RDA Editor's Guide

Contents

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1   PURPOSE AND SCOPE

This guide is designed to assist in the editing of RDA.

The guide focuses primarily on matters of style addressed in copyediting (or "mechanical" editing, as defined in *The Chicago Manual of Style*): capitalization, punctuation, spelling, abbreviations, etc.

The guide also serves in part as a "style sheet" for RDA, documenting key aspects of sentence structure, phrasing, and word usage.

In addition, the guide provides details on the metadata tagging used in RDA to facilitate computer processing of the RDA text database.

For details of style not covered specifically in this guide, RDA follows the 16th edition of *The Chicago Manual of Style*.

2 NUMBERING

Numbering of chapters and sections is generated automatically as outlined at 2.1-2.2.

For instructions on numbering used in cross-references, see 11.1.

2.1 Chapter numbers

Chapters are numbered consecutively in Arabic numerals, beginning with 1.

> 1 General Guidelines on Recording Attributes of Manifestations and Items
> 2 Identifying Manifestations and Items
> 3 Describing Carriers
> ...

2.2 Section numbers

Sections are numbered according to hierarchical level (1 through 5). Sections for alternatives, exceptions, optional additions, and optional omissions are not numbered.

Section 1 number

Section 1 titles are numbered in two segments separated by a period. The first segment is derived from the chapter number (or the designation for the introduction or appendix, as applicable); the second segment is an arabic numeral assigned sequentially to section 1 titles within the chapter, beginning with 0.

> 2.0 Purpose and Scope
> 2.1 Basis for Identification of the Resource
> 2.2 Sources of Information
> 2.3 Title
> ...

Section 2 number

Section 2 titles are numbered in three segments, separated by periods. The first segment is derived from the chapter number (or the designation for the introduction or appendix, as applicable); the second segment is derived from the section 1 title number; and the third segment is an arabic numeral assigned sequentially to section 2 titles within the same section 1, beginning with 1.

2.3.1   Basic Instructions on Recording Titles
2.3.2   Title Proper
2.3.3   Parallel Title Proper
...

Section 3 number

Section 3 titles are numbered in four segments, separated by periods. The first segment is derived from the chapter number (or the designation for the introduction or appendix, as applicable); the second segment is derived from the section 1 title number; the third segment is derived from the section 2 title number; and the fourth segment is an arabic numeral assigned sequentially to section 3 titles within the same section 2, beginning with 1.

2.3.2.1   Scope
2.3.2.2   Sources of Information
2.3.2.3   Facsimiles and Reproductions
...

Section 4 number

Section 4 titles are numbered in five segments, separated by periods. The first segment is derived from the chapter number (or the designation for the introduction or appendix, as applicable); the second segment is derived from the section 1 title number; the third segment is derived from the section 2 title number; the fourth segment is derived from the section 3 title number; and the fifth segment is an arabic numeral assigned sequentially to section 4 titles within the same section 3, beginning with 1.

2.3.2.13.1   Major Changes
2.3.2.13.2   Minor Changes

Section 5 number

Section 5 titles are numbered in six segments, separated by periods. The first segment is derived from the chapter number (or the designation for the

introduction or appendix, as applicable); the second segment is derived from the section 1 title number; the third segment is derived from the section 2 title number; the fourth segment is derived from the section 3 title number; the fifth segment is derived from the section 4 title number; and the sixth segment is an arabic numeral assigned sequentially to section 5 titles within the same section 4, beginning with 1.

> 6.14.2.7.1.1   Part Identified Only by a Number
> 6.14.2.7.1.2   Part Identified Only by a Title or Other Verbal
> Designation

3   CAPITALIZATION

Capitalize chapter titles, section titles, paragraphs, lists, and examples as instructed at 3.1-3.5. For capitalization not covered specifically at 3.1-3.5., follow *The Chicago Manual of Style*.

3.1   Chapter titles

Capitalize chapter titles using headline style (see *The Chicago Manual of Style*, 8.157-8.159).

> Identifying Manifestations and Items

3.2   Section titles

Capitalize section titles using headline style (see *The Chicago Manual of Style*, 8.157-8.159).

