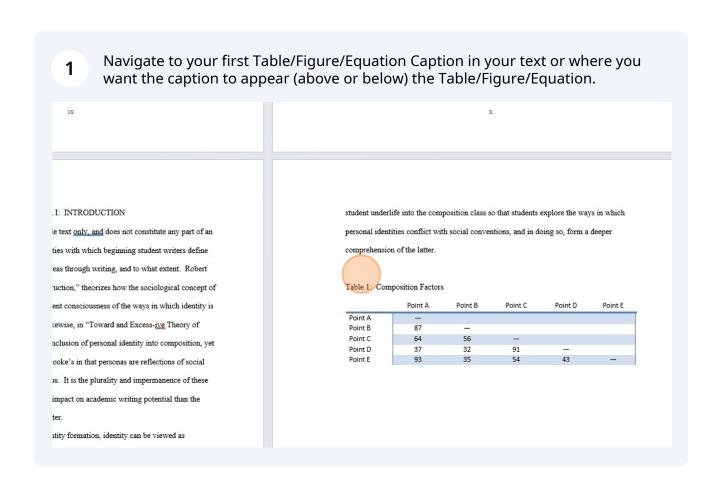
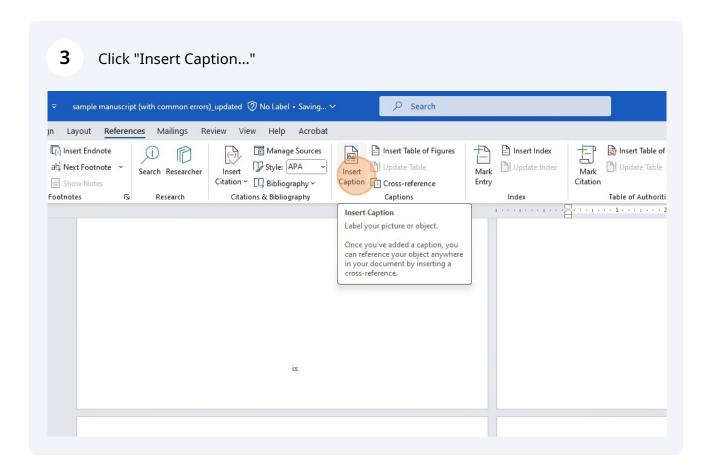
Table, Figure, and Equation Captions Tutorial

