

Basic Elements 2.13

Typographic Guidelines – Writing and style guide

About the guide

This style guide provides a comprehensive account of the rules and conventions that the Communications Division follow when writing or editing material for publication. It applies to both web-based and print material (for either internal or external audiences).

Recent amendments to the guide
Amendments as of November 1 2004

A new Appendix has been added, Appendix twelve, listing the member universities of both The 1994 Group and The Russell group.

Comments on the guide
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Guide contents

Introduction

Scope of the guide
How to use the guide

Substantive style rules

Date and time style
Date style
Time style

Abbreviations and shortening names

Abbreviations and acronyms
Shortening names (individuals and organisations)

Punctuation

Inverted commas and quotation marks
Commas
Apostrophes
Colons
Semi-colons
Ampersands
Parentheses ([round and square] brackets)

Dashes (en rules and em rules)

Hyphenation

Case and capitalisation

Capital letters
Job titles
Bodies of work
Degrees and majors

Currencies and numbers

Currencies
Numbers
Telephone numbers and other contact details
Percentages

Cross-referencing

Cross-referencing
Websites

Formatting and layout

Bullet points
Headings
Boxes, diagrams, charts and tables
Emphasis
Italics

Common confusion

Alumna or alumni?
He or she?
Which or that?

Appendices

Appendix one

University of Sussex schools of study and departments

Appendix two

Undergraduate areas of study as in 2005 prospectus

Appendix three

Postgraduate areas of study as in 2005 prospectus

Appendix four

Abbreviations
Maths, science and computing acronyms

Appendix five

Initial capital letters for nouns

Appendix six

Shortening names
References to government departments and other bodies

Appendix seven

Currencies

Appendix eight

Hyphenation
Words that are hyphenated
Words that are not hyphenated

Appendix nine

Words with alternative spellings

Appendix ten

Alternatives to word expressions

Appendix eleven

List of EU Member states
Member states that have adopted the euro

Appendix twelve

The 1994 Group
The Russell Group

Introduction

Scope of the guide

The following style points are intended to apply to material published by the University of Sussex Communications Division.

The guide should be followed as:

- consistency conveys quality and thoroughness
- the University of Sussex aspires to be a top 12 educational establishment and our publications are often the first point of contact, so must convey an appropriate and consistent tone.

Many style points are determined by convention rather than rules. This guide contains the considered conventions of the Communications Division. We are aware that certain elements may not be appropriate for use in certain academic papers. For division publications however do not substitute your preferred conventions for those used in this guide.

Where you think that the style guide needs amending or you need to deviate from it, please raise the issue with the corporate editor:

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How to use the guide

This guide aims to provide a fast, user-friendly way to find what you need. The first section consists of illustrative templates covering standard documents, and publication styles. These provide a visual illustration of key rules and the text contains a detailed account of the main dos and don'ts.

The main body of the guide is divided into three sections:

- substantive style rules: divided into chapters such as date and time style, punctuation and so on. Each chapter outlines a general rule, a few examples, and any exceptions to the general rule
- rules on format and layout: it contains chapters such as use of italics, bullet points and so on. Where these overlap with substantive rules, these rules are repeated to avoid you having to jump between sections to find what you need
- a list of appendices.

Basic Elements 2.13

Typographic Guidelines – Writing and style guide Substantial style rules

Date and time style

Date style

General principles

Dates should appear in this order:
day date month year

Spell out months and days of the week.

Do not spell out references to centuries.

Days of the week should not be abbreviated if at all possible.

Examples

Monday 3 January 2004

May 2004

The sixties

The 1990s

16th century

The class of '99

Exceptions

If necessary for space, abbreviate Jan, Feb, Aug, Sep, Oct, Nov, Dec but do not use full stops. Do not abbreviate March, April, May, June or July.

Time style

General principles

Hour and minutes separated by a full stop.

Eliminate zeros if the time referred to is on the hour. Always use the 12-hour clock, not 24-hour.

Leave a space between the time and am or pm.

No full stops in am or pm, and always use lower case.

Do not use redundant zeros: for example, 05.01 am.

Clarify whether you are talking about noon or midnight after writing '12'.

Minutes and seconds may be abbreviated to their initial letter.

Examples

5.01 pm

The shop is open from 9 am to 5.30 pm.

12 noon

Roger Bannister ran the mile in 3m 59s.

Exceptions

None

Abbreviations and shortening names

Abbreviations and acronyms

General principles

Do not use full stops in abbreviations, at the end of a contraction or with an acronym.

Academic degrees are abbreviated without full stops and closed up.

Where possible instead of eg use 'for example'. Instead of ie use 'that is'. Instead of etc use 'and so on'. Where these abbreviations are used they do not contain full stops.

No punctuation should be used in acronyms, which should be upper case.

Do not use abbreviations at the end of company names, for example, 'Ltd', 'plc', '& Co'.

Examples

UK, USA

LLB, LLM, BA, MChem, MEng, MPhil, MPhys, MS, PhD, DPhil

Dr John Gaunt

'Mathematics courses include a look at MATLAB software, WHILE loops, IF and ELSE statements.'

