

5JSC/RDA/Editor's Guide
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To: Joint Steering Committee for Development of RDA
From: Deirdre Kiorgaard, Chair, JSC
Subject: RDA Editor's Guide

The attached document contains the guidelines followed by the Editor in drafting RDA.

RDA Editor's Guide

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0 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 XML metadata tagging used in RDA to control formatting and facilitate computer processing of the RDA text database.

For details of style not covered specifically in this guide, RDA follows the 15th edition of *The Chicago Manual of Style*.

1 FORMATTING

[To be added]

2 NUMBERING

Numbering of chapters and sections is generated automatically as outlined below.

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 4), as described below. 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; 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](#)
- ...

Exception:

In the appendices, the first segment of the number for a section 1 title is derived from the designation for the appendix (A, B, C, etc.); the second segment is an arabic numeral assigned sequentially to section 1 titles within the appendix, beginning with 1.

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 section 1 subdivision, beginning with 1.

- 2.3.1 [Basic instructions on recording titles](#)
- 2.3.2 [Title proper](#)
- 2.3.3 [Parallel title](#)
- ...

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 section 2 subdivision, 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 section 3 subdivision, beginning with 1.

- 2.3.2.12.1 Major changes
- 2.3.2.12.2 Minor changes

3 CAPITALIZATION

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

3.1 Chapter titles

Capitalize chapter titles using headline style (see *The Chicago Manual of Style*, 8.167).

[Identifying Manifestations and Items](#)

3.2 Section titles

Capitalize section titles using headline style (see *The Chicago Manual of Style*, 8.167).

[Purpose and Scope](#)
[Basic Instructions on Recording Titles](#)
[Sources of Information](#)
[Date, Name, Number, etc., that Varies from Issue to Issue](#)

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 as instructed below.

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*.

Real audio
SACD
WAV
...

(2) If the list item is an RDA element name, capitalize the initial letter of the first word.

- o Statement designating edition
- o Parallel statement designating edition
- o Statement designating a named revision of an edition
- o Parallel statement designating 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.

When choosing a source of information for numbering of serials, apply the following general guidelines:

- a. For numeric and/or alphabetic and/or chronological designations of the first issue or part, use the source on the first issue or part that bears the title proper.
- b. For numeric and/or alphabetic and/or chronological designations of the last issue or part, use the source on the last issue or part that bears the title proper.

List subheadings

Capitalize the first word in a list subheading.

Audio carriers
audio cartridge
audio cylinder
...

Computer carriers
computer card

computer chip cartridge

...

List item explanations

Do not capitalize the first word (or abbreviation of the first word) in a list item explanation. If the explanation includes 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*.

first generation (*i.e.*, the camera master)

3.5 Examples

In examples, follow RDA general guidelines on capitalization and the instructions in RDA appendix A, as applicable.

Speedball technique charts

Lord Macaulay's essays and Lays of ancient Rome

by Alfred, Lord Tennyson

Version 5.20

4 PUNCTUATION

Apply punctuation as instructed below. For punctuation not covered specifically below, 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} {pp. 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. Do not use closing punctuation for list items.

Record the extent of a resource consisting of one or more scores and/or parts by giving the number of scores and/or parts and an appropriate term

from the following list:

score
condensed score
close score
...
part

Exceptions:

(1) If the list items in an ordered list are phrases or clauses, use a period at the end of the final list item. Do not use semicolons between list items.

Take statements designating 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 in 2.2.3.

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

When choosing a source of information for a title, apply the following general guidelines:

- a. For the title proper, use the preferred source of information as specified under 2.2.1–2.2.2.
- b. For an alternative title and other title information, take the information from the same source as the title proper.
- c. For parallel titles, take the information from a source within the resource itself.
- d. For earlier and later variant titles, take information from the sources specified for the title proper, parallel title, alternative title, parallel alternative title, other title information, or parallel other title information, as applicable, in earlier iterations or later issues or parts.
- e. For variant titles, key titles, etc., take the information from any source.

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)*

5 SPELLING

Use the online edition of *Webster's Third New International Dictionary, Unabridged*. Where Webster gives a British spelling as a permitted alternative {catalogue} {centre}, use the British spelling instead of the American spelling.

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 below.

6.1 General guidelines

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

e.g.
etc.
i.e.

In the introduction and appendices, use the following initialisms and acronyms for frequently referenced standards and documents:

AACR
FRAD
FRBR
IME-ICC
ISBD
MARC
RDA
RDF

Note: The initialisms and acronyms for frequently referenced standards and documents listed above 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 below. For guidance on grammar and word usage not covered specifically below, 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 25 words wherever possible. For instructions on the presentation of longer sentences containing two or more coordinate phrases or clauses, see 7.4.