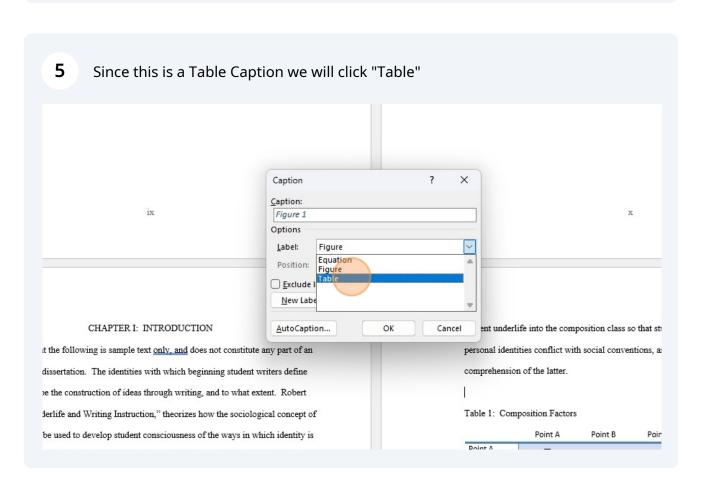


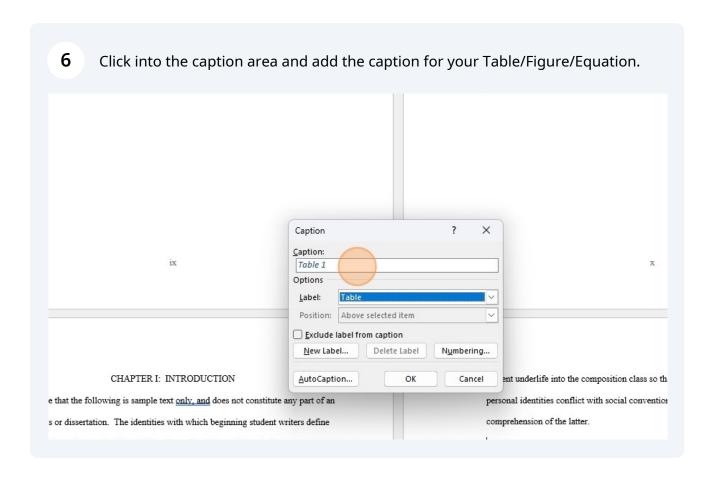
This guide provides step-by-step instructions on how to add table, figure, and equation captions in Microsoft Word. By following these instructions, users can easily add and format captions for their tables, figures, and equations, ensuring consistency in their documents.

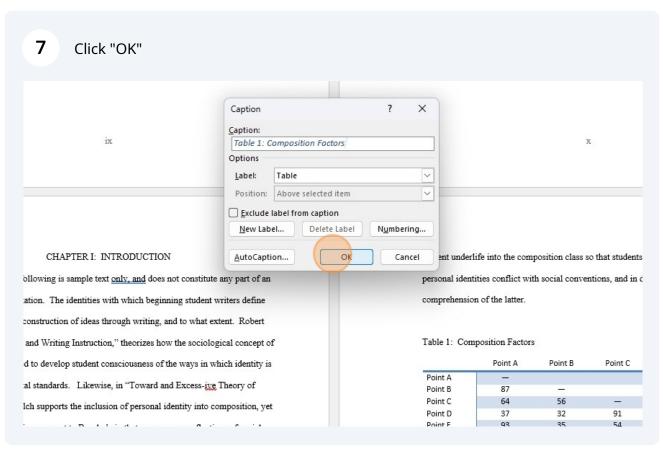




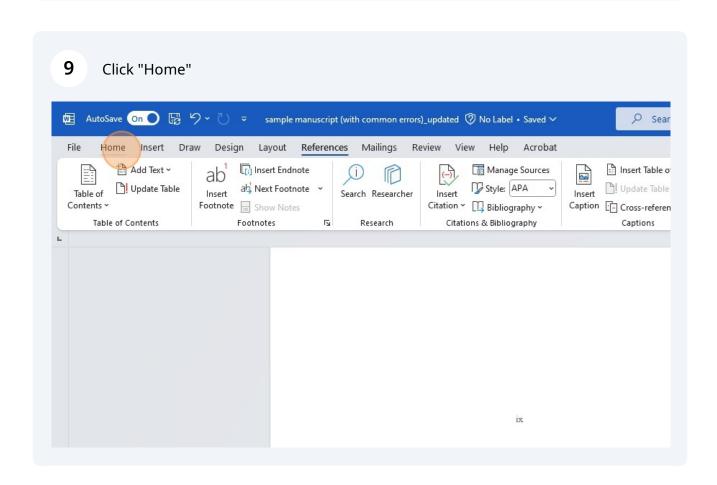
Under options, choose which type of caption you are adding. You can choose 4 between Figure, Table, or Equation. × Caption Caption: Figure 1 <u>L</u>abel: Figure Position: Below selected item ____ <u>E</u>xclude label from caption New Label... Delete Label Numbering... CODUCTION AutoCaption... ent underlife into the composition class so that students explore the ways in which OK Cancel ly, and does not constitute any part of an personal identities conflict with social conventions, and in doing so, form a deeper which beginning student writers define comprehension of the latter. igh writing, and to what extent. Robert Table 1: Composition Factors theorizes how the sociological concept of