Scott Appleton can be reached internally on ext 2560.

(see Appendix four for more examples)

Exceptions

When using etc in body text (eg more punctuation examples, etc can be found in Punctuation below).

It is permissible to use ie or eg in bracketed sentences at the end of paragraphs (eg as in this example), in diagrams, flowcharts, boxes or tables.

Use Ltd, plc, and so on, if it is a legal requirement.

Shortening names (individuals and organisations)

General principles

The first reference to a name (even an organisation name commonly abbreviated) should always appear in full. Do not use full stops after the letters that form an acronym, or in a shortened name.

If the name appears again in boxed or separated text, refer to it again in full the first time it appears.

Do not remove the middle initials from contributors' names when crediting them.

Examples

The Career Development and Employment Centre (CDEC)

The University of East Anglia (UEA)

The Centre for Continuing Education (CCE)

The Revd Harold Bishop

Mr MJ Smith

Dr John Gaunt

(see Appendix six for a list of common shortened names)

Exceptions

The University of Sussex may be abbreviated to Sussex, *not* UoS, Sussex University (see page 7 for use of 'us' in campaigning).

Certain abbreviations or acronyms may mix case if brand names: TeX/LaTeX.

Be aware that the readership may not be UK in origin, so if there is any doubt it is advised that the general rules be adhered to, for example, BA should be referred to as British Airways.

Punctuation

Inverted commas and quotation marks

General principles

Avoid quoting long passages; instead, paraphrase the key points.

Quotation marks are single across all print and web material.

Use double quotation marks for quotations within quotations. Do not italicise quotations.

If a quotation ends with a full stop or question mark, put the punctuation before the closing inverted comma.

When a quotation is broken off and resumed after words such as 'he said', if it would naturally have punctuation at the point where it is broken off, then a comma is placed within the quotation marks. If the words to be quoted are continuous (without punctuation at the point where they are broken), the comma should be outside the inverted commas.

Examples

'The "1994 Group" is so called', says Rob Read, 'because it was founded in 1994. It comprises 17 internationally recognised British universities, who share common aims, standards and values.'

The 'Russell Group' comprises 19 research-intensive universities that in 2001/02 accounted for over 60 percent (more than £1.5 billion) of British universities' research grant and contract income.

Exceptions

Lengthy quotations are discouraged and should only feature as a 'Perspective' element of prospectuses and brochures.

Do not close quotations if they last more than one paragraph, but do reopen them at the start of each paragraph. The quotation should be closed in the final paragraph.

Commas

General principles

Use two commas when inserting a clause in the middle of a sentence.

Do not put a comma before 'and' at the end of a sequence of items unless one of the items includes another 'and'.

If you insert a clause in the middle of a sentence and the clause ends in a bracket, the bracket should be followed by a comma.

Use a comma before a whole quoted sentence, but not before a quotation that begins in mid-sentence.

Examples

If you require further information, or need an appointment, please email us.

A dentist, doctor, and pharmacy can be found in the Health Centre.

If you need further information (or want to book a time), please contact us at the address provided.

Exceptions

None

Apostrophes

General principles

A single apostrophe is used *before* the 's' for singular words or names in order to indicate possession.

An apostrophe should be inserted where 'it is' is abbreviated.

Do not use when 'its' is used to indicate possession. Do not use in yours, ours, theirs, his or hers

For plural words (including plural names that take a singular verb), place the apostrophe after the 's' in order to indicate possession.

Do not use an apostrophe to indicate a plural.

Examples

The King's throne.

The Students' Union.

In ten days' time.

The bosses' meeting is next week.

– 'Is that car yours?'

– 'Yes it's mine.'

– 'What's its top speed?'

1960s, not 1960's.

Sussex's campus covers over 200 acres.

Exception

Uses after plural words that do not end in 's': children's, media's.

Basic Elements 2.13

Typographic Guidelines – Writing and style guide Substantial style rules continued

Punctuation

Colons

General principles

A good rule of thumb is to use a colon ‘to deliver the goods that have been invoiced in the preceding words’ (HW Fowler, Dictionary of Modern English Usage).

Use lower case initials in words that succeed the colon unless the word is a proper noun.

Do not use a dash after a colon.

Do not use colons after headings.

Examples

A car ignition system comprises: ignition coil, high voltage leads, distributor and spark plugs.

Exceptions

None

Semi-colons

General principles

Semi-colons can be used in text as an alternative to commas and full stops but not as an alternative to a colon. They indicate a pause that is longer than a comma and shorter than a full stop.

Examples

In some cases, this can lead to a conflict; the director may also be a director of the parent or subsidiary company.

Exceptions

None

Ampersands

General principles

Do not use ampersands as an abbreviation for ‘and’.

Do not use ampersands in body text.

Example

The Department of Physics and Astronomy

Exceptions

Where the ‘&’ is part of a proper name, for example, Brighton & Hove, HM Customs & Excise, Marks & Spencer.

Where department and school names are used in the University of Sussex logo.

Parentheses ([round and square] brackets)

General principles

Use parentheses to separate a phrase or sentence out from the surrounding text.

