

WRITING AND EDITING GUIDE

2018



WRITING AND EDITING



Tone of voice

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Brand personality and tone of voice

Our tone of voice is how we express our story and establish stronger relationships with our audiences at every interaction. It is the outward expression of our personality.

In many cases, it's one of the only ways for our audiences to get an insight into, and an opportunity to relate to, who we are and what we do.

We	Engage in remarkable scholarship and research that contributes significantly to society				
How	By creating educational experiences and by delivering research that exercises influence and has a meaningful, positive impact on individuals, communities and the world				
Why	Because what we do materially shapes the future				
We are	REMARKABLE				
Our brand pillars	Interdisciplinary	Social and environmental conscience	Distinction	Accessibility	Quality
Our personality is	Curious	Contemplative	Courageous	Collaborative	Clever
Our voice is	Inquisitive	Considerate	Confident	Personal	Intelligent
So people feel	Intrigued	Understood	Assured	Engaged	Inspired
And therefore	Select, support and recommend Griffith University				

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Tone of voice

Brand personality traits

The Griffith brand has five personality traits, each producing a tone of voice characteristic.

Curious

We explore, question and challenge.

We are interested in exploring and understanding the world. We question and involve our audience in our journey of discovery by sharing interesting and relevant insights, inviting perspective and commentary along the way.

Contemplative

We care and consider the experiences of others.

We consider who we are communicating with, why and the way in which we do it. We appeal to our audiences' situations in life and carefully convey impactful meaning through our message and approach.

Courageous

We were created to be different.

We're not afraid to challenge convention. Through our teaching and research, we aim to make a material difference to the world. We believe in our work, role and value.

Collaborative

We are better together.

We are a diverse, yet unified team, working together across to solve some of the biggest challenges facing the world and provide our students with the best educational experience possible. We communicate with one inclusive and inviting voice.

Clever

We are changing the world.

We apply ourselves to our work. We approach challenges as opportunities and with an open, optimistic mind.

Remarkable

In 2016, Griffith launched a new visual identity (outlined in this guide) with the 'be remarkable' campaign. 'Be remarkable' was the campaign headline; it has not replaced our previous tagline, 'Know more. Do more.', which has been discontinued.

Rather than a tagline, 'remarkable' is our aspiration. It reflects the way we see ourselves and our offering, and gives us direction and a standard to meet while describing the experiences we craft, shape and deliver.

We're proud of being remarkable, and through our communications we celebrate the remarkable:

- people who better their world and the world around them
- experiences that transform people and communities
- contributions that change the future forever
- impact we have on students, industry, society and one another
- commitment and tenacity that sits behind our many and varied achievements.

Tone of voice characteristics

Our tone of voice shapes the way people relate to, and remember Griffith.

Inquisitive

We're interested in learning more about the world around us. We want to find solutions to the biggest challenges facing the world, and we want to understand our audiences.

Inquisitive means	Inquisitive doesn't mean
Interested	Nosy or intrusive
Perceptive	Speculative
Questioning	Puzzled
Outward looking	Head in the clouds

Personal

We're known for our welcoming atmosphere. We are relatable and accessible, and aim to make our audiences feel respected and understood.

Personal means	Personal doesn't mean
Friendly and empathetic	Overly familiar or patronising
Inclusive	Individualistic
Open, honest and direct	Opinionated or blunt
Accessible and relatable	Common or ordinary

Considerate

At the heart of Griffith is the desire to contribute significantly to society. This means understanding society, communities and individuals. We demonstrate our need to contribute through being considerate.

Considerate means	Considerate doesn't mean
Attentive	Obliging
Thoughtful	Overemotional
Compassionate	Concerned

Confident

We actively seek to connect with people in an upbeat, positive way. Through the way we speak and write, we create a sense of comfort and assurance and an energised, yet considered, confidence.

Confident means	Confident doesn't mean
Assertive	Authoritative
Positive	Arrogant or brash
Upbeat	Assumptive
Certain	Pushy

Intelligent

We draw on the vast knowledge of the Griffith community to share useful, insightful information with our audiences. We know how to communicate with our different audiences, and understand what they want to know and when they want to know it.