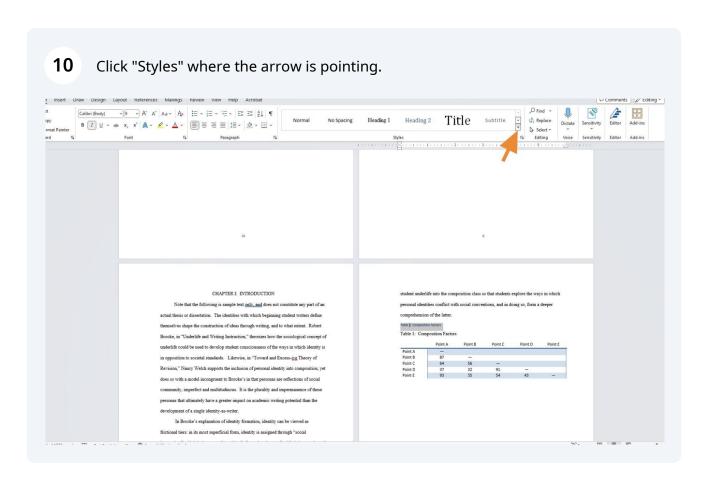


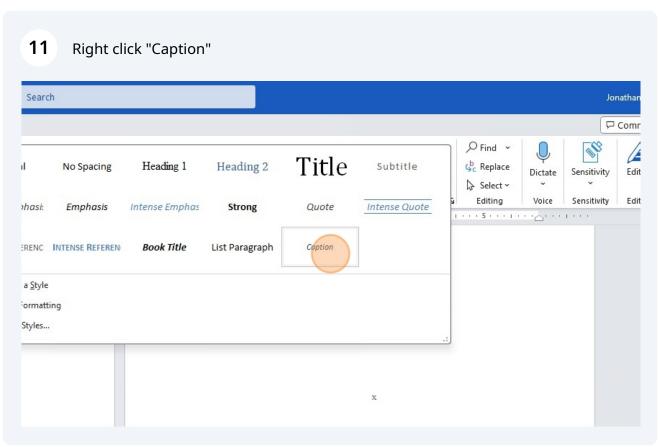


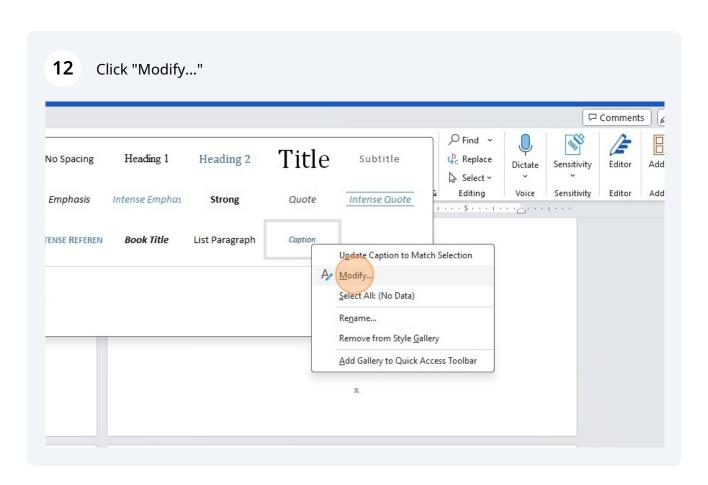


Word will automatically add in the caption. Usually, it will not be formatted like the 8 rest of your text so you will need to change the Caption style, to do this, highlight the caption you have just inserted. student underlife into the composition class so that students explore the ways in which istitute any part of an personal identities conflict with social conventions, and in doing so, form a deeper udent writers define comprehension of the latter. Table 1: Composition Factors vhat extent. Robert Table 1: Composition Factors ociological concept of Point A Point B Point C Point D Point E 7s in which identity is Point A 87 ess-ive Theory of Point B 56 Point C 64 into composition, yet Point D 37 32 91 43 93 35 54 eflections of social permanence of these potential than the