If an entire sentence is in parentheses, put the full-stop inside.

Parentheses can also be used at the end of a sentence with the full stop outside (if not too many words are included).

Use round brackets to enclose definitions after a defined term.

Use square brackets for interpolations in direct quotations.

Example

When she went to the store (owned by her neighbours), it was closed.

The School of Humanities (Hums).

‘Let them [the poor] eat cake.’

Exceptions

None

Dashes (en rules and em rules)

General principles

Dashes are used to introduce an explanation, amplification, paraphrase, particularisation or correction of what immediately precedes it. We use spaced ‘en dashes’ to emphasise the elements being set off.

(An en dash is so-called because the length of the dash is equivalent to the letter ‘n’ in the same font.)

Do not use a hyphen to indicate a pause. Do not use an ‘em dash’ (a dash equivalent to the letter ‘m’ in the same font). When you type text followed by two hyphens (--) followed by more text, MS Word automatically inserts an em dash (—).

Examples

This is a hyphen -

This is an en dash – (on a Mac press alt + hyphen key)

This is an em dash —.

The professor – small, old and frail – spoke to the class for the first time.

Exceptions

In practice, avoid over-using dashes as they can interrupt the flow of the text.

Hyphenation

General principles

The hyphen generally connects things that are intimately related (such as two words that function as one).

Use a hyphen to form an adjective before a noun (for example, ‘on-campus accommodation’). A compound is hyphenated when it comes before the noun, but not after it (thus, ‘accommodation on campus’).

However, the use of hyphens in this way should not be confused with the issue of the actual spelling of the words themselves (for example, ‘much of the student body live on campus’).

Use a ‘suspended’ hyphen when a base word, a suffix, or a prefix, is performing double duty: second- and third-year students.

Hyphens are used for inclusive dates and number sequences, as well as denoting the minus sign in grades.

If a word is not listed in Appendix eight, then look it up in a dictionary such as the *Concise Oxford Dictionary* or *Chambers Concise Dictionary*, or a style guide such as *Copy-Editing The Cambridge Handbook for Editors Authors and Publishers*, as these are reliable and objective sources of current usage.

Examples

non-, anti-, post-
(see Appendix eight for more examples)

She directs their computer-assisted reference service (but almost all of our services are computer assisted.)

He lives in off-campus housing (but his home is off campus).

1939-45

pages 3-15

9-10yr-old

5,000-word term paper

Please provide up-to-date records.

Exceptions

Hyphens are not used where you might use a colon – such as this pause. An en rule is used instead (see Dashes (en rules and em rules) left).

A compound, such as high school, is left open when used to modify a noun, especially if the compound is a familiar one. For example, high school students, not high-school students.

(see Appendix eight for more exceptions)

Case and capitalisation

Capital letters

General principles

We do not capitalise body text or headings for emphasis.

The second word and subsequent words in headings are always lower case, unless it is a proper noun.

Avoid using initial capitals for common nouns and currencies.

Use lower case for seasons, academic terms and years.

Capitalise programme titles (see Degrees and majors below).

Capitalise department names and units.

Examples

this summer; the spring term

Media and Modernity; The American Political System 1945 to Present

euro, ecu, member state

Venus goes for a spin across the Sun

Sussex robots reach European final

The School of Life Sciences offers courses in biology, ecology and conservation.

Postgraduate students from the Department of Physics and Astronomy built instruments for use in the International Space Station.

(see Appendix one and Appendix five for more examples)

Exceptions

North, south, etc. are capitalised if they are part of the title of an area or a political division, for example, Western Australia, Western Europe.

They are not capitalised if they are a description in general terms, for example, southern Europe, the south of Scotland.

Capitalise only the first word in areas of study when used as a heading: Cognitive Science (see Appendixes two and three for more examples). But in body text any reference should be in lower case.

Job titles

General principles

As a rule, job titles are capitalised if they stand alone but are not capitalised in body text.

When referring to an individual, use the person’s full title and name for the first reference, thereafter use surname only.

Job titles may be abbreviated but no full stop should be used.

Examples

Rob Read is the director of communications. Scott Appleton, the corporate editor, is a member of the Publications and Branding Team. Katy Hiles is Scott’s line manager but ultimately he reports to Rob.

The Chancellor, the Lord Attenborough, presided over the graduation ceremony.

University Chaplain, Revd Canon Dr GRP Ashenden

(see Appendix five for more examples)

Exceptions

Avoid using initial capitals for common nouns.

First names may be used after the first full reference to an individual in the *Bulletin* and *Falmer*, as they are intended to be more familiar publications, than the prospectuses for example.

Basic Elements 2.13

Typographic Guidelines – Writing and style guide Substantial style rules continued

Case and capitalisation

Bodies of work

General principles

The following titles are set in italics:

- titles and subtitles of published books, pamphlets, proceedings and collections, periodicals, and newspapers and sections of newspapers published separately
- titles of collections of poetry and long poems
- titles of plays
- titles of films
- titles of operas, oratorios and other long musical compositions
- titles of paintings, drawings, statues and other works of art
- titles of dissertations and theses.