> Purpose and Scope
> Basic Instructions on Recording Titles
> Sources of Information
> Statement Naming More than One Person, Etc.
> Extent of Three-Dimensional Form

3.3   Paragraphs

Capitalize the first word in each sentence within a paragraph, and names and terms within a sentence, following the guidelines in chapter 8 of *The Chicago Manual of Style*.

3.4   Lists

Capitalize list items, list subheadings, and list item explanations.

List Items

Do not capitalize terms presented as items in a list.

> daily
> three times a week
> biweekly
> …

Exceptions:

> (1) If the list item is a proper name or an initialism or acronym representing a proper name, capitalize it following the guidelines in chapter 8 of *The Chicago Manual of Style*.
>
> > RealAudio
> > SACD
> > WAV
> > …
>
> (2) If the list item is an RDA element name, capitalize the initial letter of the first word.
>
> > Designation of edition
> > Parallel designation of edition
> > Designation of a named revision of an edition
> > Parallel designation of a named revision of an edition
>
> 3) If each list item in an ordered list is a complete sentence, use sentence capitalization for each list item.
>
> > For guidance on choosing sources of information for numbering of serials, see the instructions for specific sub-elements of numbering of serials as follows:
> > > a) For numeric and/or alphabetic designation of first issue or part of sequence, see 2.6.2.2.
> > > b) For chronological designation of first issue or part of sequence, see 2.6.3.2.
> > > c) For numeric and/or alphabetic designation of last issue or part of sequence, see 2.6.4.2.

List subheadings

Capitalize the first word in a list subheading.

> *Audio carriers*
> > audio cartridge
> > audio cylinder
> > …
>
> *Computer carriers*
> > computer card
> > computer chip cartridge
> > …

Conjunctions in lists

Capitalize *If* when using an If-then list (see 7.4).

Do not capitalize other conjunctions used in lists.

> If a detailed description of the characteristics of each carrier is considered important, record:
> > a) the applicable carrier type (see 3.3)
> >   *and*
> > b) the extent of each carrier (see 3.4)
> >   *and*
> > c) other characteristics of each carrier (see 3.5 – 3.19).

3.5 Examples

In examples, follow the instructions in RDA appendix A, as applicable.

> Speedball technique charts
>
> Lord Macalay's essays ; and, Lays of ancient Rome
>
> by Alfred, Lord Tennyson
>
> Version 5.20

4 PUNCTUATION

Apply punctuation as instructed at 4.1-4.4. For punctuation not covered specifically at 4.1-4.4, follow *The Chicago Manual of Style*, chapter 6.

4.1 Hyphens and dashes

Use the hyphen as follows:

(1) in compound words and names {loose-leaf} {eye-readable} {whole-part relationship} {λ-calculus}

(2) to separate numbers that are not inclusive, such as ISBNs {ISBN 0-552-67587-3} {ISSN 0002-9769}

Use the en dash as follows:

(1) to connect numbers that are inclusive {see 2.2.1.1−2.2.1.3} {pages 33−53}

(2) to indicate a span of dates {1899−1961} {11 B.C.−12 A.D.}

(3) to indicate an open-ended date {1978−}

4.2 Lists

Use a colon at the end of the sentence introducing the list.

> For a microfilm or microfiche, record the emulsion using one or more appropriate terms from the following list:
>> diazo
>> mixed
>> silver halide
>> vesicular

Exceptions:

(1) Use a colon at the end of the clause introducing coordinate phrases or clauses in the form of an ordered list. Use a period at the end of the final list item. Do not use semicolons between list items.

> Take designations of edition from the following sources (in order of preference):
>> a) the same source as the title proper (see 2.3.1.2)
>> b) another source within the resource itself (see 2.2.1)
>> c) one of the other sources of information specified at 2.2.3.

(2) If the list items in an ordered list are complete sentences, use a colon at the end of the clause introducing the list items. Use a period at the end of each list item.

> For guidance on choosing sources of information for titles, see the instructions for specific types of titles as follows:
> a) For the title proper, see 2.3.2.2.
> b) For parallel title proper, see 2.3.3.2.
> c) For other title information, see 2.3.4.2.
> …

4.3   Examples

In examples, apply punctuation as specified in the applicable RDA general guidelines and/or in the instruction the example is illustrating.