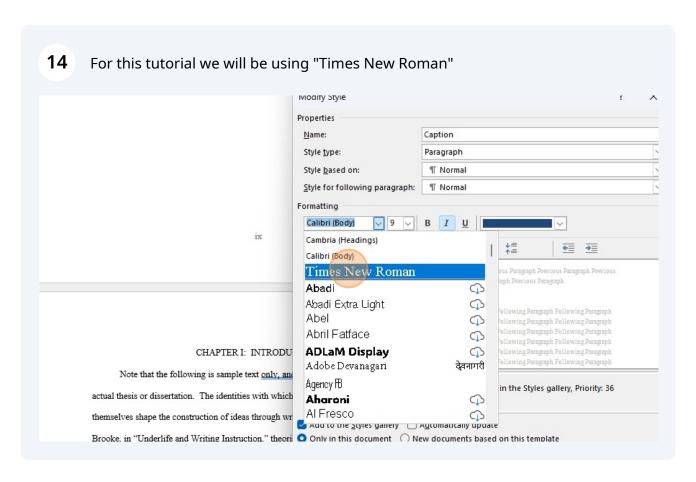


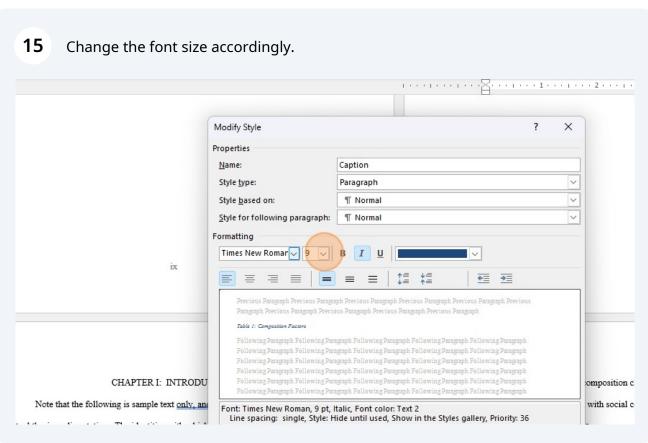




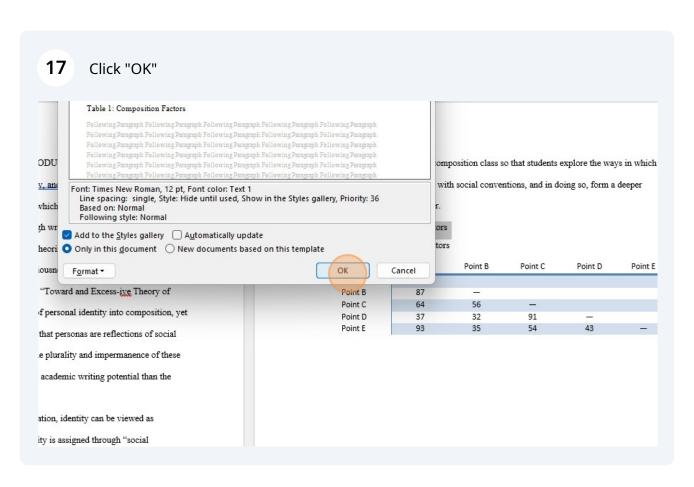


Here is where you will change the font and size of the captions in word. Choose 13 the font style and size. Refer to the formatting guidelines for specific formatting requirements under the Tables/Figures section. ? × Modify Style **Properties** Name: Caption Style type: Paragraph ¶ Normal Style based on: Style for following paragraph: Calibri (Body) B *I* <u>U</u> ← → Paragraph Previous Paragraph Previous Paragraph Previous Paragraph Previous Paragraph Following Paragraph CHAPTER I: INTRODU Following Paragraph Following Paragraph Following Paragraph Following Paragraph ompo Note that the following is sample text only, and with Font: 9 pt, Italic, Font color: Text 2 Line spacing: single, Style: Hide until used, Show in the Styles gallery, Priority: 36





16 Ensure that the caption font color is black. Properties Name: Caption Paragraph Style type: Style <u>b</u>ased on: ¶ Normal Style for following paragraph: ¶ Normal Times New Romar V 12 V B I U ix Automatic Theme Colors Previous Paragraph Previous Paragraph Previous Paragra Table 1: Composition Factors Following Paragraph Following Paragraph Following Pa Following Paragraph Following Paragraph Following Pa CHAPTER I: INTRODU omposition class so that students exp Standard Colors wing is sample text only, and with social conventions, and in doins Font: Times New Roman, 12 pt, Italic, Font colo Line spacing: single, Style: Hide until used, S n. The identities with which Based on: Normal More Colors... Following style: Normal truction of ideas through wr ✓ Add to the <u>S</u>tyles gallery A<u>u</u>tomatically update Writing Instruction," theori ○ Only in this document ○ New documents based on this template Point B Point C



You will now see that the captions now are set to Times New Roman, 12pt font size. When you continue adding in the captions they will follow the same formatting now since you have set the "Caption" style.