The following works are set in Roman type and enclosed in single quotation marks:

- titles of articles and features in periodicals and newspapers
- titles of short stories, essays, chapter titles, and individual selections in books
- manuscripts in collections, and lectures and papers read at meetings
- titles of television and radio programmes unless it is a series; then italicise the programme title and put the episode title in quotation marks (for example, *The X-Files*, 'Trust no-one')
- titles of songs and short compositions.

For publications the year of publication should be included in brackets after the title.

Examples

Filippo's recent publications include (with Caroline Osella) *Social Mobility in Kerala* (2000).

Barry wrote (with G Krstia) 'Employees and second job-holding in FR Yugoslavia: an empirical analysis' in *The World Economy* (2000).

Andy writes frequently for *Sight and Sound* and *The Wire*.

Ken has co-authored an educational book *The Basics of Media Production* (1994) and recently completed a corporate video *Power to the People* for Scottish Power.

Exceptions

None

Degrees and majors

General principles

A programme is made up of a number of courses.

Capitalise the full degree title; use lower case for the shorter form.

Capitalise course titles.

When referring to degrees in general, use lowercase for the first letter of the degree and use 's.

'Doctoral' is the adjective, 'doctorate' is the noun.

Examples

Media and Modernity: The American Political System 1945 to Present

The School of Life Sciences offers courses in biology, ecology and conservation.

He has a BA in International Relations.

Bachelor of Arts degree; Bachelor's degree. Master of Arts; Master's programme in public administration.

Seventy people hold Master's degrees. Lucy earned a Bachelor's degree in mathematics.

She pursued a doctorate at Sussex. She earned a doctoral degree from Sussex.

(see Appendices two and three for more examples)

Exceptions

Do capitalise the names of disciplines, majors or programmes if they are proper nouns, derivatives of geographical references or part of a designated degree: Linguistics with French, German, Italian or Spanish.

Currencies and numbers

Currencies

General principles

Use standard currency symbols and abbreviations.

These can be found in the currency market information section at the back of the *Financial Times*.

Do not put a space between the symbol and the amount.

References to currencies should be in lower case, for example, euro; sterling.

In all publications, if the original figure is non-£, it is converted to £. US\$ may be used as an international comparison as it is the most identifiable currency internationally.

Do not convert the currency of member states into euros if they have not yet joined the single currency. See Appendix eleven for a current list of member states and member states that have adopted the euro.

In currency conversions, put the word 'about' in brackets to allow for fluctuations in exchange rates.

Use the automatic currency converter at www.xe.com. However, please note that www.xe.com does not have a function to select a date. You can also use www.oanda.com/converter/classic if you wish to specify a rate that occurred in the past.

Examples

£100, US\$

EUR1,000 (about US\$1,150)

Exceptions

All dollar currencies should include their country abbreviations. For example, US\$4,000, C\$2,000, A\$2,500.

Numbers

General principles

One to nine in words; any number between 10 and 1,000,000 in figures (million may be abbreviated to 'm', billion to 'bn').

Use Arabic numerals (1,2,3,4,5,6,7,8,9,0) unless Roman numerals (I,V,X,L) are specifically required.

Course names: use I and II, not 1 and 2; or (i) (ii) not (a) (b).

Spell out fractions. Note that hyphens are used when spelling out fractions.

The plural of numbers is formed by adding an s (but not an apostrophe): 20s, 1960s.

For numbers of four digits or larger, use a comma (including euros, notwithstanding the European convention to use full-stops). Very large numbers can be expressed with figure and word.

Numbers on signage and on maps should be I or II, rather than 1 or 2.

Examples

one; three; 16,999; 4,000; 11 million.

The professor covered about two-thirds of the chapter during the class.

World War II, King George VI

Course requirements include reading nine novels, not 11 as previously stated.

Pevensey II

Exceptions

Spell out numbers that begin a sentence, regardless of any inconsistency this may create. (One hundred and ten men and 103 women will graduate this year.)

Use Arabic numbers for degree terms, weeks, years, and so on: week 1, term 2, year 3, module 4, level 5.

Spell out ordinal numbers in text: first, second, third (not 1st, 2nd, 3rd), except for references to centuries (11th century).

Use decimals when referring to amounts that follow a currency symbol: US\$5, not US\$five.

Use figures for fractions other than one-half, one-third or one-quarter: 3.5 rather than three-and-a-half. Not 3 1/2.

Can use figures for 1-10 in flowcharts and diagrams in order to save space.

Figures can be used for units of measure: 3 metres, 4 miles.

Telephone numbers and other contact details

General principles

If your intended audience is within the UK, write as 01273 872560. Do not use (01273) 872560.

If your intended audience is outside the UK, place the initial '0' in brackets after the UK country code. If you are in doubt about the readership, or if it will be mixed (particularly on the web), use the international code.

When referring to contact email and numbers as part of a set of details, do so as follows so as to emphasise email and de-emphasise fax. Web addresses should be in bold, but do not use http.

E s.a.appleton@sussex.ac.uk

T +44 (0)1273 872560

F +44 (0)1273 678545

www.sussex.ac.uk

Brighton & Hove may be abbreviated to Brighton.

