

CREATING HIGH QUALITY SCANS

Sometimes it is necessary to scan a document for an instructional need. When documents are in electronic form, they are easier to distribute and can be more accessible than print documents for students with disabilities. However, in order to be fully accessible, certain steps must be followed to be sure the scanned document is of high quality. Even if a document is not needed for a person with disability, a poor scan often negatively impacts the end user's experience.



EVALUATE NEED

Before scanning a document, first evaluate if this particular document is needed and cannot be substituted. If it is necessary, search for the document online to see if an electronic version already exists. This can save time and energy.

WHAT IS A HIGH QUALITY SCAN?

A high quality scan is one that is easy for everyone to read, including individuals with low vision or who use assistive technologies to read text electronically. High quality scans should be free from:

- Text that is cut off
- Crooked pages
- Dark gutters (the margins where shadows occur from curvature in the book's spine)
- Poor contrast
- Pages that are rotated 90 or 180 degrees
- Handwriting
- Highlighting
- Underlining
- Watermarks/coffee stains
- Poor contrast
- Excessive use of script or italic fonts
- Blurry

Be sure to consider these issues when (a) choosing an original source and (b) producing the scanned version.



Example A. Scanned page with unreadable text in the margin

Court behind it. It has voided laws creating Negro districts in cities, but upheld those compelling separate railroad accommodations, declaring that segregation is not discrimination when the facilities offered both races are substantially the same. Taking the same ground, the Interstate Commerce Commission recently dismissed a complaint filed by eighteen Negro seamen against the Atlantic Coast Line. The men asked for "a bold declaration that segregation in and of itself today must be regarded as constituting an unlawful discrimination." That puts the Negro attitude on segregation in a nutshell. The Commission responded, "That complaints asked us to decide is in its essence a social question and not a question of inequality of treatment."

That makes it lawful, if somewhat grotesque, for incidents like the following to happen. On a crowded troop train going through Texas the colored soldiers were fed behind a Jim Crow curtain at one end of the dining car. In the main section, along with the white folk, a group of German war prisoners dined—and no doubt fed their illusions of race superiority on that Jim Crow curtain.

The assignment of Negro units in the Army to menial jobs is a widespread practice. Colored inductees go to camp for military training and find themselves assigned to service units—cooking, shoveling coal, waiting on the white officers. Entering service, they may find themselves building the Burma Road, or African Suez, or constructing winter temperatures of 30 degrees below zero hacking the Alaska Highway or the Canal pipeline out of the Canadian wastes. Meanwhile white units assigned at the same time are in the fighting line, where the Negro likes to be. "The sight of masses of Negro soldiers constantly blocked off into service groups and assigned to menial jobs by a white officer strikes a separation in the mind of the average soldier a powerful feeling of superiority and of being 'offense!'"

A highly trained Negro technologist turned up in the psychotic ward of a hospital. His Army service was picking up papers around the officers' quarters in a Southern camp. When he was transferred to radio work his mental troubles vanished. Another inductee, a brilliant bio-chemist had a fantastic Army career. At the reception center on the Pacific Coast the officers proposed to use his years of medical training to the Army's advantage. He was sent to Camp A for training and assigned to a post in the biological laboratory. Before he could start work he was shipped further east to Camp B, and enrolled for technical training as an aviator. He passed this course with high honors, and was promptly shipped to Camp C—rather well—classified as corporal and assigned to the Army Air Forces. A week later he found himself at Camp D in the Southwest, assigned to labor detail. That meant

losing his corporal's stripes gained in another division. He wrote his wife:

I find that this post is the "Part of Last Hope." . . . Merciful God, I have not been so close to loss of faith as I am at this moment. . . . All this build-up for something to respect, only to be treated like a brainless gorilla fit for nothing more than a post-hole digger and a stringer of wire, a yard bird. . . . I swear if this was Guadalcanal or Australia or North Africa I would expect nothing and would give everything, even my life. . . . It is mockery, let no one tell you differently, this soldier opening up of the so-called exclusive branches of the services to Negroes. We are trained, become skilled—and then the oblivion of common labor.

It is no secret that the Air Corps wished no Negro inductees. But it was forced to list the color bar down late in 1940 and created ten "Aviation Squadrons (Separate)" which served no specific military need and were assigned to whatever odd jobs of common labor the various air fields could offer. There was no equivalent white organization and these Negro units would probably never have come into existence but for the necessity of making some provision for the Negroes enlisted in the Air Force.

