Charles Sturt University

Editorial Style Guide

Contents

Editorial Style Guide

The Editorial Style Guide provides advice and guidelines on creating written content for Charles Sturt University print and digital communications.

It aims to promote and help achieve consistency across the communications we create, for the benefit of our audience.

The primary reference materials are:

- Wiley Style Manual for Authors, Editors and Printers

- Macquarie Dictionary

- Charles Sturt University Tone of Voice Guidelines

Please direct any queries or suggestions for amendments to the Division of Strategy, Marketing and Analysis by emailing **content@csu.edu.au**

Content principles

Put the reader at the centre of whatever you create

Who is your audience? What would they want to get out of reading your piece? What purpose does your piece have for your audience? The style of your writing may change depending on the audience, but the reader is always at the heart of why we create the content we do. Answering these sorts of questions is key when planning your content.

Make it easy to understand

Through our writing we try to form real, one-to-one connections with our audience, so we speak in an authentic, down-to-earth and welcoming way. That doesn't mean patronising or 'talking down' to our audience; it means taking the hard work out of our language, so that more people can understand what we stand for – and what we can do for them.

Keep it short

Shorter sentences are easier to read and get your point across better (rather than getting bogged down in endless clauses). Aim for 15–20 words, but be sure to mix it up because good writing of any kind relies on rhythm. Short is better, but your writing needs to flow. That might mean writing a slightly longer sentence here and there, but that's fine if the paragraph reads better and the meaning is clear.

A good rule of thumb is to aim for one point or idea per sentence.

Show and tell

We should back up what we say with examples and demonstrate our achievements rather than simply reporting them. We provide evidence to support our claims, rather than simply making generic statements. We don't oversell ourselves or boast. We don't directly tell readers how great we are; we give them information that allows them to come to that conclusion.

Tone of voice

Charles Sturt University communications use a consistent voice across all channels. Our voice is the embodiment of the university's personality and identity.

Our tone varies as we speak to different audiences through different channels – but our voice remains consistent.

The tone of voice guidelines are useful to get an understanding of how we communicate to our audiences as a university – the feel of our communication, if you like.

This style guide is used to understand the nuts and bolts of the language we use, so that, for instance, we spell things the same across all our comms, use consistent grammatical rules.

Our communication is personal, progressive, confident and lively. We will dial these characteristics up and down depending on who our audience is, but they are the guiding principles of our content tone of voice.

We always speak with an active, switched-on sense of momentum. We are a dynamic university, never standing still, and our tone of voice should reflect that.

✓ *Did you know we offer more than $3 million in scholarships at Charles Sturt University? Just think what you could achieve when you don't have to stress about how you're going to afford uni. You don't need to be a great essay writer or the world's best student to be awarded a scholarship – but you've got to be in it to win it!*
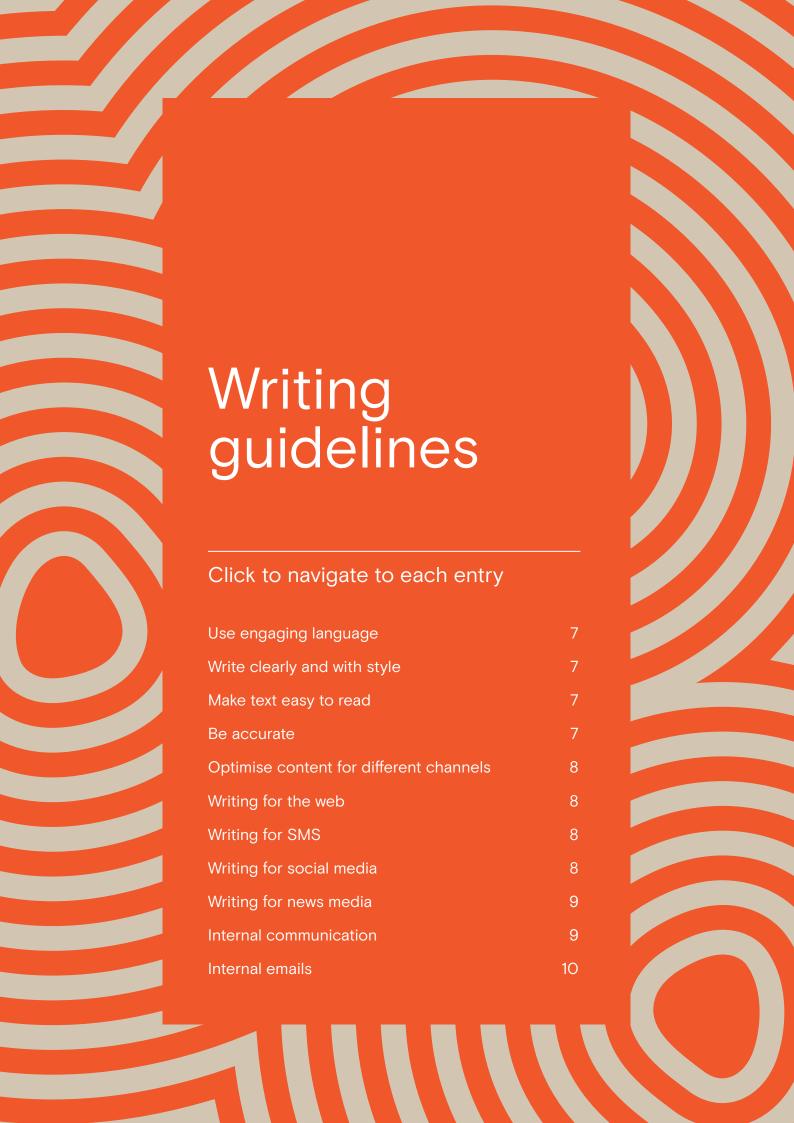
✕ *Charles Sturt University offers a broad range of academic and equity scholarships. Our scholarships have been assisting students, like you, for years to cover the costs of things like accommodation, books and travel.*

We are not distant (or overly familiar). We are not too apologetic (or boastful). We are not reactive (or static). We are not dull (or manic).

Above all, whatever you write – don't be boring.

How does our tone of voice manifest itself in our writing? Read on.

Writing guidelines

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Writing guidelines

Use engaging language

Use first-person pronouns ('I', 'we', 'you'). Pronouns allow you to focus on the reader and sound more friendly, helpful and human.

Write in the active voice. The active voice makes your sentences direct, dynamic and easy to understand.

Use positive language, e.g. 'You can, here'.

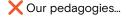Engage with your readers directly.

✔ In this course you'll learn…

✘ In this course students will learn…

Write clearly and with style

We put the most important information first, so readers know what we are talking about.

We avoid clichés, buzzwords, jargon, tautologies and 'university speak', especially for audiences who are not familiar with tertiary terms.

✔ Our teaching methods…

✘ Our pedagogies…

Sometimes, of course, more 'academic' language is required. But only use terms you are sure your audience understands or, if necessary, explain them in active, engaging language. Whatever we write, we write for the reader.

We include the 'why' in our writing – give people the compelling reason to read, change or act.

Make text easy to read

Break up your text. Walls of text are off-putting so use subheadings, shorter paragraphs, lists, images and graphics to add a richness to your content (and make it more accessible to the reader). Headings and lists help break up a page, split up information and make the whole thing easier to read and scan.

Make sure your headings are meaningful. Of course, it's all about context. But in most cases, a good heading should tell the reader what they'll find or learn in the copy below.

Use style consistently across the university. We want our messages to be powerful and resonate across all of our communications.

Be accurate

Check. Use a spellchecker. Double check the spelling of an organisation. Ensure dates are correct.

Fact-check. We want to make sure our content is accurate and error-free.

Proofread. Mistakes are inevitable. That's why all our content should be proofread *by someone other than the writer.* (The Brand and Performance Marketing team within the Division of Strategy, Marketing and Analysis can provide professional proofreading services.)