Examples

T +44 (0)1273 872560 (correct)

T +44 01273 872560 (incorrect)

T 01273 747854 (correct)

T (01273) 747854 (incorrect)

Exceptions

For external Brighton numbers, it is permissible to use only the local number only where the materials will be used locally (for example, the local hospital to the University is the Royal Sussex, which can be contacted on Brighton 696955).

Percentages

General principles

Use 'percent'. Do not use the % symbol.

Example

Of the graduates, five percent have some form of disability.

Exceptions

The % sign can be used in charts and diagrams.

Basic Elements 2.13

Typographic Guidelines – Writing and style guide Substantial style rules continued

Cross-referencing

Cross-referencing

General principles

Wherever possible, cross-references should appear in brackets at the end of the sentence; they do not need to be italicised or in bold.

If you are referring to an item from within the item itself, shorten the item description (for example, shorten ‘undergraduate prospectus’ to ‘prospectus’) and use lower case and plain text.

When using the word ‘see’ to introduce a cross-reference write it in normal text rather than italicising it.

On the web, ‘above’ or ‘below’ can be useful for orienting the reader to a point, but avoid over-using, such as after every link.

On paper, refer to specific page numbers (except between different documents).

Avoid the phrase ‘to see [cross-reference] click here’. This is unnecessary on screen and wrong in print.

Generally, cross-refer as you go along. A list of resources or related information might be useful as the last paragraph of an article or update item.

On the web, use bullet points to refer to multiple references.

Examples

‘See the core course lists for details of English courses; refer to the history subject entry on page 113 for more information.’

see *Essentials* for more information on course admission requirement

Exceptions

None

Websites

General principles

In most cases you should write the full web link, but do not include http://.

Websites used in a set of contact details should be in bold, not italics.

Example

For a helpful website, see **www.sussex.ac.uk/newidentity**
www.sussex.ac.uk

Exceptions

None

Formatting and layout

Bullet points

General principles

These will already be set on your system and should not be altered.

The size of the bullet points need not be the same across different publications, but should be consistent within each publication.

Precede the bulleted list with a colon only (not a dash).

Start bullet points in lower case; do not use commas or semi-colons on any of the lines. There should be a full stop at the end of the last line.

It is possible to use ‘and’ before the final bullet point preceded by a comma.

Do not repeat ‘or’ after each bullet point.

Where bullet points cannot be used, say first and second, not firstly and secondly.

Examples

Examples of threatening or violent behaviour to University staff include:

- intimidation such as shouting or swearing
- verbal gestures and obstruction
- threatening letters or email
- sexual or racial harassment, and bullying.

Exceptions

Sometimes it may not be possible to make clear in the introductory wording whether bulleted points are to be read together or separately, or it may be cumbersome to use such wording. In such cases it is permissible to end each point with a semi-colon, and insert ‘and’ or ‘or’ at the end of the penultimate bullet point:

Meningitis symptoms are as follows:

- being sick;
- high temperature;
- violent or severe headaches;
- stiff neck;
- a dislike of bright lights;
- drowsiness or lack of energy;
- painful joints;
- fits, or
- a rash.

Headings

General principles

Only the first letter of the first word of a heading should be capitalised, unless a subsequent word is a proper noun.

If there is a proper noun in the heading, it should be capitalised.

Examples

How to choose your degree

Sussex at Brighton – work hard, play hard

Exceptions

The University of Sussex Branding Guidelines

Boxes, diagrams, charts and tables

General principles

In printed publications, place all text boxes, diagrams, charts and tables as closely as possible to the cross-reference to them from the main text (subject to the designer’s subsequent discretion).

The same style is used for the heading of a box, diagram or chart as applies to ordinary headings.

Boxes usually have full stops at the end of all sentences, except where text is brief, in which case they are omitted.

Examples

(see *Undergraduate Prospectus 2005*)

Exceptions

None

Emphasis

General principles

If you need to emphasise text, italics is preferred rather than bold, or capitals. Never underline the text to be emphasised.

Try to be consistent within any one document and use this treatment sparingly as overuse leads to ineffectiveness.

Example

it is *not* applicable to this case...

Exceptions

None

Italics

General principles

Use italics for foreign words or phrases (unless that word or phrase is commonly used in English).

Also use italics for periodicals, books, plays, newspapers, films, works of art and so on (see Bodies of work above).

Italics should be used for genus and species names.

Examples

Force majeure; pari passu; de novo and de jure.

Pneumococci (*Streptococcus pneumoniae*) are bacteria that cause a range of diseases, the most serious of which are blood poisoning (septicaemia) and meningitis (inflammation of the lining of the brain and spinal cord).

Exceptions

Italics should not be used for viruses: for example, ‘Herpes zoster, also known as shingles or zoster, is a viral infection caused by the same virus that causes chicken pox.’

Common confusion

Alumna or alumni?

General principles

Use *alumnus* for an individual male, *alumna* for an individual female; *alumni* for a group of males, *alumnae* for a group of females; use *alumni* when referring to a group composed of both men and women. Alternatively, use *graduate*.