The Air Corps began by training Negroes for combat aviation in only one branch—pursuit flying. A segregated base was set up near Tuskegee Institute and advanced training was at Selfridge Field. Pursuit flying is the most difficult type of combat aviation. Perhaps the Air Corps was paying tribute to the Negro; possibly it was trying to discourage him. In any event, the pursuit flyers not only made good in training, but the Ninety-sixth Squadron, the first and only one sent abroad, has won special praise from Secretary of War Stimson and others for its fine spirit and the specialized dive bombing the men were called upon unexpectedly to perform when the squadron was on loan to the British Eighth Army in Italy.

In 1943, schools for bombardiers and navigators were opened to Negroes and the first squadron, known as Squadron 10, was graduated on February 26, 1944, at Hondo, Texas, and will now receive training as bombardiers.

In some respects the Navy, with its ancient and Southern-gentleman traditions, tallies with the policy of the modern Air Command. Between 1922 and 1923 Negroes were "the chambermaids of the Navy," acting as stewards, chiefs and messboys. Several months after Pearl Harbor the Navy broke down and admitted colored men as apprentice seamen with the chance of becoming petty officers. It has let down the bars to women—but no dark-skinned women. There are no colored Waves, Spars or Marine Corps Auxiliaries. And since no Negro could be commissioned up to a few weeks ago, there are no Negro chaplains in the Navy.

Example B. Scanned page with underlined text and stray markings

familiar with word processing programs, which are made by many companies and allow the computer to operate as a typewriter. We can type data that appear on the screen, revise the data in numerous ways, print the data using our printer, and/or save the data for later retrieval. Agencies use word processing software to enter data in client files, keep worker records of client contact, send letters, and the like.

Software may be designed for a single purpose, such as word processing, or be "integrated," allowing several functions to be accessed within a single program. An integrated system might allow you to type a letter to a client, look in a database to find the client's home address and your last contact with the client, and then use a calendar program to schedule an appointment on your first open date next month. If you were using single-purpose software, you would have had to exit or minimize one program before going into another.

Software exists for an infinite variety of purposes. Database software allows us to maintain extensive records and retrieve that data quickly. We might like to know which of our clients we have not seen in the past month. We can easily get a list of those clients and their addresses (sorted by client name or by date if we prefer). If we want to know for which clients a report to the court is due this month, the database will tell us. Just about any piece of information can be entered into a database system. Figure 14.1 shows the way information might be displayed in a database.

Of course, much more information can be contained in a database than what is represented here. We could list the presenting problem, names of family

members, and any other data. At the same time, databases are useful for purposes other than maintaining client records. We could, for example, use a database to keep membership records for a community association or organization, to maintain a record of contributions to a political campaign, or to save a list of workers and their agencies, phone numbers, and other information. You can also have the database reorganize information into reports. You might want a report on all members of your organization who have not paid their dues. As you can see, a database can be a useful piece of software, whether you are working with macros, or micro problems.

Spreadsheets are software packages that allow us to calculate and maintain various kinds of financial or numerical information. Spreadsheets are essentially electronic accounting ledgers into which we type the same type of information we would write into an accountant's ledger. All software spreadsheets allow us to keep track of what we spend on various projects, and changes in a figure can be automatically reflected in the changed total. Figure 14.2 displays a typical spreadsheet.

A real spreadsheet could have many more columns and rows, depending on the financial information you were recording. Spreadsheets allow you to build formulas and automatically recalculate totals. This way, as the number of purchases you make increases, the total spent at the bottom changes along with it. Thus, the \$700.22 shown in Figure 14.2 would keep changing as new items were entered into the spreadsheet. You can also calculate what a 5 percent increase in your

NAME	STREET ADDRESS	CITY, STATE, ZIP	TELEPHONE	LAST APPT.
Alford, Lois	1234 Hollywood Dr.	Los Angeles, CA 19876	835-4578	2-12-01
Costello, Bud	4321 Mainframe Rd.	Los Angeles, CA 19876	835-6754	3-24-01
Hardy, Stanley	3454 Beach Circle	Huntington Beach, CA 19874	458-2345	3-12-01
Lauri, Olivia	987 W. Harbourn Ln.	Huntington Beach, CA 19874	458-9345	3-18-01
Margrohn, Noel	1776 Idea St.	Los Angeles, CA 19876	777-6666	7-4-01
Poni, Rosina	1800 Money Blvd.	Los Angeles, CA 19876	345-1945	11-3-01

FIGURE 14.1 Information in a Database

Example C. Page scanned with original not aligned well on scanner; page is tilted, text is blurry, and some text disappears into the margin.