Optimise content for different channels

We use our tone of voice and our writing guidelines across everything we do. However, different channels do require some tweaks. For instance, while digital content uses pretty much the same grammatical rules as other content, generally people consume web content in a quicker, more disjointed way. So you may adjust to assist the reader. These might include using more descriptive subheadings so that readers can easily scan and navigate a page.

Writing for the web

A few guidelines for digital content best practice.

- Make the title short and accurate.

- Break up content with subheadings.

- Write sentences that include one idea.

- Keep sentences to around 20 words or less.

- Limit paragraphs to two or three sentences.

- Use precise link text (make the destination clear – give direction – and don't use meaningless terms such as 'click here' or 'read more'). Make links active (e.g. 'Book your spot').

- Use keywords in titles, headings and subheadings, metadata (e.g. image title and alternative text), page descriptions, links between pages and within the page content. Ideally place keywords higher up in the page, and at the start of headings/sentences, where readers' eyes tend to fall first.

- Avoid redundant words (as with tautologies) and make every word count.

- Keep subjects and verbs close together in a sentence.

✔ It is likely that the project will go ahead once government approval is obtained.

✘ It is likely that the project, once the relevant government approval is obtained, will go ahead.

Most of these are also good practice for non-web content.

For more information about writing for the web, see the **Charles Sturt University Web Office tools** and the **government guidelines**.

Writing for SMS

The limited length of an SMS message means that we can bend the grammatical rules we use across other channels to ensure we get our message across. So using numerals for all numbers, using common abbreviations without explaining them and using contractions can all be used if necessary.

Writing for social media

Social media lets us share stories, encourage conversation and contribute to engaged communities that know who we are and what we stand for.

Generally, our content on social media is lively, casual and conversational. However, the audience on each platform influences how we write (within the framework of our brand tone of voice).

- Instagram is warm, humorous and conversational.

- Facebook's tone of voice is adaptable depending on a number of circumstances. As a general rule it is informal and conversational. However, if it is used to communicate a crisis or serious issue, the tone of voice should reflect that (but still use plain language in the first person). Facebook can also accommodate longer form articles and stories that require a tone of voice to be aligned to the topic, which may be serious, uplifting, heartfelt or aspirational.

- LinkedIn is a friendly, professional space with a warm and intelligent tone of voice respectful of the depth of the concepts shared and the alumni feedback and stories shared.
- Twitter's tone of voice is light, relaxed, newsy and provides a quick call to action.
- Snapchat is our student voice: the content is image focused with fun, short and chatty callouts or hashtags. The tone of voice reflects the student experience of life at uni.

Writing for social is always in the first person.

✔ We're thrilled to welcome our newest students!

✖ Charles Sturt is thrilled to welcome its newest students.

Spelling and grammar must be correct. However, the goal of communicating through social media channels is to create and nurture a community. On our social channels, we speak the language of our communities. So, where appropriate we can be a little 'looser' in our language, such as incorporating slang and text speak into our content. See the Charles Sturt **use of social media policy**

Writing for news media

News media is important in telling our stories through trusted third parties (television, online, print, radio) and directly through our news website and podcast episodes. (NB: Generally, only the media team write for news media.)

Each format has a particular style.

- News release content is professional in tone, with a consistent format so that journalists can pick up the most important information first. The three main story angles are included in dot points at the top of the release.
- Feature stories or profiles are written in a professional, yet warm and friendly tone, encouraging the reader to 'get to know' the subject.
- Opinion pieces, or op-eds, express the specific views of an individual or individuals.
- 'In Brief' content and alerts provide only the critical information needed for an event or similar.

Writing for news media follows the rules laid out in this style guide.

See the Charles Sturt **media policy**.

Internal communication

Like our communication with external audiences, our internal communication should also reflect our values and our tone of voice. It is based on eight guiding principles.

Accessible
Regardless of our role or geographical location, our internal communication is accessible. We use effective channels to ensure staff are empowered with the information they need to make decisions or complete their work.

Transparent
We communicate early and authentically. Even if we don't know the whole story yet, we tell staff what we can and let them know the process and when they will hear more. We listen to staff feedback and questions, and we are prepared to engage in constructive and positive two-way dialogue even if the subject matter is challenging.

Respectful
Internal communication at every level of the university is respectful. We value differing views and are respectful of those views and the interests of others.

Relevant

Our internal communication is targeted, timely and relevant. It is not just about disseminating or broadcasting information; it is also a way to give our staff a voice to inform our decision-making and strengthen our working relationships. We create messages that address barriers and enable action.

Motivating

Our messages are simple, easy to recall and actionable. We use the right format to make it easy for staff to engage.

Succinct

Our messages are clear and brief. They are accurate and have the right level of detail. They are not vague. They are free of jargon, over-explanation, technical words and unnecessary acronyms.

Timely

Our internal communication activity is coordinated and sequenced. We deliver key messages at appropriate times.

Monitored and measured

Our internal communication is viewed as an interactive process and is continually monitored and measured to ensure effectiveness.

Internal emails

Email is large part of our everyday work practices, so it's important that we use it effectively to ensure the messages we send aren't missed or dismissed. Here are some best practice guidelines.

Method

Always ask yourself, is email the best method to reach your audience? Could you leverage existing meetings to share your information? Or call a teleconference? Is What's New suitable?

Titles

Use descriptive titles so that the recipient can identify messages that require action. You may choose to use a system of prefixes, such as:

- For action
- Information only
- For response
- Share with your team

If you are asked to share an email with your team members, provide some context for them. Why is the information important, what does it mean for them?

Length

Keep your emails short, succinct and free from jargon and unnecessary acronyms.

Relevance

Consider whether the email is relevant to your recipients and adjust your distribution list if required. Ensure you are sending the email to the intended audience.

Use 'reply all' sparingly

Think about whether your response is relevant to everyone on the distribution list. A direct reply may be more appropriate and reduce the volume of emails being received by recipients in the group.

Signature

Include your signature block with your full contact details. This will make it easier for the recipient to contact you if required. Also, please use the most up-to-date email footer.

'All staff' emails

As a general rule, all staff emails are reserved for two functions.

- Messages from the Vice-Chancellor or the Executive Leadership Team.

- IT and Property where there is an outage or critical incident.

If you would like to reach all staff, use What's New or seek ELT sponsorship of your message.

NB: Our internal communication guiding principles were developed in response to staff feedback. They reflect our shared beliefs, and our expectations of how internal communication should occur. If you have questions, need help or have feedback, email **internalcomms@csu.edu.au**

Grammar guide

Click to navigate to each entry

Acronyms and abbreviations

Always give the full title of a person, committee, group or institution the first time it is mentioned within the text. The exception is if the abbreviation or acronym is in common currency; then you don't need to spell it out. For instance, very few people refer to the Australian Broadcasting Corporation; they call it the ABC.

If an acronym is to be used more than once in a piece, put it in brackets after the first mention, e.g. Speech Pathology Australia (SPA) then use the acronym in subsequent instances. If an organisation is mentioned only once, it is not necessary to give its acronym.

If an acronym can be considered to have entered the language as an everyday word, use lower case, e.g. scuba, pin. (Note that pdf and plc are lower case.) Use all capitals if an acronym is pronounced as the individual letters (known as an initialism), e.g. ABC, CEO.

Generally, avoid abbreviations and spell words out, e.g. kilometres not km. However, if you do need to use abbreviations, apply the following rules.

- Abbreviations made from the first few letters of a word take a full stop, e.g. cont.

- Abbreviations that are made from the first and last letters of a word don't take a full stop, e.g. Qld

- Abbreviations from Latin terms are lower case and take full stops, e.g. i.e., etc., et al.