> Journal of polymer science. Part A, General papers

In examples and comments on examples that show two or more elements separated by ISBD prescribed punctuation, follow the instructions on ISBD punctuation in RDA appendix D.

> Microfilm reproduction: Washington, D.C. : Library of Congress, Photoduplication Service, 1990. 1 microfilm reel ; 35 mm

> Berlioz, Hector, 1803-1869. Corsaire; arranged
> *(Resource described:* The corsaire : overture for concert band / transcribed by Gunther Schuller. *Originally for orchestra*)

In examples and comments on examples that show two or more elements in an authorized or variant access point, follow the instructions on the punctuation of access points in RDA appendix E.

> Olympic Winter Games (21st : 2010 : Vancouver, B.C.)

4.4   If-then lists

For an If-then list, use a colon after *If* and after *then*.

> *If:*
> a surname is represented by an initial
> *and*
> one or more other parts of the name are given in full
> *then:*
> record the initial that represents the surname as the first element.

5   SPELLING

Use the online edition of *Webster's Third New International Dictionary, Unabridged*.

The following spellings identified in Webster's as variants are used as the preferred spelling in RDA:

> analyse (*not* analyze)
> catalogue (*not* catalog)
> centre (*not* center)
> colour (*not* color)

In examples illustrating transcribed elements, the spelling appearing on the source is unchanged, unless an exception indicates otherwise.

> The wolrd of television

6   ABBREVIATIONS

Use abbreviations only as instructed at 6.1-6.3.

6.1   General guidelines

In instructions, etc., avoid the use of abbreviations except for the following:

> e.g.
> etc.
> i.e.

If there are frequent references to certain standards and documents, especially in the introduction and appendices, use well-known initialisms and acronyms.

> AACR
> FRAD
> FRBR
> ISBD
> MARC
> RDA
> RDF

Note: The initialisms and acronyms for standards and documents are not italicized.

6.2   List items

In list items, use initialisms and acronyms representing proper names if they are in common use {SACD} {WAV}.

6.3   Examples

In examples, use abbreviations only as specified in the instruction the example is illustrating and/or in RDA appendix B.

7   PARAGRAPH AND SENTENCE STRUCTURE, PHRASING, AND WORD USAGE

Guidelines on sentence structure, phrasing, and word usage specific to RDA are given at 7.1-7.10. For guidance on grammar and word usage not covered specifically at 7.1-7.10, follow *The Chicago Manual of Style*, chapter 5.

For instructions on the wording of cross-references, see 11.2.

7.1   Length of sentences and paragraphs

Keep sentence length to less than 20 words wherever possible. If a longer sentence is required (e.g., to maintain conditionality), consider using simple or ordered lists. See also the instructions for If-then lists (7.4) and coordinate phrases and clauses (7.5).

Choose wording that is succinct. Avoid unnecessary words and complicated sentence constructions.

Limit paragraphs to one instruction or one concept wherever possible.

Avoid the use of footnotes. Wherever possible, use a separate sentence or paragraph instead.

7.2   Voice, mood, and tense

Introductory text

For introductory text (e.g., text in the Introduction or under a "Purpose and Scope" section at the head of each chapter), use the present indicative in the active voice wherever possible.

> This chapter provides general guidelines and instructions on recording the attributes of manifestations and items that are most often used to identify a resource. These attributes are recorded using the elements covered in this chapter.

Scope statements

For scope statements (i.e., statements appearing under a "Scope" section), use the present indicative in the active voice.

> A **title** is a word, character, or group of words and/or characters that names a resource or a work contained in it.

The passive voice may be used if necessary (e.g., to state an exclusion) in a statement other than the first under the "Scope" section.

> A file name or data set name is not considered a title proper unless it is the only title appearing in the resource.

Instructions

For instructions (including alternatives, exceptions, and optional additions and omissions), use the imperative.

> Transcribe an edition statement as it appears on the source of information. Apply the general guidelines on transcription at 1.7.

Avoid negative instructions.