another *rock en español* band's music provided the soundtrack for Coors Light beer commercials during *Monday Night Football* broadcasts, and still others as background music for Levi's jeans commercials aired during the Super Bowl and otherwise regularly on television. In 2001, *The Tonight Show* host Jay Leno hosted Los Aterciopelados,⁷ a rock band from Colombia that became wildly popular throughout the world in the 1990s and continues to produce some of the most highly regarded *rock en español* and Latin alternative music in the 2000s. By the early to mid 2000s, Colombian pop-rock star Shakira could be seen in as many Pepsi commercials as MTV music videos, and was being touted by the music industry as 'the next Madonna.' Most recently, the Colombian pop-rock star Juanes was a featured artist at the 2009 NBA All-Star game. As a result of these and other cultural shifts such as 2000 US Census data revealing the emergence of Latinos/Hispanics⁸ as the largest minority group in the US, contemporary Latino/as are opening up new areas increasingly worthy of scholarly investigation.

Worth noting is the fact that although the latest US Census revealed that Latino/as are now the largest minority group, the news came on the heels of a decade of controversy for Latino/as. From legacies of racism and ethnocentrism to controversial proposals in the 1990s like California's Proposition 187 (which sought to eliminate social services for undocumented immigrants based on their undocumented status),⁹ from complicated social issues like affirmative action to heated 'English-only' debates, from increasing immigration from Latin America to rampant xenophobia and antiforeigner sentiment after September 11, 2001, and most recently, from increased visibility in popular culture to the increase in hate crimes against Latino/as, the rising tide of the Latino/a demographic in the US must be further contextualized through discussing complex social issues. In other words, a correlate can be proposed here that while scholars recognize that Latino/as are now more visible than ever in mainstream American culture, the supposed emergence of Latino/as in popular music is an issue that provides insight into contemporary issues in politics and relevant societal questions and, as I argue here, provides further insight into questions of cultural identity.

All of this establishes the rationale for this research and the questions that follow: What else can be gleaned from the notable presence of Latino/as in US popular culture? Can Latino/as in popular music aid better understanding of Latino/as, Latino/a identity, or, perhaps, the complications of Latino/a identity discourse(s)? In short, one of the aims of this chapter is to reiterate the fact that popular music should not be dismissed as just popular music but is, in fact, an important cultural site of discourse, debate, and conflict. Thus, a premise of this chapter is that some of the tensions and complications of Latino/a identity are articulated in media and popular culture. At the same time, some further

⁷ Guzmán and Valdivia, 'Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture,' 208-9.

⁸ The 2000 Census uses the category of 'Spanish/Hispanic/Latino.'

⁹ For more on Proposition 187, see Hasian and Delgado 'The Trials and Tribulations of Racialized Critical Rhetorical Theory: Understanding the Rhetorical Ambiguities of Proposition 187,' and Ono and Sloop, *Shifting Borders: Rhetoric, Immigration, and California's Proposition 187*.

Example D. A scanned page with good alignment, clear text, and no stray markings.

BEFORE SCANNING, CHANGE SETTINGS

When changing the scanning settings, please

- Check the DPI (dots per inch) are set between 300 and 400. Documents scanned at a low resolution will not be recognized by conversion software. Scanning documents at 600 dpi might be necessary for certain STEM content or other highly formatted documents.
- Scan the document in black/white or 24-bit color depending on (a) whether the color of the original is important, and (b) whether your choice of color will have an effect on contrast.
- Check if the scanner has built-in Optical Character Recognition (OCR) capabilities. OCR turns images of text into text that is copy and pasteable. Often, this option is identified as saving a document as a Searchable PDF.

- Consider removing the binding of the book if the gutter is small or tightly bound. This allows for high speed scanning. The book can then be re-bound with spiral binding for low cost at a local copy shop.

WHILE SCANNING

During the scanning process, please be aware of the following:

- Scanning books with a spine – A book with a spine will not naturally lie flat on a scanner which means text on the edges of the page will be distorted. Please push the spine of the book down while scanning to insure that all the text is copied in a clear manner.
- Don't combine pages – Limit each print page to one electronic page will improve reading on mobile platforms. This also helps to speed up the conversion process using OCR software.

NAME DOCUMENTS CONSISTENTLY

A consistent, logical naming scheme will help instructors and users to identify and locate documents. Choose a naming scheme that would be clear to someone outside of the class/environment. Please:

- Avoid strings of numbers
- Include more than one identifier in the title. An identifier can include the course name, author, name of document, date, organization, year published, etc.

FOR MORE COMPLEX ISSUES, SEEK HELP

Please contact the Teaching Transformation and Development Academy for additional assistance.