- No commas after i.e. or e.g. Place a comma before etc. if preceded by more than one list item.

Apostrophes

Use to indicate a missing letter or letters (can't, we'd) or a possessive (David's book).

The possessive in plural words ending in s normally takes just an apostrophe, e.g. The groups' demands aligned.

Plural nouns that do not end in s take an apostrophe and s in the possessive, e.g. children's games, old folk's home, people's republic.

Use just an apostrophe with proper nouns, e.g. Nicholas' textbook. Proper nouns that contain an apostrophe stay the same in the possessive, e.g. McDonald's burgers are not very nice.

Use apostrophes after the s in phrases such as two days' time, 12 years' imprisonment and six weeks' holiday, where the time period (two days) modifies a noun (time).

Do not use an apostrophe in expressions such as nine months pregnant or three weeks old, where the time period is adverbial (modifying an adjective such as pregnant or old).

Phrases such as butcher's knife, collector's item, cow's milk, goat's cheese, pig's blood, hangman's noose, writer's cramp, etc. are treated as singular.

When two or more nouns indicate joint ownership, only the last noun takes an apostrophe, e.g. Mr White and Mr Black's hypothesis.

When the ownership is not joint, add apostrophes to each noun, e.g. Mr White's and Mr Black's ideas were different.

Possessive compound nouns take an apostrophe on the last word, e.g. someone else's book.

There are no apostrophes in the plural form of acronyms, e.g. NGOs, MPs, URLs, ATARs.

There are no apostrophes in decades when written in figures, e.g. 1960s.

There are no apostrophes in adjectival phrases, e.g. girls school. These adjectives tell us about the type of noun, rather than who possesses the noun, i.e. in the above example girls school is a type of school; the girls don't own the school. So, as a general rule, do not use an apostrophe if the word is descriptive rather than possessive, e.g. mates rates.

Place names, street names and roads do not contain apostrophes, e.g. Shaws Bay, Flinders Highway.

Very occasionally, apostrophes can help clarify expressions, even when they aren't needed, e.g. dot your i's and cross your t's.

Brackets

If the sentence is logically and grammatically complete without the information contained within the parentheses (round brackets), the punctuation stays outside the brackets. (A complete sentence that stands alone in parentheses starts with a capital letter and ends with a full stop.) If additional brackets are required within round brackets, use square brackets.

Square brackets are also used for interpolated words in quotations, e.g. Joe Biden said: "Scott [Morrison] must explain this decision."

If a quotation uses an acronym that has not been defined earlier, put a definition after it in square brackets. The square brackets indicate that this is not part of the actual quote.

Capitalisation

Capital letters are hard to read. Keep them to a minimum.

Use sentence case for most things (capitalise the first word), except for proper nouns, which take title case (capitalise the principal words).

Examples of sentence case capitalisation:

- How to apply
- Working at Charles Sturt University
- Five reasons why studying accounting makes sense
- Five reasons why the Bachelor of Accounting is right for you

When to use initial capitals

- Referring to the name of a campaign or program, e.g. 'We had great success with the Stories of Influence campaign'. Context is important here. For example, we have the Career Development team at Charles Sturt University. They help students with their career development.
- Job titles (but not job descriptions), e.g. Prime Minister John Smith (but the Australian prime minister, John Smith).
- Governments and government departments when specific, e.g. the Australian Government, but lower case when referred to generally, e.g. Today the government…
- Some government terms do take upper case to avoid confusion, e.g. the Senate, the Cabinet.
- Acts of parliament and legal acts (but bills lower case), e.g. Official Secrets Act, local government bill.
- Artistic and cultural names of institutions, e.g. National Museum, National Gallery.
- Books, films, music, works of art, etc. have initial caps except a, an, and, at, for, from, in, of, the, to (except in initial positions or after a colon), e.g. 'There is a Light That Never Goes Out', *Master and Commander: The Far Side of the World.*
- Bridges, e.g. Sydney Harbour Bridge.
- Historical periods, e.g. the Renaissance, the Second World War. However, broad historical descriptions take lower case, e.g. the colonial era, the post-war era.
- Capitalise 'the' only when it is part of a formal title or the entity's name, e.g. The Barber of Seville, the Australian Human Rights Commission.
- Adherents to a religion, e.g. Muslim, Christian.
- Deities, e.g. God, Buddha.
- Names of countries, provinces, groups of nations, e.g. France, Australia, Guangxi Province, South-East Asia.
- Local names for parts of a city/area, e.g. the Western District, the Top End.

When not to use initial capitals

- Job descriptions, e.g. prime minister, US secretary of state, chief rabbi, editor of the *Sydney Morning Herald.*

- Geographical features, e.g. Sydney harbour, Bondi beach, unless part of the name, e.g. Murrumbidgee River.

- Words and phrases based on proper names that have lost connection with their origins, e.g. alsatian dog, cardigan, cheddar cheese, champagne, french windows. However, those that retain a strong link, which may be legally recognised, take upper case, e.g. Parma ham, Worcestershire sauce.

- Organisational words unless the proper name, e.g. the committee, the board, the Standing Committee on Economics.

Headings

Headings and subheadings should use sentence case. This means you only capitalise the first letter of the first word unless a word is a proper noun or formal title, such as a degree name or division name.

Examples of sentence case headings.

- Charles Sturt University campuses

- Applying via UAC

- Studying in Australia

Collective nouns

Nouns such as committee, family, government, jury, squad and team take a singular verb or pronoun when thought of as a single unit, but a plural verb or pronoun when thought of as a collection of individuals, e.g. the committee gave its unanimous approval to the plans. The committee enjoyed biscuits with their tea.

Colon

Use between two sentences, or parts of sentences, where the first introduces a proposition that is resolved by the second, e.g. Fowler put it like this: to deliver the goods invoiced in the preceding words. If you wish the second part of such constructions to stand out more, you can substitute a spaced en dash for the colon.

A colon, rather than a comma, should be used to introduce a quotation that is preceded by a full sentence.

A colon should be used to precede a list, e.g. He was an expert on the following: the colon, the comma and the full stop. Unless prescribed by other style rules, follow a colon with a lower-case letter.

Commas

Use a comma to help the reader by inserting breathing space into a sentence, to separate non-restrictive clauses, to separate the items in a list (unless items in the list contain commas, in which case separate with semi colons) and to avoid ambiguity.

Generally, avoid the 'oxford comma' (a comma before the final 'and' in lists.) Only use if required for sense to help the reader, especially if the list contains compound phrases, e.g. Computer science, business, teaching and education, and psychology. Sometimes an Oxford comma is essential for clarity. For instance, compare I dedicate this book to my parents, Martin Amis, and JK Rowling with I dedicate this book to my parents, Martin Amis and JK Rowling.

Footnotes/sources

When referring to a footnote/source in the text, place the asterisk, number or symbol outside any closing punctuation.

In the footnote, there is no space between the asterisk and the start of the text, or a closing full stop.

For two footnotes or fewer, use the following order of symbols.

* ^

For example:

*Education at a Glance, OECD, 2021

^The Good Universities Guide 2021/22

For more than two footnotes, use numbers. On info graphics and other graphical content, if you only have one source, you don't need to include the asterisk.

Full stops

Use a full stop to mark the end of a sentence that is a not an exclamation or a question. Do not use full stops after the following:

- Headings or subheadings
- Captions or figure names
- Dates or signatures
- Symbols for units of measurement
- Call-to-action buttons

Headings

The most important thing is to think of the reader and remember that we are writing headings for their benefit, not for our own amusement or to show how clever we are.

Capitalise the first word only (unless using proper nouns, company names, etc.).

Headings do not require end punctuation unless the heading is a question.