Limit paragraphs containing instructions to one sentence 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.

RDA establishes a clear line of separation between the recording of data and the presentation of data. The primary focus of RDA is on providing guidelines and instructions on recording data to reflect attributes and relationships associated with the entities defined in the FRBR and FRAD models. The aim is to provide a set of instructions for recording data that can be applied independently of any particular structure or syntax for data storage or display.

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, phrase, character, or group of characters that names the 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 given under 1.7.

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 it is considered to be important.

For updating loose-leaves, 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 is not readily ascertainable, 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 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 numbering starts a new sequence with a different system, record:

- a) the numbering of the first issue or part under the old system (see [2.6.1–2.6.2](#))
- b) the numbering of the last issue or part under the old system (see [2.6.5–2.6.6](#))

and

- c) the numbering of the first issue or part under the new system (see [2.6.7–2.6.8](#)).

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, if it is in a language or script different from the title of the facsimile (see [2.3.2](#))

or

- b) as other title information (see [2.3.5](#))

or

- c) as the title of a related resource (see [27.X](#)).

7.5 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, or a separately titled issue of a professional journal), 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.

7.6 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 in the form in which it appears on the source of information. Apply the general guidelines on transcription given under [1.7](#).

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

Record the type of media used to convey the content of the resource using one or more of the terms listed in [table 1](#).

Exception:

In instructions given under 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 [2.5.0.5](#)).

"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, sections, or supplement.

7.7 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

2.4.1 STATEMENT OF RESPONSIBILITY RELATING TO TITLE

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.

2.4.0 BASIC INSTRUCTIONS ON RECORDING STATEMENTS OF RESPONSIBILITY

2.4.0.4 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, record the titles in the order indicated by the sequence or layout of the titles on the source or sources of information.

If the resource consists of one or more albums, portfolios, etc., containing drawings, prints, photographs, etc., record the number of albums, etc., followed by the number of drawings, etc., in parentheses, as instructed under [3.4.3.4](#).

Add a word or short phrase to the statement of responsibility if the relationship between the title, statement designating edition, etc., and any person, family, or corporate body named in the statement is not clear.

"Data"

Use "data" as a plural noun.

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

7.8 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.

A **resource identifier** is a number or code associated with a resource that serves to differentiate that resource from other resources.

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.

7.9 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 ...")

... applying the basic instructions on ... (not "... following the basic instructions on ...")

... as instructed under a), b), or c) below, as applicable.

... 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 ...")

... if [it is / they are] considered to be important for identification or [access / selection]

If the changes have been numerous, make a general note.

... in the order indicated by the sequence, layout, or typography of ...

... 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")

Use a mark of omission (...) to indicate such an omission

... using one [or more] of the following terms

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 subdivision.

8 CITATIONS

For citations given in footnotes, follow *The Chicago Manual of Style*, chapter 17.

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

9 EMPHASIS

Use the <emphasis> element to apply italic and bold italic typeface as instructed below.

9.1 Italic

Use italic typeface on words, etc., within instructions and comments on examples as instructed below.

Instructions

Use italic typeface on 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 on titles of reference sources, etc., cited within an instruction, etc.

Record the form found in the *Encyclopaedia Judaica* as the preferred title for an anonymous midrash.

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

For a short advertising film or video, devise a title consisting of the name or an identification of the product, service, etc., advertised, and the word *advertisement*.

Comments on examples

Use italics on all words and punctuation in comments on examples except for quoted titles, statements of responsibility, etc., and ISBD punctuation.

(*Title appears as: Frommer's Washington, D.C. on \$35 a day*)

9.2 Bold italic

Use bold italic typeface for the run-in subhead in a paragraph containing an instruction under an exception label.

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 [2.3.5](#)).

10 SPECIAL CHARACTERS

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

11 CROSS-REFERENCES

Formulate cross-references as instructed below.

11.1 Numbering

Give the numbering of the division or subdivision referred to as instructed below.

References to chapters, tables, figures, and appendices

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

For the capitalization of other words within titles, apply the additional instructions given in [appendix A](#) as applicable to the language involved.

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

For guidelines on presenting the comprehensive description of the whole in combination with analytical descriptions of one or more of its parts in the form of a hierarchical description, see appendix [D \(D.1.3\)](#).

References to guidelines and instructions

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

If there is no source of information identifying the resource as a whole, apply the instructions given under [2.1.1.5](#).

For major changes in the title proper of a serial, apply the instructions given under [2.3.2.11.1](#).

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

When preparing a comprehensive description, choose a source of information appropriate to the mode of issuance applying the instructions given under [2.1.1.1–2.1.1.4](#).

11.1 Wording of cross-references

Word cross-references as instructed below.