7.3   Restrictive phrases and clauses

If an instruction applies specifically to a category of resources, etc., that can be named using a succinct term (e.g., a term designating mode of issuance), begin the instruction with an introductory phrase in the form "For [category term], …".

> For an integrating resource, supply the date of the last update if considered important for identification.

For updating loose-leafs, add the qualification *(loose-leaf)* to the identifier.

If an instruction applies specifically to a resource, etc., exhibiting a particular characteristic, begin the instruction with a conditional clause using "If ...".

If the exact number of units cannot be readily ascertained, record an approximate number preceded by *approximately*.

If an instruction applies to a specific type of description, etc., begin the instruction with a conditional clause using "When ...".

When preparing an analytical description of one or more components of a resource, treat accompanying material as a source outside the resource itself (i.e., as a related resource).

7.4   If-then lists

If the instruction includes more than one restrictive condition, use an If-then list. List the conditions and include the applicable conjunction.

If:
the title includes a name that would normally be treated either as part of a statement of responsibility or as the name of a publisher, distributor, etc.
and
the name is an integral part of the title (e.g., connected by a case ending)
then:
record the name as part of the title.

7.5   Coordinate phrases and clauses

If an instruction contains two or more coordinate phrases or clauses, present the phrases or clauses in an ordered list, if possible.

If the title of the original manifestation appears on the same source of information as the title of the facsimile or reproduction, record it:

either
a) as a parallel title proper, if it is in a language or script different from the title of the facsimile (see 2.3.3)
or
b) as other title information (see 2.3.4)

13

or
   c) as the title of a related manifestation (see 27.1).

7.6   Parenthetical phrases

Use a parenthetical phrase in an instruction if necessary to illustrate or clarify the meaning of a term. Limit the number of examples given in the parenthetical phrase to three.

> When preparing an analytical description for a single part of a resource (e.g., an article in a journal, one volume of a multivolume history, a separately titled issue of a professional journal) that is not an integrating resource (see 2.1.3.4), choose a source of information identifying the particular part being described.

Do not use a parenthetical phrase if the instruction can be readily illustrated or clarified either by a list of specified terms or by one or more examples following the instruction.

7.7   Terminology

Terms defined in the glossary

Use terms listed in the RDA glossary consistently, as defined, throughout the text.

For additional guidance on the use of key terms, see the explanations under the "Terminology" section in the first chapter of each section in RDA.

> *Note:* The explanations of key terms under the "Terminology" section are tailored to reflect the use of those terms within that particular section. As a result, they differ in some respects from the "generic" definitions of the terms as given in the glossary.

"Transcribe" vs. "record"

Use "transcribe" as the principal verb in instructions that prescribe transcription of the element as it appears on the source of information.

> Transcribe a statement of responsibility as it appears on the source of information (see 1.7).

In other instructions, generally use "record" as the principal verb.

Record the media type using one or more of the terms listed in table 3.1.

Exception:

In instructions for a "Note…" section, use the phrase "make a note" (or "make notes").

Make notes on edition statements relating to issues, parts, etc. that differ from the edition statement relating to the resource as a whole (see 2.5.1.5).

"Full stop"

Use "full stop" (not "period") when referring to the punctuation mark (.).

Use a full stop to separate the common title from the title of the part, section, or supplement.

"Below/above" versus "Following"

RDA is a web document and cataloguers use the standard in a non-linear way. Avoid positional terminology, such as "below" or "above." If necessary, use "the following …" (e.g., "the following list:").

"Transliteration scheme"

Use "transliteration scheme" instead of "transliteration table." Use the verb "choose" instead of "adopt."

If the name of the body is found in a script that differs from a preferred script of the agency creating the data, transliterate the name according to the scheme chosen by the agency.

Vocabulary

Choose words in common usage. See appendix B for a list of vocabulary changes during the rewording project.

7.8   Singular/plural

Section titles

Use the singular form of name for an element, element sub-type, or sub- element when the name appears alone in a section title.

2.4 Statement of Responsibility

Use the plural form of name for an element, element sub-type, or sub-element when the name appears in a section title beginning with "Basic instructions on recording …", etc.