Hyphens and dashes

Use hyphens:
- when two or more words form an adjective, e.g. a first-class experience
- with short and common adverbs, e.g. much-loved character, well-established principle
- to form short compound adjectives, e.g. two-tonne vessel, three-year deal, 19th-century artist, on-campus accommodation
- where not using one would be ambiguous, e.g. to distinguish 'black-cab drivers come under attack' from 'black cab-drivers come under attack'
- in compound words with a number, e.g. two-hour lecture, four-part examination
- for compound names, e.g. Murray-Darling Basin
- in fractions, e.g. two-and-a-half hours
- generally, when the last letter of the prefix is the same as the first letter of the word, e.g. re-educate. However, some words don't follow the rule, e.g. cooperation, coordinate.

Do not use hyphens:

- if the first word of a compound is an adverb ending in ly, e.g. a highly rated course
- with most compound adjectives, where the meaning is clear and unambiguous without, e.g. civil rights movement, financial services sector, work inspection powers.

Remember these things

- Words do not have to have only one form (either hyphenated or not). For instance, students studying on campus can choose to live in on-campus accommodation.
- Hyphens can change the meaning of a verb, e.g. The group is going to re-form (join up again) to reform (change) the policy.
- Prefixes such as macro, mega, micro, mini, multi, over, super and under rarely need hyphens, e.g. multidisciplinary, superannuation, socioeconomic. However, there are some exceptions (such as micro-credential). Use the Macquarie Dictionary as your guide.

Dashes should be en dashes rather than em dashes.

The en dash is used as a linking device to:

- show a range between numbers, e.g. 3–5 days, pages 212–231 (do not use if prefigured by the word 'between' or 'from')
- separate information for more emphasis than if separated with commas or brackets. In copy, insert a space before and after the en dash, e.g. It was incredible – literally gobsmacking – how great it was. In typesetting, do not start a line with an en dash.

Inclusive language

Avoid language that treats some people differently from other.

✔ business manager or businessperson
✘ businessman or businesswoman

✔ chair
✘ chairman or chairwoman

✔ person with disability
✘ disabled or handicapped person.

Content should also be sensitive to people who come from different cultures.

If the subject of a sentence is not specific, use 'their' as a pronoun, e.g. The chair of the meeting expressed their opinion forthrightly.

Lists

Use a numbered list for activities that happen in a particular sequence. Use a bulleted list when the order is not important.

Lists should be grammatically parallel. For example, if the first item in the list starts with a verb, all items in the list should start with a verb. If the first item in the list is a complete sentence, all items in the list should be complete sentences.

Introduce lists with a colon.

If list items complete a sentence fragment, they start with a lower-case letter and have closing punctuation on the last bullet.

Here's an example.

Volunteering allows you to:

- contribute to the community
- gain skills
- make a difference.

If list items are stand-alone sentences, introduced by a full sentence, they will each start with a capital letter and have a closing full stop (as will the introductory sentence).

Here's an example.

There are four reasons to study this course:

- You'll develop new skills.
- You'll gain a global network.
- It's taught by leading academics.
- It's the only course of its kind in Australia.

On graphics such as posters it is okay to bend these rules if it makes the graphic more legible/concise. For instance, bullet points in graphics do not need terminal punctuation, even if they are full sentences.

Names

Where it is necessary to explain who someone is, write 'Professor Renée Leon, the Vice-Chancellor, said…' or 'the Vice-Chancellor, Professor Renée Leon, said…', etc.

In such cases the commas around the name indicate there is only one person in the position, but if there have been several, use 'the former Vice-Chancellor Professor Ian Goulter said…', etc.

Numbers

In passages of text, spell out in full all specific figures up to and including nine: one, two, three, four, five, six, seven, eight, nine.

The exception is on social media and web content, where it's fine to use numerals to save space or catch attention, if appropriate.

Higher numbers should be written in figures, using commas after three figures, e.g. 10; 12; 25; 100; 2,500; 300,000

The exception is when a number starts a sentence, in which case it should always be spelled out, e.g. Thirty-five students recently completed their residential school.

If you are using abbreviated units of measurement, you can also use numerals up to nine, e.g. 2kg, 3km rather than 'two km'.

For million and billions, use the full word, e.g. one million. (NB: In design elements, such as infographics, the abbreviation 'm' and numerals are acceptable.)

21st century
Spell out if appears at the start of a sentence, e.g. Twenty-first century explorers have found…

Ages
Scott Morrison, 51 (not aged 51); Daisy Maxwell, four. A 62-year-old man; a 62 year old; 62 years old.

Credit point values
Use numerals, e.g. an 8-point subject

First, second, third
Rather than firstly, secondly, thirdly, etc. Spell out up to ninth, then 10th, 21st, millionth.

fractions

Two-thirds, five-eighths, etc., but two and a half, three and three-quarters, etc.

However, use ½, ¾, etc. in tables.

Do not mix fractions and percentages in the same piece of content.

Telephone numbers

Landline: area code with no brackets, then groups of four numbers, e.g. 02 6933 2000.

International landline: add country code preceded by a plus sign and drop first zero, e.g. +61 2 6338 6077

Mobile: four numbers then two groups of three numbers, e.g. 0478 222 222

International mobile: add country code preceded by a plus sign and drop first zero, e.g. +61 478 222 222

Temperature

Use numerals, symbol and abbreviation, with no spaces, e.g. 5°C (not Celsius). Use a non-breaking space so that the numeral is not separated from its modifier across line breaks. Do not use en dashes for spans of temperature as this can create confusion around negative temperatures. Instead say 8°C to 16°C.

Times

1am, 6.30pm, etc.

Always use numerals for times, e.g. the event starts at 2.30pm, rather than, the event starts at half past two in the afternoon.

Use full stops in times, not colons.

2hr 5min 6sec, etc.

For the 24-hour clock: 00.47, 23.59, etc.

Noon, midnight (not 12 noon, 12 midnight, 12am, 12pm).

24/7

For spans of time use an en dash. If both times are in the same part of the day, use: 9–11am. If the span goes from one part of the day to another, use: 9am–5pm. If one side of the span has minutes, include minutes on both sides, even if one is 00.

✔️ 7.00–11.30am

❌ 7–11.30am

If introduced with the word between, do not use an en dash, use 'and'.

✔️ between 9am and 5pm

❌ between 9am–5pm

For events, if your audience could include people in different time zones, add AEST or AEDT to the event times, e.g. the forum runs from 10am to 4pm AEST.

years

Write 2021, not 'the year 2021'.

For a span of years use an en dash, e.g. 2011–12. When giving spans of years use double digits for the second year when the span is within the same decade, but four digits for both if the span crosses decades, e.g. 2015–17, 2018–2022

Quotations

Use double quotation marks to indicate something someone said. Use double quotes at the start and end of a quoted section, with single quotes for quoted words within that section.

Place non-terminal punctuation inside the quotation marks, e.g. "I am excited about this development," said the Vice-Chancellor.

NB: try to avoid this 'said' construction. It is preferable to use the quotation to support a preceding statement, e.g. Margaret is excited about these possibilities. "There is nothing like this being done anywhere else."

If a quotation is a full sentence, terminal punctuation goes inside the quotation marks, e.g. The Vice-Chancellor made his position clear. "We are moving ahead with the project."

If introducing the quote with a sentence fragment, use a comma, e.g. According to Plato, "Time is an illusion". (In this example, 'Time' takes a capital letter even though it is in the middle of a sentence because the quotation is a full sentence. The full stop comes outside the quotation marks because the sentence you are writing also includes the introductory, non-quotation text as well as the quote.)

Use single quotation marks for words that aren't actually quotations, e.g. We put the 'fun' in fundamentalist.

When a quotation runs over more than one paragraph, place quotation marks at the start of each paragraph, but put closing quote marks only on the last paragraph, e.g. "We found the Charles Sturt University Roadshow to be a valuable information session for our Year 12 students.