References to general guidelines and basic instructions

When referring to general guidelines or basic instructions given elsewhere in the text that are to be followed when applying an instruction, use a brief descriptor for the guidelines or instructions referred to, followed by "given under" and the section number for those guidelines, etc.

Transcribe a title as it appears on the source of information. Apply the general guidelines on transcription given under [1.7](#).

Record the title proper applying the basic instructions on recording titles given under [2.3.1](#).

References to instructions on sources of information

When referring to instructions on sources of information given elsewhere in the text, use the phrase "specified under", followed by the section number for the instructions referred to.

Take the title proper from the preferred source of information as specified under [2.2.1–2.2.2](#).

Other references

When referring to another instruction that is to be followed when applying the instruction referred from, use the phrase "the instructions given under"

or "as instructed under" 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 given under [2.3.2.3](#).

Make a note to indicate the source of the title proper as instructed under [2.20.2.3](#).

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

For statements identifying performers of music whose participation is confined to performance, execution, or interpretation, see the instructions given under [7.16](#).

When referring from an instruction to information that is to be recorded in another element, give a parenthetical "see" reference using the section number for the instructions on the element referred to.

If the other title or titles are considered to be important for identification or access, record them:

either

a) as other title information (see [2.3.5](#))

or

b) as variant titles (see [2.3.7](#)).

When referring to a topic that is addressed elsewhere in the text, give a parenthetical "see" reference using the section number for the topic referred to.

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 [2.2.1.1–2.2.1.3](#)).

12 METADATA

Metadata tags are applied to chapters, sections, paragraphs, and examples as outlined below.

12.1 Core

The metadata tag designating <core> is applied to section 1 and section 2 subdivisions as follows:

Core identifies section 1 or section 2 subdivision (i.e., a subdivision covering an element, element sub-type, or sub-element) for which the <requirement label> reads **CORE ELEMENT**. A subdivision tagged as *core* is displayed when either *All* or *Core elements only* is selected in RDA Online.

12.2 Description type

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

All identifies instructions that apply irrespective of the type of description being prepared. Sections, paragraphs, lists, and tables tagged as *all* are displayed regardless of the description type selected in RDA Online.

Comprehensive identifies instructions that apply specifically to a comprehensive description. Sections, paragraphs, lists, and tables tagged as *comprehensive* are displayed when either *All* or *Comprehensive* is selected as the description type in RDA Online.

Analytical identifies instructions that apply specifically to an analytical description. Sections, paragraphs, lists, and tables tagged as *analytical* are displayed when either *All* or *Analytical* is selected as the description type in RDA Online.

Hierarchical identifies instructions that apply specifically to a hierarchical description. Sections, paragraphs, lists, and tables tagged as *hierarchical* are displayed when either *All* or *Hierarchical* is selected as the description type in RDA Online.

12.3 Content type

The metadata tag designating <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. Sections, paragraphs, lists, and tables tagged as *all* are displayed regardless of the content type selected in RDA Online.

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). Sections, paragraphs, lists, tables, and examples tagged as *cartographic* are displayed when either *All* or *Cartographic* is selected as the content type in RDA Online.

Computer dataset identifies instructions and examples that apply specifically to content in the form of a computer dataset. Sections, paragraphs, lists, tables, and examples tagged as *computer dataset* are displayed when either *All* or *Computer dataset* is selected as the content type in RDA Online.

Computer program identifies instructions and examples that apply specifically to content in the form of a computer program. Sections, paragraphs, lists, tables, and examples tagged as *computer program* are displayed when either *All* or *Computer program* is selected as the content type in RDA Online.

Moving image identifies instructions and examples that apply specifically to content in the form of moving images (two- or three-dimensional). Sections, paragraphs, lists, tables and examples tagged as *moving image* are displayed when either *All* or *Moving image* is selected as the content type in RDA Online.

Music identifies instructions and examples that apply specifically to content in the form of music (notated, performed, or tactile). Sections, paragraphs, lists, tables, and examples tagged as *music* are displayed when either *All* or

Music is selected as the content type in RDA Online.

Still image identifies instructions and examples that apply specifically to content in the form of a still image (visual or tactile). Sections, paragraphs, lists, tables, and examples tagged as *still image* are displayed when either *All* or *Still image* is selected as the content type in RDA Online.

Tactile identifies instructions and examples that apply specifically to content in a tactile form (music, still image, text, or three-dimensional form). Sections, paragraphs, lists, tables, and examples tagged as *tactile image* are displayed when either *All* or *Tactile* is selected as the content type in RDA Online.

Text identifies instructions and examples that apply specifically to content in the form of text (notated, spoken, or tactile). Sections, paragraphs, lists, tables, and examples tagged as *text* are displayed when either *All* or *Text* is selected as the content type in RDA Online.