2.4.1   Basic Instructions on Recording Statements of Responsibility

Nouns in both the singular and plural form

Do not use "(s)", etc., to indicate that either the singular or the plural of a noun may be applicable. Use both the singular and plural forms of the noun in full, or use a phrase such as "one or more …".

> If there is more than one parallel title proper, record the titles in the order indicated by the sequence or layout of the titles on the source or sources of information.

> For a resource consisting of one or more three-dimensional forms, record the extent by applying the instructions at 3.4.6.2–3.4.6.3.

> Take the title or titles of a legal work from any source.

"Data"

Use "data" as a plural noun.

> The examples in RDA illustrate the application of the specific instruction at which they appear. They illustrate only the data that are addressed by that instruction.

7.9   Definite/indefinite article

In scope statements, use the indefinite article with the name of the element being defined as well as with the term designating the type of entity, etc., with which that element is associated.

> An identifier for the manifestation is a character string associated with a manifestation that serves to differentiate that manifestation from other manifestations.

Exception:

If the name of the element being defined is a noun or noun phrase that would not normally be used with an indefinite article, omit the article.

Layout is the arrangement of text, images, etc., in a resource.

7.10 Recurring phrases

Use the following wording for phrases that occur repeatedly in the text:

Apply the general guidelines on ... (not "... Follow the general guidelines on ...")

... by applying the basic instructions at ... (not "... following the basic instructions at ...")

... by the agency creating the data ... (when referring specifically to access point control data or to data in general)

... by the agency preparing the description ... (when referring specifically to descriptive data)

Change of name (not "Changes of name")

consists of ... (not "comprises ...")

Facsimiles and reproductions (when used as a section title)

facsimile or reproduction (when used in an instruction)

... form of name chosen as the preferred name ... (not "... form of name recorded as the preferred name ...")

... in more than one language or script (not "... in two or more languages or scripts")

... on the source of information (not "... in the source of information")

... the same as or similar to (not "...identical or similar to")

See appendix A for a list of additional recurring phrases.

When a term such as "corporate body", "preferred access point representing the work", etc., is used in an initial instruction under a section 3 title, the term may be

shortened to "body", "preferred access point", etc., if it occurs in subsequent instruction under that same section title or under a section 4 title within the same section 3.

8   CITATIONS

For citations given in footnotes, follow *The Chicago Manual of Style*, chapter 14.

> [1] IFLA Study Group on the Functional Requirements for Bibliographic Records, *Functional Requirements for Bibliographic Records: Final Report* (München: K.G. Saur, 1998). Available online at: http://archive.ifla.org/VII/s13/frbr/frbr.pdf.

9   EMPHASIS

Use the <emphasis> element to apply italic and bold italic typeface as instructed at 9.1-9.2.

9.1   Italic

Use italic typeface for words, etc., within instructions in the following cases:

Instructions

Use italic typeface for words appearing in sources of information that are quoted within an instruction, etc.

> If a phrase such as *new series*, *second series*, etc., appears with the title proper of an unnumbered monographic series, record the phrase as a section title.

Use italic typeface for titles of reference sources, etc., cited with an instruction, etc.

> For an anonymous midrash, record the form of title found in the *Encyclopaedia Judaica* as the preferred title.

Use italic typeface for words in a transliterated form that are used within an instruction, etc.

> For a verse of a chapter, add the numeral of the verse following the title of the *sūrah*. Use a comma to separate the title and the number.

Use italic typeface for terms to be recorded that are quoted within an instruction, etc.

> In a devised title for a short advertising film or video, include the name or an identification of the product, service, etc., advertised, and the word *advertisement*.

9.2   Bold italic

Use bold italic typeface for run-in subheads.

> ***Exception***
>
> ***Serials and integrating resources.*** If the title of a serial or integrating resource appears on the source of information for the title proper in full as well as in the form of an acronym or initialism, choose the full form as the title proper. Record the acronym or initialism as other title information (see 2.3.4).

Use bold italic typeface for conjunctions in lists. Do not use for conjunctions in If-then lists (see 7.4).

10   SPECIAL CHARACTERS

All characters requiring a special diacritic, etc., must be input using the appropriate Unicode character.