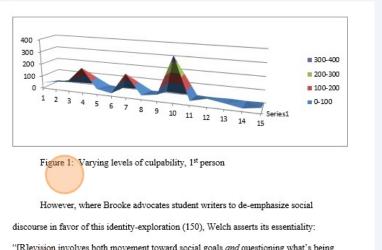
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19 Follow the same steps as seen above for Figure/Equation captions.

THY AND SPECULATIVE

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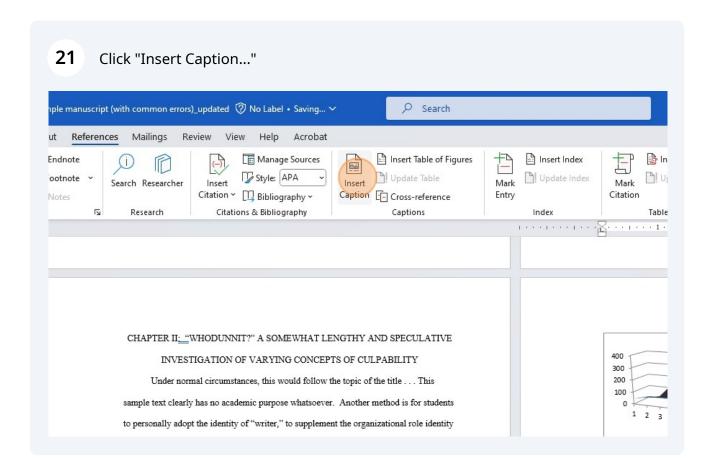
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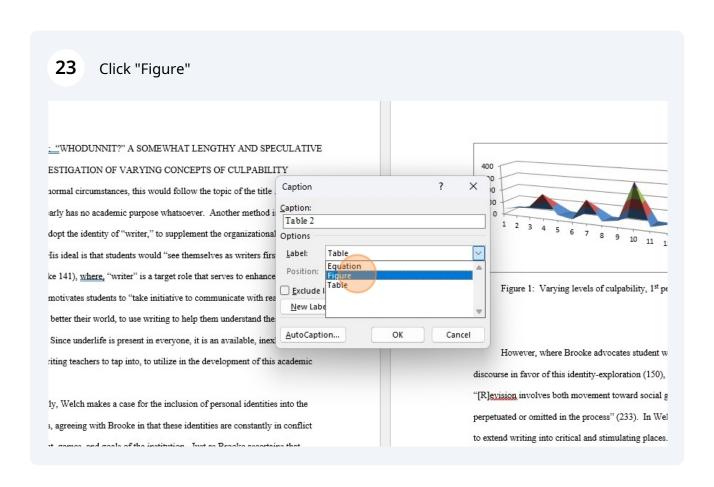
discourse in favor of this identity-exploration (150), Welch asserts its essentiality:

"[R]exision involves both movement toward social goals and questioning what's being perpetuated or omitted in the process" (233). In Welch's theory, both halves are crucial to extend writing into critical and stimulating places. Furthermore, Welch's article disrupts Brooke's targeted goal of student identities-as-writers by instead exposing identities as mirrors, social reflections that are instable, impermanent, and therefore

20 Click "References" O Sear sample manuscript (with common errors)_updated 🔞 No Label • Saving... 🗸 Insert Draw Design Layout References Mailings Review View Help Acrobat X Cut Times New Roman V 12 V A A A A A Сору Normal Paste B $I \cup \neg \Rightarrow x_2 \times A \neg A \neg$ ■ = = | 1 - | 4 - 1 -Format Painter Paragraph Clipboard CHAPTER II: "WHODUNNIT?" A SOMEWHAT LENGTHY AND SPECULATT INVESTIGATION OF VARYING CONCEPTS OF CULPABILITY Under normal circumstances, this would follow the topic of the title . . . This sample text clearly has no academic purpose whatsoever. Another method is for stude to personally adopt the identity of "writer," to supplement the organizational role iden