Three-dimensional form identifies instructions and examples that apply specifically to content in three-dimensional form (visual or tactile). Sections, paragraphs, lists, tables, and examples tagged as *three-dimensional form* are displayed when either *All* or *Three-dimensional form* is selected as the content type in RDA Online.

More than one value designating 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).

12.4 Media type

The metadata tag designating <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. Sections, paragraphs, lists, and tables tagged as *all* are displayed regardless of the media type selected in RDA Online.

Audio identifies instructions and examples that apply specifically to audio media (audio cartridges, audio discs, audiocassettes, etc.). Sections, paragraphs, lists, tables, and examples tagged as *audio* are displayed when either *All* or *Audio* is selected as the media type in RDA Online.

Computer identifies instructions and examples that apply specifically to computer media (computer cartridges, computer discs, computer cassettes, etc.) and online resources. Sections, paragraphs, lists, tables, and examples tagged as *computer* are displayed when either *All* or *Computer* is selected as the media type in RDA Online.

Microform identifies instructions and examples that apply specifically to microform media (microfiche, microfilm cartridges, microfilm cassettes, microfilm reels, etc.). Sections, paragraphs, lists, tables, and examples tagged as *microform* are displayed when either *All* or *Microform* is selected as the media type in RDA Online.

Microscopic identifies instructions and examples that apply specifically to microscopic media (microscope slides, etc.). Sections, paragraphs, lists, tables, and examples tagged as *microscopic* are displayed when either *All* or *Microscopic* is selected as the media type in RDA Online.

Projected identifies instructions and examples that apply specifically to projected media (film cartridges, film cassettes, film reels, filmstrips, slides, etc.). Sections, paragraphs, lists, tables, and examples tagged as *projected*

are displayed when either *All* or *Projected* is selected as the media type in RDA Online.

Stereographic identifies instructions and examples that apply specifically to stereographic media (stereograph cards, stereograph reels, etc.). Sections, paragraphs, lists, tables, and examples tagged as *stereographic* are displayed when either *All* or *Stereographic* is selected as the media type in RDA Online.

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). Sections, paragraphs, lists, and tables, and examples tagged as *unmediated* are displayed when either *All* or *Unmediated* is selected as the media type in RDA Online.

Video identifies instructions and examples that apply specifically to video media (video cartridges, videocassettes, videodiscs, etc.). Sections, paragraphs, lists, tables, and examples tagged as *video* are displayed when either *All* or *Video* is selected as the media type in RDA Online.

More than one value designating 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).

12.5 Issuance type

The metadata tag designating <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. Sections, paragraphs, lists, and tables tagged as *all* are displayed regardless of the issuance type selected in RDA Online.

Integrating resource identifies instructions and examples that apply specifically to integrating resources. Sections, paragraphs, lists, tables, and examples tagged as *integrating resource* are displayed when either *All* or *Integrating resource* is selected as the issuance type in RDA Online.

Multipart monograph identifies instructions and examples that apply specifically to multipart monographs. Sections, paragraphs, lists, tables, and examples tagged as *multipart monograph* are displayed when either *All* or *Multipart monograph* is selected as the issuance type in RDA Online.

Serial identifies instructions and examples that apply specifically to serials. Sections, paragraphs, lists, tables, and examples tagged as *serial* are displayed when either *All* or *Serial* is selected as the issuance type in RDA Online.

Single unit identifies instructions and examples that apply specifically to resources issued as a single unit. Sections, paragraphs, lists, tables, and examples tagged as *single unit* are displayed when either *All* or *Single unit* is selected as the issuance type in RDA Online.

More than one value designating 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).

12.6 Work type

The metadata tag designating <work type> 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. Sections, paragraphs, lists, and tables tagged as *all* are displayed regardless of the work type selected in RDA Online.

Legal identifies instructions and examples that apply specifically to legal works. Sections, paragraphs, lists, tables, and examples tagged as *legal* are displayed when either *All* or *Legal* is selected as the work type in RDA Online.

Musical identifies instructions and examples that apply specifically to musical works. Sections, paragraphs, lists, tables, and examples tagged as *musical* are displayed when either *All* or *Musical* is selected as the work type in RDA Online.

Official communication identifies instructions and examples that apply specifically to official communications. Sections, paragraphs, lists, tables, and examples tagged as *official communication* are displayed when either *All* or *Official communication* is selected as the work type in RDA Online.

Religious identifies instructions and examples that apply specifically to religious works. Sections, paragraphs, lists, tables, and examples tagged as *religious* are displayed when either *All* or *Religious* is selected as the work type in RDA Online.

More than one value designating 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).

12.7 AACR2 rule reference

The metadata tag identifying the corresponding rule in AACR2 <AACR rule number> is applied to subdivisions, paragraphs, lists, and tables.