Example

Former Sussex students join the Alumni Network.

Exceptions

None

He or she?

General principles

Writers are free to use ‘he’ or ‘she’ throughout a piece, but do not change from one to the other in mid-piece. Use ‘it’ in appropriate cases.

‘They’ is now acceptable usage in contexts where it follows an indefinite pronoun such as ‘anyone’, ‘no one’, ‘someone’ or ‘a person’, but be careful about using it in other contexts where it can still be considered ungrammatical.

Avoid using ‘he or she’ (which is long-winded), but it is acceptable if you do not use it more than once or twice in any particular piece. Do not use ‘he/she’.

Example

Regardless whether male or female, anyone can be an officer of the Students’ Union, they just have to win the most votes.

Exceptions

None

Which or that?

General principles

The Oxford Guide to English Usage acknowledges that there is ‘a degree of uncertainty’ as to whether ‘which’ or ‘that’ is correct usage in a particular context.

The rule as stated in *Copy-Editing The Cambridge Handbook for Editors Authors and Publishers* is: ‘that’ is used in defining clauses and ‘which’ for non-defining clauses. Defining clauses have no punctuation, while non-defining clauses must be between commas.

This punctuation distinction is crucial. ‘Which’ is usually an acceptable substitute for ‘that’, and can be used without loss of clarity, but caution needs to be exercised in substituting ‘which’ with ‘that’.

Example

The house that Jack built is now falling down.

The house, which Jack built, is falling down.

‘...the process which produces that effect is...’

Exceptions

None

Basic Elements 2.13

Typographic Guidelines – Writing and style guide Appendices

Appendix one

University of Sussex schools of study and departments

School of Humanities

American Studies
Art History
English
History
Linguistics and English Language
Media and Film
Music
Philosophy
Sussex Language Institute

School of Life Sciences

Biochemistry
Biology and Environmental Science
Chemistry
Psychology

School of Science and Technology

Engineering and Design
Informatics
Mathematics
Physics and Astronomy

School of Social Sciences and Cultural Studies

Anthropology
Contemporary European Studies
Cultural Studies
Development Studies
Economics
Gender Studies
Geography
International Relations and Politics
Social and Political Thought
Sociology

Sussex Institute

Centre for Continuing Education
School of Social Work and Social Care
Sussex Law School
Sussex School of Education

Brighton and Sussex Medical School

Medicine

SPRU – Science and Technology Policy Research

Appendix two

Undergraduate areas of study – as in 2004 prospectus

American studies
Anthropology
Art history
Biochemistry
Biology
Business and management
Chemistry
Cognitive science
Computing
Contemporary European studies
Cultural studies
Development studies
Drama studies
Economics
Education studies
Engineering (electronic, communication and electrical)
Engineering (mechanical and automotive)
English
English language
English language teaching – ELT
Environment, ecology and conservation
European humanities
Film studies
Gender studies
Geography
History
Human sciences
International relations
Languages (at Sussex)
Law
Linguistics
Mathematics
Media studies
Medicine
Molecular genetics
Molecular medicine
Music
Neuroscience
Philosophy
Physics and astronomy
Politics
Psychology
Social work
Sociology

Appendix three

Postgraduate areas of study – as in 2005 prospectus

American studies
Anthropology
Art history
Astronomy and cosmology
Biochemistry
Biology
Business and management
Chemistry
Computing
Contemporary European studies
Continuing education
Development studies
Economics
Education
Education: initial teacher education
Engineering & design
English language teaching – ELT
English literature
Environmental science
Film studies
Gender studies
Geography
German studies
Globalisation, ethnicity and culture
History
Humanities – interdisciplinary programmes
Human rights
International relations
Law
Linguistics and English language
Mathematics
Media and cultural studies
Migration studies
Music
Neuroscience
Philosophy
Physics
Politics
Psychology
Science and technology policy and management
Social and political thought
Social work and social care
Sociology
Visual and applied arts

Appendix four

Abbreviations

The following abbreviated terms do not use full stops:

CD-ROM	LLB	PC
CV	LLM	PhD
DPhil	MChem	Prof
Dr	MEng	UK
DVD	MPhil	UoS
EEC	MPhys	US/USA
EU	MS	Plc, PLC, plc*

*(unless full stops are used by the company)

Maths, science and computing acronyms

2D	FOR	ODE
3D	FTP	ONB
AI	HIV	PCR
AIDS	HTML	RISC
ANOVA	HTTP	SMTP
ATP	IF	TCA
BET	IP	TCP
BSE	MATLAB	UVPES
CAM	MEMS	WHILE
CJD	MO	XHTML
COGAT	NLP	XML
ELSE	NMR	XPES
EXAFS	NP	XSLT
DNA		

Appendix five

Initial capital letters for nouns

The following words should use lower-case initial letters:

bank
board
board of directors
bond
chairman
company
counsel
court (unless it is the name of a specific court)
deed poll
director
government
internet
lease
member states
opinion
partner
patent
share
trustee
trust deed

Appendix six

Shortening names

The University of Sussex may be shortened to 'the University', or 'Sussex', *not* 'Sussex University' or 'UoS'.