11   CROSS-REFERENCES

Construct cross-references as instructed at 11.1-11.2.

11.1   Numbering

References to chapters, tables, figures, and appendices

When referring to a chapter, table, figure, or appendix, give the number of that chapter, etc., preceded by the appropriate term (i.e., *chapter*, *table*, *figure*, or *appendix*).

> Apply the instructions on capitalization in appendix A.

When referring to a specific section within an appendix, follow the reference to the appendix with the section number for that section, in parentheses.

> If the resource has a playing time, running time, etc., record the time and abbreviate terms for units of time as instructed in appendix B (B.5.3).

References to guidelines and instructions

When referring to a guideline or instruction, give the section number (see 2.2) for the section in which that guideline or instruction appears.

> For an agreement between two or more jurisdictions below the national level, apply the instructions at 6.27.1.3.

When referring to guidelines or instructions in two or more consecutive sections, give the numbers for the first and last sections separated by an en dash.

> Record the title of the person by applying the instructions at 9.4.1.4–9.4.1.8.

11.2   Wording of cross-references

References to general guidelines and basic instructions

When referring to general guidelines or basic instructions given elsewhere in the text, use a brief descriptor for those guidelines or instructions, followed by "at " and the section number for those guidelines, etc.

> Record the title proper by applying the basic instructions at 2.3.1.

Use a longer descriptor if considered important for clarification.

> Record the title proper of the series by applying the basic instructions on recording titles at 2.3.1.

If a descriptor is not necessary, use a simple "see" reference in parentheses following the instruction. Use the section number for the guidelines or instructions.

> Transcribe a title as it appears on the source of information (see 1.7).

References to instructions on sources of information

When referring to instructions on sources of information from elsewhere in the text, use the phrase "specified at", followed by the section number for those instructions.

> Take the title proper from the preferred source of information as specified at 2.2.2–2.2.3.

Other references

When referring to another instruction that is to be followed when applying the instruction referred from, use the phrase "the instructions at" or "as instructed at" followed by the section number for the instruction referred to. Include a brief description if necessary.

> ### Exception
>
> If the title of the original manifestation appears on the same source of information as the title of the facsimile or reproduction, apply the instructions at 2.3.2.3.
>
> Record the persons, families, and corporate bodies associated with the expression as instructed at 20.2.

When referring from a scope statement for an element to information that is to be recorded in another element, use "see" followed by the section number for that other element.

> For statements identifying performers of music whose participation is limited to performance, execution, or interpretation, see 7.23.

When referring from an instruction to information that is to be recorded in another element, use a simple "see" reference in parentheses following the instruction. Use the section number for instructions on that element.

> If the other title or titles are considered important for identification or access, record them:
> > *either*
> > a) as other title information (see 2.3.4)
> > *or*
> > b) as variant titles (see 2.3.6).

When referring to a topic that is addressed elsewhere in the text, use a simple "see" reference in parentheses following the instruction. Use the section number for that topic.

Use as the preferred source of information a source forming part of the resource itself that is appropriate to:

a) the type of description (see 2.1)
 and
b) the presentation format of the resource (see 2.2.2.2–2.2.2.4).

12   METADATA

Metadata tags are applied to chapters, sections, paragraphs, and examples as outlined at 12.1-12.8.

12.1   View

The metadata tag indicating <view> is applied to sections as follows:

Core identifies a section that is to be displayed as part of the core view of RDA.

Basic identifies a section that is to be displayed as part of the view of the basic RDA instructions.

12.2   Element requirement

The metadata tag indicating <element requirement> is applied to section 1 and section 2 sections as follows:

Core identifies section 1 or section 2 section (i.e., a section covering an element, element sub-type, or sub-element (for which there is a label reading CORE ELEMENT.

12.3   Type of description

The metadata tag indicating <type of description> is applied to sections, paragraphs, lists, and tables as follows:

All identifies instructions that apply irrespective of the type of description being prepared.

Comprehensive identifies instructions that apply specifically to a comprehensive description.

Analytical identifies instructions that apply specifically to an analytical description.

Hierarchical identifies instructions that apply specifically to a hierarchical description.