Make sure to change the Label if you are moving between 22 Tables/Figures/Equations. "WHODUNNIT?" A SOMEWHAT LENGTHY AND SPECULATIVE STIGATION OF VARYING CONCEPTS OF CULPABILITY Caption × ormal circumstances, this would follow the topic of the title Caption: rly has no academic purpose whatsoever. Another method i Table 2 opt the identity of "writer," to supplement the organizational Options Table Label: is ideal is that students would "see themselves as writers firs Position: Above selected item e 141), where, "writer" is a target role that serves to enhance Figure 1: Varying levels of culpability, 1st per Exclude label from caption iotivates students to "take initiative to communicate with rea New Label... Delete Label Numbering... setter their world, to use writing to help them understand the AutoCaption... OK Cancel since underlife is present in everyone, it is an available, inex However, where Brooke advocates student wr ting teachers to tap into, to utilize in the development of this academic discourse in favor of this identity-exploration (150), V "[R]evision involves both movement toward social go 7, Welch makes a case for the inclusion of personal identities into the perpetuated or omitted in the process" (233). In Welc



24 Click "Caption:" ER II: "WHODUNNIT?" A SOMEWHAT LENGTHY AND SPECULATIVE INVESTIGATION OF VARYING CONCEPTS OF CULPABILITY ? X nder normal circumstances, this would follow the topic of the title Caption: xt clearly has no academic purpose whatsoever. Another method i Figure 1 ally adopt the identity of "writer," to supplement the organizational Options <u>L</u>abel: nt." His ideal is that students would "see themselves as writers firs Position: Below selected item Brooke 141), where, "writer" is a target role that serves to enhance Figure 1: Varying levels of culpability, Exclude label from caption as it motivates students to "take initiative to communicate with rea Delete Label Numbering... help better their world, to use writing to help them understand the AutoCaption... OK Cancel 150). Since underlife is present in everyone, it is an available, inex However, where Brooke advocates stud for writing teachers to tap into, to utilize in the development of this academic discourse in favor of this identity-exploration (



26 Delete any old captions (if needed).

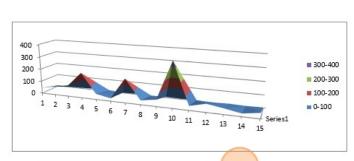


Figure 1: Varying levels of culpability, 1st person

Figure 1: Varying levels of culpability, 1st person

However, where Brooke advocates student writers to de-emphasize social discourse in favor of this identity-exploration (150), Welch asserts its essentiality: "[R]evision involves both movement toward social goals and questioning what's being perpetuated or omitted in the process" (233). In Welch's theory, both halves are crucial to extend writing into critical and stimulating places. Furthermore, Welch's article disrupts Brooke's targeted goal of student identities-as-writers by instead exposing

You can tell which captions are "linked" in Microsoft Word by highlighting the caption. You will see the '1' is highlighted. If a caption does not highlight the Table/Figure/Equation number, you will know it is not linked and you need to add a caption as seen in this tutorial.

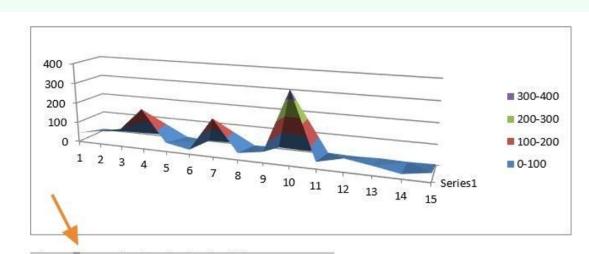


Figure 1: Varying levels of culpability, 1st person



You should now review the next tutorial on how to add the List of Tables/Figures/Equations since you have linked all of your captions correctly in Microsoft Word.