References to university, government departments and other bodies

CA	Department for Constitutional Affairs
CCE	Centre for Continuing Education
CDEC	Career Development and Employment Centre
CENTRIM	Centre for Research in Innovation Management
DEFRA	Department for Environment Food and Rural Affairs
DETR	Department for the Environment, Transport and the Regions (historic only)
DfES	The Department for Education and Skills (note the lower case 'f')
DfT	Department for Transport (note the lower case 'f')
DTI	Department for Trade and Industry
DTLR	Department for Transport, Local Government and the Regions (historic only)
HEFCE	Higher Education Funding Council for England
HESE	Higher Education South East
HMCE	HM Customs & Excise
HMLR	HM Land Registry
ODPM	Office of the Deputy Prime Minister
Ofsted	Office for Standards in Education (note the lower case 'fsted')
SEEDA	South East England Development Agency
SPRU	Science and Technology Policy Research

Basic Elements 2.13

Typographic Guidelines – Writing and style guide Appendices continued

Appendix seven

Currencies

If the currency that you need is not listed, look at the abbreviations used in the currency market information at the back of the *Financial Times*.

A\$	Australia
R\$	Brazil
C\$	Canada
DK	Denmark
EUR	Euro countries (or euro symbol in print version)
HK\$	Hong Kong
¥	Japan
S\$	Singapore
R	South Africa
SEK	Sweden
SF	Switzerland
£	UK
\$	USA

Appendix eight

Hyphenation

The following words are hyphenated:

bio-organic
bye-law
CD-ROM
co-operate
cross-border
cross-reference
de-emphasise
e-commerce
in-house
know-how
mid-June, etc
non-specialist
pan-European
pre-emption
Pro-Vice-Chancellor
sub-committee
sub-lease
sub-license
Vice-Chancellor
x-ray

The following are not hyphenated:

A level
backlog
businessman/woman
buyout
coordinate
ebusiness
ecommerce
email
full stop
in as much
interrelate
insofar
online
offline
overrate
postgraduate
printout
rebranding
reevaluation
reorganisation
sales force
stock market
subcontract
takeover
therefore
transnational
undergraduate
underprice
underrate
underway
trade mark
web browser
website
workforce
worldwide
worthwhile

Appendix nine

Words with alternative spellings

We use the following:

admissible/inadmissible
convertible
disk (in computer context), otherwise disc
advisor/advisory
benefited, benefiting
bye-law
dependant (person) dependent (as an adjective)
depository (unless referring to American
depository receipts)
despatch
encyclopedia
focused, focusing
foreclose
licence (as a noun) licensing; licensed;
to license (as a verb)
monies
permissible
profited
program (in computer context), otherwise programme
superseded
threshold

Appendix ten

Short alternatives to wordy expressions

Use:

'if' rather than 'provided that'
'but' rather than 'however'
'let' rather than 'permit'
'use' rather than 'utilise'
'about' rather than 'approximately'
'make' rather than 'manufacture'
'set up' rather than 'establish'
'show' rather than 'demonstrate'
'help' rather than 'facilitate'
'documents' rather than 'documentation'
'help' rather than 'give some assistance'
'conclude' rather than 'come to the conclusion'
'if' rather than 'in the event that'
'by' rather than 'by means of'
'since' or 'as' rather than 'due to the fact that'

Appendix eleven

List of EU member states

Austria
Belgium
Cyprus
Czech Republic
Denmark
Estonia
Finland
France
Germany
Greece
Hungary
Ireland
Italy
Latvia
Lithuania
Luxembourg
Malta
The Netherlands
Poland
Portugal
Slovakia
Slovenia
Spain
Sweden
United Kingdom

List of EU member states that have adopted the euro

Austria
Belgium
Finland
France
Germany
Greece
Ireland
Italy
Luxembourg
The Netherlands
Portugal
Spain

Appendix twelve

The 1994 Group

www.1994group.ac.uk
University of St Andrews
University of Durham
Lancaster University
University of York
University of Manchester Institute of Science
and Technology (UMIST)
University of Warwick
The University of Reading
University of East Anglia (UEA)
University of Essex
Birkbeck
Goldsmiths College
Royal Holloway
London School of Economics and Political Science
University of Surrey
University of Bath
University of Sussex
University of Exeter

The Russell Group

www.russellgroup.ac.uk

Cardiff University
Imperial College, London
King's College, London
London School of Economics
University College London
University of Birmingham
University of Bristol
University of Cambridge
University of Edinburgh
University of Glasgow
University of Leeds
University of Liverpool
University of Manchester
University of Newcastle upon Tyne
University of Nottingham
University of Oxford
University of Sheffield
University of Southampton
University of Warwick

Basic Elements 2.14

Typographic Guidelines – Writing and style guide

Writing style – communicating vision, values and identity

Using stream of consciousness

Across some of the University of Sussex' corporate materials we have employed a 'stream of consciousness' textual style to demonstrate the key values and vision of the University: the 'Spirit of Sussex'. It is intended to highlight in a textual form the collective experiences and aspirations of our students, staff and academics, reflecting in a simple form, the University's past, present and future. It helps reflect the key elements that the University and life at Sussex potentially has to offer.