"Students gain insights into what university life is like and the benefits of studying at a regional university."

Reported speech

When a comment in the present tense is reported, use the past tense: She said: "I support this motion" (present tense) becomes in reported speech: She said she supported the motion.

When a comment in the past tense is reported, use 'had' (past perfect tense): She said: "I supported the motion" becomes in reported speech: She said she had supported the motion.
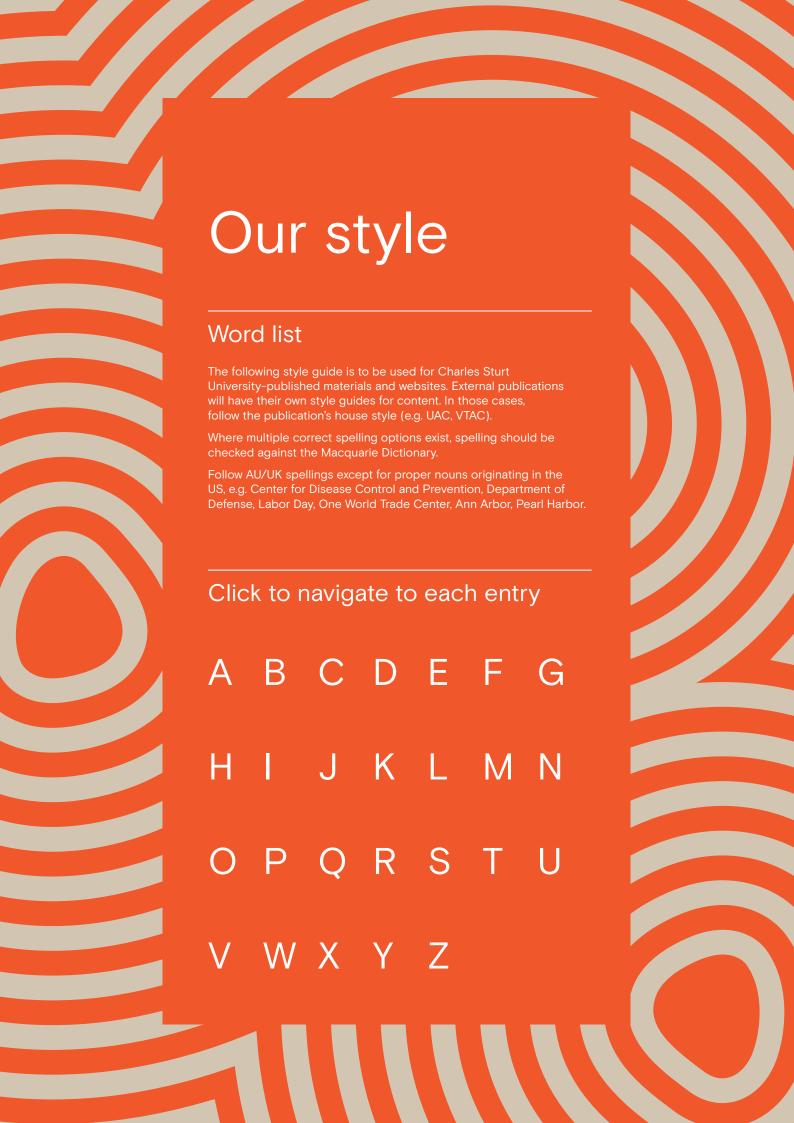
Semicolon

Implies a break stronger than a comma but weaker that a full stop. Links two clauses that could be treated as separate sentences, e.g. Rain is forecast; however, there are no clouds to be seen.

Also used to separate items in a list when the items contain commas, e.g. Fred and Ginger; Tom, Dick and Harry; Long John Silver

Slashes

Use a forward slash with no spaces to indicate alternatives, e.g. Yes/no, audio/video.

Insert a space either side of the slash when one or all the alternatives contain more than one word, e.g. fewer than / less than. As such, use the spaced slash for double degrees, e.g. Bachelor of Laws / Bachelor of Criminal Justice.

Our style

Word list

The following style guide is to be used for Charles Sturt University–published materials and websites. External publications will have their own style guides for content. In those cases, follow the publication's house style (e.g. UAC, VTAC).

Where multiple correct spelling options exist, spelling should be checked against the Macquarie Dictionary.

Follow AU/UK spellings except for proper nouns originating in the US, e.g. Center for Disease Control and Prevention, Department of Defense, Labor Day, One World Trade Center, Ann Arbor, Pearl Harbor.

Click to navigate to each entry

A

acknowledgement

Not acknowledgment.

Addresses

Charles Sturt University

Panorama Avenue

Bathurst NSW 2795

If including room numbers and buildings, add above Charles Sturt University.

Please note: Official campus addresses are authorised through the **Protocols Policy**

Admission transparency

This usage is required by the Australian Government.

adjustment factors

Refer to things that can influence someone's application besides their ATAR. For instance, equity adjustment, location adjustment, subject adjustment.

Adjustment influence someone's selection rank, not their ATAR, e.g. If you completed high school in a regional area, we'll adjust your selection rank by five points.

admission pathway

Not just 'pathway' when referring to routes into study, e.g. an undergraduate degree that provides an admission pathway into…; alternative admission pathway into a degree.

ATAR

Australian Tertiary Admission Rank.

When referring to ATAR floors, use 'Lowest ATAR to which an offer was made'. Generally, applications will involve more than simply an ATAR (such as subject adjustments, interviews, etc.) In which case, use 'Lowest selection rank to which an offer was made'. This reflects the previous year's intake information, which we are required to display to prospective students.

If there is a minimum requirement, use 'Minimum ATAR required for consideration to enter in next intake'. If there is an ATAR score that will guarantee entry, use 'Guaranteed-entry ATAR'.

Do not use 'ATAR cut-off' or 'Clearly-in ATAR'.

bonus points

Do not use when referring to adjustments to selection ranks.

✔️ If you're completing high school in a regional area, we'll adjust your selection rank by five points.

❌ If you're completing high school in a regional area, we'll give you five bonus points.

Recognition of prior learning (RPL)

not recognition for prior learning

selection rank

Refers to the ranking used to assess a prospective student's admission into a course. A person's selection rank can include their ATAR, any adjustments they are eligible for, supplementary application forms or tests and recognition of prior learning. We can talk about an ATAR score but only as it relates to a selection rank.

adviser

Not advisor.

ageing

Not aging.

alumni

Alumni is the plural

Singular male is **alumnus**

Singular female is **alumna**

Gender neutral is **alum**

Alumni Give

amid

Not amidst.

among

Not amongst.

ampersand (&)

Avoid in general text, headings and titles. Use only in company names when the company does, e.g. Johnson & Johnson, P&O. Exceptions are on SMS/social media where there are character limits.

appendix

The plural is appendices.

Austudy

Award names

Bachelor's

As in I did my bachelor's at Charles Sturt University. But for course titles use the singular form, e.g. Bachelor of Commerce.

These are always 'Bachelor of...'

Bachelor's, when used in a generic sense, requires an apostrophe, even if not followed by the word degree, e.g. guaranteed entry to many bachelor's courses.

Graduate certificate

These use in within the title: Graduate Certificate in... Use initial capitals when listing a full course name, but lower case when referring to the qualification in a generic sense, e.g. Study the Graduate Certificate in Commerce. When you study a graduate certificate you gain advanced skills.

Graduate diploma

These use of within the title: Graduate Diploma of... Use initial capitals when listing a full course name, but lower case when referring to the qualification in a generic sense, e.g. Study the Graduate Diploma of Commerce. When you study a graduate diploma you gain advanced skills.

Master's

As in I did my master's at Charles Sturt University. But for course titles use the singular form, e.g. Bachelor of Commerce.

