize that not all examples need to be gendered male or female, particularly since some of the readers of the books will not use specifically male or female pronouns themselves.

Headings and sections

1. When writing in Google docs, the title of the chapter should be in Heading 1.
2. The other sections of the chapter should start with Heading 2 (subsections of Heading 2 sections should be in Heading 3).

Tables

1. Column labels should be centered.
2. Tables should have column headers and row headers when possible (for accessibility): i.e., the top row should have headers for the columns, and the first column should be headers for the rows.

Capitalization

1. A list of specific words that should be capitalized:
 - a. Indigenous
2. Capitalization of titles of works
 - a. In keeping with the Chicago Manual of Style, titles of books should be in italics, titles of articles in quotes, and all are capitalized in “headline” fashion:
 - i. Capitalize first and last words of the title
 - ii. Capitalize nouns, pronouns, verbs, adjectives, adverbs
 - iii. Do not capitalize articles: a, an, the
 - iv. Do not capitalize conjunctions: and, but, for, or, nor
 - v. “Lowercase prepositions, regardless of length, except when they are used adverbially or adjectively (*up* in *Look Up*, *down* in *Turn Down*, *on* in *The On Button*, *to* in *Come To*, etc.) or when they compose part of a Latin expression used adjectively or adverbially (*De Facto*, *In Vitro*, etc.).” (*Chicago Manual of Style* section 8.159).
 - vi. Do not capitalize “as” or “to” (except as in the previous rule)

3. Capitalization after colons
 - a. According to the Chicago Manual of Style, if a colon is in the middle of a sentence, the word following starts with a lowercase letter, unless it's a proper noun.
 - b. If a colon introduces one of the following, then the first letter of the word following it will be capitalized:
 - i. A question
 - ii. A series of sentences that are all meant to connect to the phrase before the colon
 - iii. A quotation
 - iv. Text in a dialogue (e.g., Euthyphro: You are making my words move in circles. Socrates: Your words themselves are moving.)

Indentation/left justification

1. New paragraphs should not be indented on the left; just use a blank line between paragraphs.
2. Block quotes: each line of a block quote should be indented ½ inch on the left only.

Punctuation

Commas and semicolons

1. Use serial (Oxford) commas.
2. For lists of items, where the items in the list themselves contain commas, use semicolons between the items.
 - a. E.g., the authors of this book are from Vancouver, British Columbia, Canada; Chicago, Illinois, United States; and Melbourne, Victoria, Australia.

Quotation marks (and their relationship with other punctuation)

1. Use double quotation marks for quotations from other sources, article titles, and scare quotes. Use single quotation marks only for quotes within quotes.
2. For words that are referred to as words or concepts, use quotation marks (double): E.g., when using the word “ought,” in this case, we mean
3. Periods and commas should go inside quotation marks if there are no parenthetical citations after the quotation marks: E.g., Mary then said, “Ah, so *that* is what red looks like.”

Other punctuation

1. Ellipses:

- a. When used inside a quotation mark because some text has been removed, only use three dots rather than three dots inside two parentheses. E.g., “all pleasure is good, ... but sometimes we must endure pain in order to achieve more pleasure later.”
- b. As in the Chicago Manual of Style, a period is placed before an ellipsis if the end of a sentence is taken out, or if the sentence ends at the period and there is material taken out after that sentence. The period comes right at the end of the sentence as usual, and then the ellipsis follows: “Quote quote quote quote. . . . Quote quote quote.”

Font styles

1. For non-foreign language texts, use italics for words in a foreign language (e.g., Rousseau’s word *ressentiment*).
2. Use italics for emphasis: e.g., “so *that* is what red looks like.”
3. Use bold for specialized terms the first time they are introduced, and, as noted above, provide a glossary at the end of the chapter.

Numbers & years

1. Spell out numbers one to nine, and use numerals after that.
2. Use commas for numbers that are five digits or more: 10,000; 100,000
3. Use BCE rather than BC, and CE rather than AD when listing years.

Spelling and Abbreviation List

A list of spellings and abbreviations that should be consistent throughout all resources:

*We do not anticipate any non-standard spellings, nor abbreviations that are not introduced earlier in the narrative.

A-B

C-E

F-H

I-M

N-R

S-T

U-Z

Editing Guidelines

****This textbook will undergo an anonymous peer review process***

This section should give a broad outline of the editing & review process a contributor's section will go through once it has been received. It doesn't need to be very detailed, but should give the author an idea of what to expect (e.g. the lead editor will leave comments for the author to address, then the content will go through an anonymous peer review process). We also encourage project leads to involve authors in deciding what the editing and review process will look like, which can be indicated in this section.

Focus Questions

**** The review will focus on specific questions related to content and will be provided to reviewers ahead of time.***

Highlight the nature of the editing tasks by prompting your editors to focus on specific elements. You refer them to specific parts in the author guide and/ or write out questions to guide the editing process.

Logistics

Platform and Writing tools information

Indicate the tools your authors and content creators use to write content and/ or to create other audio, infographic, images, exercises, quizzes, video, etc.

We are using Google Docs

Submission Information

Due Dates

Indicate either a specific due date for content submission (if it will be the same for all contributors). A target date for having all content submitted may also be helpful, and links to any project tracking spreadsheets should be provided here.

We plan to pilot 4-5 chapters during Fall semester (Sept-Dec 2024) and the rest of the chapters during Spring semester (Feb-May 2025).

How to Submit

Instruct contributors on how they should submit their sections once completed. This should include format (generally Word or Google Doc), method (email attachment, add to shared Google Drive etc.), contact person and indication that they will be notified when the submission has been received.

Add to shared Google Drive folder.

Next Steps

Lay out to the authors and editors what the next steps are for them to plan their contributions accordingly.



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