12.4   Content type

The metadata tag indicating <content type> is applied to sections, paragraphs, lists, tables, and examples as follows:

All identifies instructions that apply irrespective of the type of content being described.

Cartographic identifies instructions and examples that apply specifically to cartographic content (i.e., datasets, images, moving images, tactile images, tactile three- dimensional forms, and/or three forms containing cartographic content).

Computer dataset identifies instructions and examples that apply specifically to content in the form of a computer dataset.

Computer program identifies instructions and examples that apply specifically to content in the form of a computer program.

Movement identifies instructions and examples that apply specifically to content in the form of movement (notated or tactile).

Moving image identifies instructions and examples that apply specifically to content in the form of moving images (two- or three-dimensional).

Music identifies instructions and examples that apply specifically to content in the form of music (notated, performed, or tactile).

Still image identifies instructions and examples that apply specifically to content in the form of a still image (visual or tactile).

Tactile identifies instructions and examples that apply specifically to content in a tactile form (movement, music, still image, text, or three-dimensional form).

Text identifies instructions and examples that apply specifically to content in the form of text (notated, spoken, or tactile).

Three-dimensional form identifies instructions and examples that apply specifically to content in three- dimensional form (visual or tactile).

More than one value indicating content type may be assigned to a subhead, paragraph, list, table, or example if applicable (e.g., *music* and *tactile* would be applied to an instruction on tactile music).

12.5 Media type

The metadata tag indicating <media type> is applied to sections, paragraphs, lists, tables, and examples as follows:

All identifies instructions that apply irrespective of the type of media being described.

Audio identifies instructions and examples that apply specifically to audio media (audio cartridges, audio discs, audiocassettes, etc.).

Computer identifies instructions and examples that apply specifically to computer media (computer cartridges, computer discs, computer cassettes, etc.) and online resources.

Microform identifies instructions and examples that apply specifically to microform media (microfiche, microfilm cartridges, microfilm cassettes, microfilm reels, etc.).

Microscopic identifies instructions and examples that apply specifically to microscopic media (microscope slides, etc.).

Projected identifies instructions and examples that apply specifically to projected media (film cartridges, film cassettes, film reels, filmstrips, slides, etc.).

Stereographic identifies instructions and examples that apply specifically to stereographic media (stereograph cards, stereograph reels, etc.).

Unmediated identifies instructions and examples that apply specifically to media used to store content designed to be perceived directly through one or more of the human senses without the aid of an intermediating device (e.g., print, non-projected graphics, three-dimensional forms).

Video identifies instructions and examples that apply specifically to video media (video cartridges, videocassettes, videodiscs, etc.).

More than one value indicating media type may be assigned to a subhead, paragraph, list, table, or example if applicable (e.g., *audio* and *computer* would be applied to an example of a digital audio recording).

12.6 Issuance type

The metadata tag indicating <issuance type> is applied to sections, paragraphs, lists, tables, and examples as follows:

All identifies instructions that apply irrespective of the mode of issuance of the resource being described.

Integrating resource identifies instructions and examples that apply specifically to integrating resources.

Multipart monograph identifies instructions and examples that apply specifically to multipart monographs.

Serial identifies instructions and examples that apply specifically to serials.

Single unit identifies instructions and examples that apply specifically to resources issued as a single unit.

More than one value indicating issuance type may be assigned to a subhead, paragraph, list, table, or example if applicable (e.g., *serial* and *integrating resource* would be applied to an instruction applying to both).

12.7 Type of work

The metadata tag indicating <type of work> is applied to sections, paragraphs, lists, tables, and examples as follows:

All identifies instructions that apply irrespective of the type of work being identified or described.

Legal identifies instructions and examples that apply specifically to legal works.

Musical identifies instructions and examples that apply specifically to musical works.

Official communication identifies instructions and examples that apply specifically to official communications.

Religious identifies instructions and examples that apply specifically to religious works.

More than one value indicating work type may be assigned to a subhead, paragraph, list, table, or example if applicable (e.g., *official communication* and *religious* would be applied to an example of an official communication issued by a pope).

12.8 AACR rule reference

The metadata tag identifying the corresponding rule in AACR2 <AACR rule number> is applied to sections.