These are always 'Master of...'

Master's, when used in a generic sense, requires an apostrophe, even if not followed by the word degree, e.g. guaranteed entry to many master's courses

PhD

B

barbecue

Not barbeque or BBQ.

BC, AD

Don't use stops, e.g. 100 BC, rather than 100 B.C.

Birpai

bite-size

Not bite-sized.

blog (noun)

Collection of online articles.

blog (verb)

Action of publishing a blogpost, e.g. I just blogged about that.

blogpost

Single article on a blog.

both

Unnecessary in most phrases that contain 'and'; 'both men and women' says no more than 'men and women'.

C

café

Not cafe.

campus

Use lower case c, e.g. the Dubbo campus is located near many local attractions. When referring to the university in a location generally, use Charles Sturt University in…, e.g. Charles Sturt University in Dubbo will unveil its newest building today.

Campus names must use the town/city name, e.g. Albury-Wodonga campus

Canberra campus: use Canberra campus, Blackall Street and Canberra campus, Brisbane Avenue if it is necessary to distinguish between the two locations

career areas

Use sentence case (capital letter only for the first word or proper nouns), e.g. Agricultural and wine sciences. Also use lower case when referring to it generally, e.g. We have a wide range of accounting courses.

census date

Lower case.

check-in, check-out (noun, adjective); check in, check out (verb); check up (verb), check-up (noun)

Commonwealth supported place

communication

When referring to a career area, subjects and degrees use the singular form (e.g. Charles Sturt University communication graduates are highly sought after; you can choose communication subjects to suit your career goals).

company names

Always singular.

contractions

Contractions such as aren't, can't, couldn't, hasn't, don't, I'm, it's, there's and what's are acceptable for general content (e.g. EDMs, flyers, blogposts, OCBs, brochures) that is directed at future students, current students, staff, parents and community members.

For more formal material (such as management, corporate audiences, academic writing) use the full terms, e.g. are not, has not, I am, it is, etc.

Some audiences may require a combination of the two, e.g. those around more 'formal' subjects such as law and PhD students.

cooperative, cooperate, cooperation

courses

Use full course titles (an exception is MBA, when properly introduced).

Use a place **in** a course rather than a place **on** a course.

credit

Use a capital when referring to the assessment grade (e.g. a Credit average) but lower case when referring to recognition of prior learning (e.g. you may be eligible for credit for TAFE study).

currencies

Spell out the unit when it's unclear what you are referring to, e.g. 150 rupees, rather than INR150.

For million and billions, use dollar symbol and full word, e.g. $1 million, rather than one million dollars. Use a non-breaking space so that the numeral does not get separated from its modifier over line breaks. (NB: In design elements, such as info graphics, the abbreviation m is acceptable.)

If you need to distinguish between dollar currencies, place abbreviations before the $ symbol, e.g. A$10,000, NZ$20,000.

curriculum

Plural is curriculums, not curricula.

cybercrime, cybersecurity, cyberterrorism

D

dates

When writing dates in full, format them as day month year. Do not punctuate. You can also include the day of the week if it is helpful, e.g. 26 June 2022, Saturday 26 June 2022.

Use a non-breaking space between the date and the month so that the numeral is not separated from its modifier across line breaks. (Ideally retain the year on the same line, but if not possible it can be taken over.)

If using spans, use en dashes. If within the same month, name the month once with the second date. If over different months, name both months, e.g. 6–10 August, 21 July–6 August.
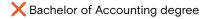
Avoid using on, e.g. He was born 21 July.

decades

1950s, etc.

Use figures if you abbreviate, e.g. roaring 20s, swinging 60s, a woman in her 70s.

degree

Always use full course titles when referring to specific degrees, e.g. Bachelor of Information Technology. Do not use words such as course, degree, program after a course title (e.g. Master of Theology program).

✔ Bachelor of Accounting

✘ Bachelor of Accounting degree

distance education

Avoid. Use online education.

dos and don'ts

E

ebook, email

But **e-commerce, e-learning, e-petition, e-reader**.

This is a case of language evolving. Ebook and email have gained much more common currency and have lost their hyphens. Most readers do not find the hyphen-less versions odd to read. The other words would, to most readers, look strange without the hyphen (e.g. epetition looks wrong). However, over time it may well be the case that some or all of these words lose their hyphen as well.

eco-friendly

But **ecosystem**.

either/or

Use in this form and use neither/nor. Don't mix the two up, e.g. not either/nor.

For either/or and neither/nor sentences, the verb is conjugated based on the noun nearest to it, e.g. Either our dad or our grandparents are picking us up. Neither our grandparents nor our dad is picking us up.

ellipsis

Three full stops used to indicate omitted text.

Generally, avoid using ellipses.

However, if required, insert a space after the ellipsis only. The ellipsis should be three unspaced dots. So it would look like this… If you follow with another sentence or continue a sentence, it starts after a space. The only punctuation that directly follows an ellipsis is a question mark, an exclamation mark or a quotation mark.

etc.

Include a full point.

external student

Avoid. Use online student.

extracurricular, extramarital, extraterrestrial, extraterritorial

F

fast track (noun), fast-track (verb)

FEE-HELP

First Nations Peoples

First Nations is the preferred term when referring to a business entity or our student community, e.g. We support our First Nations students with a range of dedicated programs.

Use First Nations Peoples (please note upper case p and plural on Peoples) when referring to groups in wider society, e.g. Charles Sturt University researchers are working with First Nations Peoples in Queensland to…

If Indigenous is used (prefer First Nations, but if unavoidable, for instance if a proper noun or in a quotation), it should always be capitalised, except when referring to larger topics, e.g. indigenous peoples of the Iron Age. If there is a need to be clear that text is written in the context of people who are indigenous specifically to Australia, use First Nations Peoples of Australia.

Charles Sturt programs to support Aboriginal and Torres Strait Islander people come under the banner First Nations Student Connect.

flyer

Not flier.

focus, focused, focusing

Plural of focus is foci.

follow-up (noun), follow up (verb)

E.g. To follow up on my previous point, let's schedule a follow-up meeting

full fee-paying place

full-time

futureproof, futureproofing

G

Gathang

The language of the Birrbay, Guringay and Warrimay people.

geography

Distinct areas are upper case, e.g. New South Wales, Cape of Carpentaria, etc. But areas defined by compass points are lower case, e.g. the north, the south-east, the south-west, etc.

green

A green activist, the green movement, but upper case when referring to organisations, e.g. the Green party.

Gundungurra

Refers to the Aboriginal Nation Group located in the area of the Goulburn campus.

H

half

No hyphen when used adverbially, e.g. you look half dead, the flag was at half mast, the scores were level at half time.

Hyphenated when used adjectivally, e.g. a half-eaten sandwich, half-time oranges. The boy is six and a half, but a six-and-a-half-year-old boy.

handbook, handheld, handmade, handout

No hyphens.

hands-on

hashtags

Use an initial capital for each word in the hashtag, e.g. #AskUsYourQuestions.

head start

Not headstart.

healthcare

HECS-HELP

higher degree by research

honours

Use an initial capital in an official course name, but lower case when used generically, e.g. you can go on to do an honours year after your bachelor's.

HSC subjects

Use lower case except for proper nouns (e.g. maths, French, Japanese).

I

impact

Use as a noun, not a verb. So avoid constructions such as … could potentially impact or impact upon.

Affect and influence are better alternatives in the verb form.

✔ The policy will affect our decision.

✘ The policy will impact our decision.

information communication technology

Include acronym (ICT) if referring to it again later in the text, leave out if not.

information technology

Include acronym (IT) if referring to it again later in the text, leave out if not.

Interact2

Not Interact 2.

internet

Lower case.