Such a device however is best used sparingly, and it is important to avoid the use of flippant or clichéd phrases.

When considering the use of such a mechanism on University materials it is important therefore to consult the Publications and Branding Team, who are able to offer an overview of its use across all materials. The team will be able to offer advice on phrasing and terminology, suggest key words and help to avoid repetition.

Using 'us'

The University of Sussex has developed the 'us' symbol as both an image and a word. The marque when used is intended to inspire and challenge our audiences.

The 'us' symbol features on the covers of prospectuses and course brochures, in recruitment and campaign advertisements, and across posters and fliers. It is intended to offer a call to arms, a demand for action.

Although a relatively simple textual tool, the flippant use of 'us' is to be avoided. The use of phrases incorporating 'us' may be best used collectively. 'Join us' has been employed for recruitment advertising, 'find us' on travel information, and 'all of us' for materials reflecting diversity.

The 'us' symbol should always be used in graphic form, never recreated from text alone. When considering the use of such a mechanism it is best to consult the Publications and Branding Team. They are able to offer a broad overview of its use, and may be able to suggest phrases more suitable for your purposes.

Basic Elements 2.15

Typographic Guidelines – Writing and style guide

Writing style – plain English, target audience, style and structure

Plain English and writing articles

The University of Sussex Communications Division employs a 'plain English' approach to all its publications.

Use short words and sentences.

Use a direct, imperative style.

Each paragraph should contain one idea. Each sentence should make one point.

As a general rule avoid jargon and Latin phrases. Also avoid words such as: thus, hence and whilst.

Avoid unnecessary adjectives to make your meaning more emphatic. For example, if 'very' occurs in a sentence, try leaving it out and see whether the meaning is changed. 'The weather was nice' may have more force than 'The weather was very nice'.

Singular verbs that follow abbreviated terms for bodies or institutions (such as SEEDA) should be followed by the singular. For example, '...SEEDA decides where to allocate...'

Avoid footnotes.

Write to your audience

Pitch the piece at the right level for the audience.

The audience can include a range of readers: students and academics; parents, teachers and careers advisers; and local businesses.

In general, address the body of the piece to readers who have a background in the given area, but are unaware of the specific details. A greater level of knowledge should be assumed when writing for a specialist audience.

Your audience may be making choices that will determine career or life paths based on the materials we produce, so avoid condescending or sensationalist language.

Use examples to illustrate points. Real-life examples or case studies are best. Hypothetical examples and illustrative clauses also work well.

Avoid descriptions of historical background unless it is essential to understanding the current position (in which case perhaps deal with the material in a text box).

When updating materials, remove any out-of-date information, such as references to old courses or admission requirements.

Style

Use consistent terminology.

Define unusual words or phrases in lay terms.

Avoid phrases such as 'it is interesting that...' or 'it is important to note that...'. These add little and can generally be dispensed with.

Avoid clichéd or 'cool' phrases, for example 'check out our courses'.

Avoid 'and/or' unless the meaning absolutely requires it.

Remember to edit for the web. People are increasingly likely to come to our information online than before seeing it in print.

Use photographs, diagrams and charts. Certain information can be better presented visually.

Structure

Impose a clear and logical structure on your text.

Use different levels of headings to reflect the structure of the article.

Start with your conclusion or the main point since it helps readers understand the detail that follows.

Follow this with a brief description of the structure of the article (for example, by using bullet points to list the main headings). This enables readers to identify the thrust of the piece at a glance, and to identify parts of the piece that are of interest to them.

Use text boxes to:

- isolate material which would break the natural flow of the article
- deal with a difficult point or where there are conflicting views
- explain the commercial or technical background to a particular issue
- give real-life examples or a case study, or set out checklists of practical points.

Editing for the web

People are increasingly likely to read and initially come to our materials online.

Online readers may have little information about the context in which you have prepared the piece. They may have linked to your piece half-way through and may read only part of it. Try to make your purpose obvious and cross-refer to relevant materials as necessary.

Some information may be archival, while other information is kept up to date. Consider how the piece will be maintained, or appear next term or next year.

Use descriptive titles that mean something when they appear on a long list of search results. For example, use 'Admission procedure: changes to the ...' rather than just 'Admission procedure', as there may be 20 other items on the site with that title. Likewise, a title that is a play on current affairs will not mean anything to someone reading the piece in the future.

Use headings to break up text, since the reader sees less text on a screen than on a page.

Use cross-references to help readers find the right piece, since they may start reading a less relevant piece and use links to find their way to the relevant one.

Links within a piece only work one-way; the person reading (or editing) the destination piece may not know that it has been linked to. Let the editor of the piece know that you are linking to their piece. Also, consider putting a reciprocal link to your piece in the destination piece as well (if the subject matter allows, ask the person responsible for the destination piece to include such links).

Avoid repeating information, it is confusing and makes it difficult to keep the piece up-to-date. If you are updating a piece, think about all areas in which the same information may have been mentioned.