–ise

Not –ize, e.g. maximise, synthesise (exception: capsize).

italics

Use italics when:

- referring to the full title of a legal Act (except for the jurisdiction), e.g. *Charles Sturt University Act 1989* (NSW)

- using the scientific names of plants or animals (e.g. *Felis catus*)

- referring to full performances and musical compositions (operas, dances, ballets, albums, etc.); individual pieces within these take single quotation marks, such as a song on an album, e.g. Bowie's *Ziggy Stardust and the Spiders from Mars* album contained the hit single 'Starman'

- referring to books, films, TV shows, radio programs, podcasts, plays, etc.

- referring to physical artworks (e.g. Salvador Dali's *Metamorphosis of Narcissus*)

- defining a term (e.g. *settlement date* means 'the date ownership is transferred')

- using foreign words that have not gained common use in English (so not, for instance, siesta, savoir faire, etc.; follow with roman translation in brackets if required, e.g. *kimchi* (a dish made from fermented cabbage and chilli) is an acquired taste

- for adding emphasis, e.g. he regarded the food as simply *awful*

- when referring to a single letter when it is being referred back to, e.g. the word is spelt with an *e*, not an a.

Avoid using italics in headings.

K

kickstart

When a noun or verb.

L

latter

Use only in contrast with former. Everywhere else, use the last.

learned

Not learnt.

the left, left wing, left-winger, lefty, lefties, hard left, soft left, old left (nouns) left-wing (adjective)

life cycle

Not lifecycle.

login, logon (nouns)

e.g. I've forgotten my login.

log in, log on, log out, log off (verbs)

e.g. I have to log in first.

M

manoeuvre, manoeuvring

midyear

mindset

MOOC

Massive open online course.

more than

When applied to numbers, use more than, not over, e.g. We offer more than 300 courses, there were more than 20,000 people at the game.

Mr, Mrs, Ms, Dr

No full stop needed.

multicultural, multiethnic, multimedia, multimillion, multinational, multiparty, multipurpose

N

naive, naively, naivety

No umlaut needed.

Ngunawal

Refers to the Aboriginal Nation Group located in the area of the Canberra campus.

not-for-profit

NSW Ambulance

Do not spell out New South Wales.

NSW Department of Primary Industries

If it is referred to more than once, use 'NSW Department of Primary Industries (DPI)' in the first instance then 'NSW DPI' thereafter.

NSW Education Standards Authority

Do not spell out New South Wales.

NSW Police Force

Do not spell out New South Wales.

nurse

Use upper case when used as an individual's title, e.g. Jane Smith, Registered Nurse, but lower case when used in descriptive text, e.g. Jane Smith works as a registered nurse.

If using the acronym in descriptive text, still use lower case for the words, e.g. You can become an enrolled nurse (EN).

O

okay

Rather than OK.

on campus

No hyphen when used as an adverb, e.g. study on campus. Hyphenated when used as an adjective.

✔️ You could live on campus.

❌ You could live on-campus.

✔️ Check out our on-campus facilities.

❌ Check out our on campus facilities.

one in six, one in 10

Phrases of this sort should be treated as plural, e.g. More than one in six Australians are 65 or older'.

Grammatically, we are talking not about the noun one but the noun phrase one in six, signifying a group of people. Logically, the phrase represents a proportion – just like 17 per cent or one sixth, both of which take plural verbs. Two out of every seven and three out of 10 take plurals too, functioning identically.

One way to decide which is correct is to imagine the sentence with up before the on. If it still makes sense it is usually onto, e.g. he jumped up onto his bicycle (makes sense); he logged up onto his computer (doesn't make sense, so you'd use on to).

Orientation

Not O Week.

outback

P

part-time

PDHPE

No slashes (stands for Personal Development, Health and Physical Education).

per

Avoid. Use a, e.g. She earns $30,000 a year.

per cent

Use per cent for numerals and words, unless the copy is very statistically orientated, in which case use %. The symbol % can also be used in infographics, visual material and digital content if required.

photocopy, photojournalism, photoshoot

policyholder, policymaker, policymaking

political parties

Political parties are normally singular, e.g. Labor is promising to raise taxes, the Liberal party is promising not to.

However, in informal usage, they become plural, e.g. the Greens are promising to halt carbon emissions, the Liberals are committed to increasing coal production.

Lower case for the word party, e.g. Labor party. Unless a part of the name, the is lower case, e.g. On Wednesday, the Labor party will launch its manifesto.

position titles

Use upper case for specific roles, e.g. Professor Renée Leon, Vice-Chancellor.

Use lower case for general references, e.g. The role of media officer is a very varied one.

Pro-Chancellor, Vice-Chancellor, Deputy Vice-Chancellor, Deputy Chancellor, Pro Vice-Chancellor

Lower case when referenced to, e.g. editor of the Sydney Morning Herald, prime minister of Australia.

But upper case when official title, e.g. Prime Minister John Smith.

Use upper case when used as an individual's title, e.g. Jane Smith, Registered Nurse, but lower case when used in descriptive text, e.g. Jane Smith works as a registered nurse.

practice (noun), practise (verb)

In order to join the practice, he knew he would have to practise a lot.

prior to, previous to

Avoid, use 'before'.

prize winner

E.g. a regular prize winner.

prize-winning

E.g. a prize-winning author.

program

Not programme.

pros and cons

Q

Qur'an

Not Koran.

R

registered training organisations (RTOs)

Lower case.

residential school

Lower case.

résumé

Not resume.

S

s

When using to signify multiples, use brackets rather than a slash, e.g. position(s), not position/s. school

Use a capital when referring to a particular school, e.g. School of Accounting and Finance, but lower case when making a general reference, e.g. Our schools cover a wide range of academic fields.

Do not use abbreviations for schools in external content.

school

Use a capital when referring to a particular school, e.g. School of Accounting and Finance, but lower case when making a general reference, e.g. Our schools cover a wide range of academic fields.

Do not use abbreviations for schools in external content.

school teacher, schoolboy, schoolchildren, schoolgirl, schoolroom seasons

Lower case, e.g. spring, summer, autumn, winter.

short-list (verb) short list (noun) longlist (verb and noun)

smartphone

social media

These are plural.

specialisations

Use initial capital letters for each specialisation within a course if referring to them by their full title, e.g. You can choose from three specialisations: Nuclear Medicine, Medical Radiation Science, Radiography. But: you could specialise in an area that you're interested in, such as behavioural science or paediatrics.

For editorial content (such as blog and social media posts) we don't use (with specialisations) in the course title. It is only required when we are imparting factual course information (such as on OCBs).

standalone

Not stand-alone.

Standard texts

CRICOS and TEQSA text

This is to appear on all print and digital marketing content. Use a minimum font size of 5pt. Include the longest version that you have room for.

Version 1

Charles Sturt University is an Australian University, TEQSA Provider Identification: PRV12018. Charles Sturt University CRICOS Provider: 00005F.

Version 2

Charles Sturt University is an Australian University, TEQSA Provider Identification: PRV12018. CRICOS Provider: 00005F.

Version 3

Charles Sturt University – TEQSA Provider Identification: PRV12018 (Australian University). CRICOS Provider: 00005F.

NB

Course marketing materials must also include the course CRICOS code if the course has one.

First Nations disclaimer

Text to appear on any digital or print content whose target audience is First Nations Peoples, and where images or references to deceased persons, or likely to be deceased persons, are used.

First Nations Peoples are advised that this website/publication may contain images of and references to deceased persons.

Vaccination

As of 1 January 2022, it is a condition of entry to any Charles Sturt University campus that all staff, students and visitors are fully vaccinated against COVID-19 with a TGA-approved vaccine.

students

We generally refer to prospective students as future students

We generally refer to our cohorts of current students as commencing, first-year, continuing and exiting.

Use online students rather than distance students.

straightaway, straightforward

subcommittee, subcontinent, sublet, subplot, subsection

T

tables

Avoid closing punctuation in table text (unless it is a question mark). Punctuation can be used to separate sentences within a cell, but the last sentence should not have closing punctuation. Capitalise the first letter of the first word in a cell. For columns listing numbers, always right-align the text (so thousand markers and decimal places align). Use a consistent number of decimal places for each cell. Include units of measurement in the relevant column or row heading, so you don't have to repeat them in each cell.

TAFE qualifications

Use upper case for Certificate when either followed by III, IV etc. or not. In the TAFE realm, it is recognised as a stand-in for the full certificate name and is never used without an initial cap.

teams

Sports teams take plural verbs, e.g. Melbourne City were relegated again, Australia have won by an innings.

But in a business context, they are singular like other companies, e.g. Brisbane Roar reported its biggest loss to date.

teaching periods

Micro-session

Session

(Session 1, Session 2, Session 3.) Avoid Autumn, Winter or Spring Session.

Term

textbook

titles

Italicise titles of books, films, TV programs, paintings, etc.

But do not italicise parts of works, e.g. an episode of a TV show, a chapter in a book. These should be enclosed in single quotation marks. Use single quotation marks for the titles of academic papers (not italics).

The exception is long holy books, which take neither, e.g. He read the Bible.

Words in titles take initial caps except for a, and, at, for, from, in, of, on, the, to (except when those words are in the initial position or after a colon), e.g. *A Tale of Two Cities, Superman: The Early Years.*

U

Uluru

Not Ayers Rock.

Under-

Prefix not normally hyphenated, e.g. underachieve, underage, undercover, underdeveloped, undermanned, underprivileged, undersea, undersecretary, undersigned, undervalue, underweight, underestimate, understate.

Under way

Not underway.

United States (US)

Not United States of America (USA).

university

Use lower case except when using a complete name, e.g. Charles Sturt University is Australia's largest regional university. The university has campuses in…

You use university with a capital U in legal and policy documents when referring back to Charles Sturt University.

university entities

Charles Sturt University

Use the full name of the university, not the acronym CSU (unless it is part of an actual name, e.g. CSU Global).

If necessary, you can use just Charles Sturt, but be cautious about confusing whether you are referring to the university or a person.

NB: there is no need to include the shortened version after the full name, even if you use the shorter versions in the text, i.e. you don't need to write Charles Sturt University (Charles Sturt).

Avoid breaking over lines, and always use full name in a quote, e.g. The Vice-Chancellor stated that, "Charles Sturt University is leading the way…"

Students study *with* Charles Sturt University rather than *at* Charles Sturt University.

faculty

Use upper case when referring to a particular faculty, e.g. Faculty of Business, but lower case when making a general reference.

✔ Our engineering program is the only one in Australia housed in a business faculty.

✘ Our engineering program is the only one in Australia housed in a Business faculty.
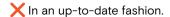
National Life Sciences Hub (NaLSH)

Residence Life

Student Central

Study Link

Up to date

Hyphenate when used adjectivally.

✔️ The style guide is now up to date.

❌ In an up-to-date fashion.

URLs

Omit https:// and www.

✔️ csu.edu.au

❌ www.csu.edu.au

If the URL forms the terminal part of a sentence, omit the final full stop.

Make bold within copy.

If introducing a URL with a sentence, include 'visit' e.g. To find out more, visit **csu.edu.au/courses**

But avoid if the URL sits on its own at the end of content without a connecting sentence, for example on a flyer.

NB: When adding a URL as a link, ensure that it has the secure protocol in the web address, e.g. https not just http.

V

v

For versus, not vs, e.g. England v Australia.

Use the full word unless in a graphic or other abbreviated form. Single v is also okay in headings.

W

Wagga Wagga

Not just Wagga.

web page, website

wellbeing

while

Not whilst.

wi-fi

Not Wifi or Wi-Fi or WI-FI.

Wiradjuri

Refers to the Aboriginal Nation Group that resides within a large proportion of the land in which we have our campuses, including Albury-Wodonga, Bathurst, Dubbo, Orange and Wagga Wagga. Elders in the Bathurst region claim Wiradyuri is the more accurate spelling. So, it is possible to use both, e.g. The Wiradyuri people of the Bathurst area are part of the Wiradjuri nation.

Work-life balance

Use a hyphen, not an en dash. Don't use work/life balance.

World wide web

Prefer internet.

X

X-ray

Y

Year 10, Year 12

Use for high school years.

year one, year two

Use for years of a course, e.g. students will start workplace learning activities in year two.

Common confusions

all together or altogether?

All together means as one united body, i.e. we are all in it together.
Altogether means completely, totally, e.g. that's an altogether different matter.

compare to or with?

The former means liken to; the latter means make a comparison.

Unless you are specifically likening someone or something to someone or something else, use compare with.

dangling participles

Basically, a dangling participle is a phrase at the start of a sentence that sets up the expectation of a noun that doesn't appear or is not the intended one. It creates ambiguity (and sometimes humour).

Here's an example.

As a parent, Charles Sturt University knows you worry about your child's future.

In the above example, the construction of the sentence suggests Charles Sturt University is a parent.

Always check the subject that appears first after the participle phrase to ensure it is correct.

complement or compliment?

To complement is to make complete, e.g. the two players complemented each other. To compliment is to praise. A complimentary copy is free.

councillor or counsellor?

A councillor serves on a local council; a counsellor offers advice.

fewer or less?

Less means smaller in quantity, e.g. less money, fewer means smaller in number, e.g. fewer coins.

forever or for ever?

Forever means continually, e.g. He is forever changing his mind.
For ever means for always, e.g. I will love you for ever.

in or on?

In the team (on the team is a US construction).

A place in a course at Charles Sturt University. Lectures in environmental science.

inquire/inquiry or enquire/enquiry?

Inquire and inquiry are more formal, e.g. The police have opened an inquiry.
Enquire and enquiry are more informal, e.g. I'd like to enquire about the facilities.

licence or license?

Licence is the noun, license is the verb, e.g. The department was licensed to distribute the licence.

like or such as?

Cities like Orange are wonderful suggests the writer has in mind, say, Bathurst or Cowra; it is clearer to say cities such as Orange if that is what you mean.

onto or on to?

Onto means on top of, e.g. he jumped onto his bicycle.

on to is part of a phrasal verb, e.g. he logged on to his computer.

plural?

Corporate entities take the singular, e.g. The WIN network has decided… (not have). In subsequent references make sure the pronoun is singular, e.g. It [not they] will press for an increase in the licence fee.

Sports teams and rock bands are the exception, e.g. Australia have an uphill task. The Beatles are overrated.

re-form or reform?

re-form means to form again.

Reform means to change for the better.

radiographer or radiologist?

A radiographer takes medical images.

A radiologist reads medical images.

split infinitives

Generally avoid, but it is not a hard and fast rule. However, if you really must split, don't insert too many words between to and the verb.

✔ We need to quickly convert…

✘ We ought to with all our energies pursue this grant.

that or which?

Generally, the way to think about it is 'that' defines, 'which' gives extra information (often in a clause enclosed by commas).

Here's an example.

This is the article that Jack wrote. The article, which Jack wrote, has been published.

who or whom?

If in doubt, ask yourself how the clause beginning who/whom would read in the form of a sentence giving him, him, her, her, them or them instead. If the who/whom person turns into he/she/they, then who is right; if it becomes him/her/them, then it should be whom.

Here's a couple of contrasting examples.

Morrison attacked Albanese, whom he despised – whom is correct because he despised *him*.

Morrison attacked Albanese, who he thought was wrong – who is correct, because it is *he* not him who is considered wrong.