Intelligent means	Intelligent doesn't mean
Astute	Superior
Knowledgeable	Know-it-all
Resourceful	Reserved or aloof

Writing style

Plain English

The writing style used at Griffith is based on plain English principles. It is designed to convey our brand personality and clearly communicate information. The style is confident, simple (but not simplistic) and to the point. It should be understood after one reading.

Plain English uses:

- familiar, everyday words
- active voice
- personal pronouns such as 'you' and 'we'
- simple sentence framework, with shorter sentences (generally not longer than 22 words)
- headings, bullet points and other formatting techniques to make it easy to scan a document and find key information.

It is essential that all our written material is prepared with the audience in mind and tells them what they want to know, not just what we want to tell them. We write to our audience, not at them. For example, rather than writing 'we'll teach you', we focus on the audience and write 'you'll learn'.

Inclusive communication

The standard for inclusive communication and non-discriminatory language is outlined in the *Style manual for authors, editors and printers*. This style of writing puts people first, avoiding stereotypical, archaic or offensive terms. In doing so, people are not defined by attributes such as race, gender or disability. For example, write 'person with a disability' instead of 'disabled person'.

Inclusive language also extends to gender. Avoid gender-specific terms, for example, rather than 'chairman' use 'chairperson'. Most terms are already generic and don't need to be qualified, for example, female academic or male nurse is unnecessary —simply use academic or nurse.

We use the term 'alumni' (plural) and 'alumnus' (singular) to refer to all members of our alumni community. While the terms 'alumnae' (plural) and 'alumna' (singular) are the correct Latin feminine forms of the word, we don't use these, as we don't need to qualify whether a graduate is male or female.

Don't use phrases such as 'his/her', 'his or hers', 's/he' or 'he or she', or the American trend of alternating between female and male in different sentences. Instead, use 'their' or 'they'. So rather than 'a student must submit his or her assignment online', use 'students must submit their assignment online'.

First Peoples terminology

The National Congress of Australia's First Peoples style guide advises that the following terminology is acceptable:

- Aboriginal and Torres Strait Islander
- Aboriginal and Torres Strait Islander Peoples
- Aboriginal Peoples and Torres Strait Islander Peoples
- First Nations
- First Nations of Australia
- First Peoples
- First Peoples of Australia
- Australia's First Peoples.

Note. There is no apostrophe in First Peoples.

Supporting claims

Be sure to provide evidence to support claims made in writing. Without evidence, writing can sound hollow and boastful. For example:

Griffith was created to be a new kind of university.

This statement is true and provides an interesting introduction, but without some supporting evidence it is a bit generic—any other university may be able to make a similar claim. It can be enhanced by highlighting how Griffith was created to be different, for example:

Griffith was created to be a new kind of university—one that offered progressive degrees in areas such as Asian studies and environmental science.

This could be followed with a statement about how Griffith continues to be a different kind of university:

We continue to offer new and innovative degrees and new ways to learn, having introduced Australia's first degrees in forensic science, aviation, Australian Indigenous arts, dental technology and suicide prevention.

Statistics, rankings and ratings information and other data can also provide evidence to support claims, for example, the claim 'Griffith is a world-class university' can be supported with some information about our international rankings:

We're ranked in the top three per cent of universities worldwide, according to a series of prestigious international rankings.

Be wary of overusing rankings information as this is not always meaningful or interesting to prospective students. These provide credibility, but shouldn't be the only supporting evidence or proof points used.

Our marketing materials should highlight key points of difference at Griffith. For example, the MBA advertising highlights our focus on sustainability and what it means for students:

Our MBA will give you the critical business skills and knowledge you would expect from an MBA, while also developing your understanding of responsible leadership, sustainable business practices, and the Asia-Pacific.

Student and graduate stories can be used to support claims by providing a richer picture of the student experience. For example, this claim about the benefits of business double degrees is supported with a student testimonial:

A double degree can broaden your options and give you the chance to combine your studies in business with another area of interest that's important to you.

After identifying the wide-ranging opportunities a double degree could offer, sports enthusiast Carlo Alimboyong combined a degree in sport management with a degree in exercise science. 'I would like to open and run my own clinical practice in the future, and combining these degrees has given me a greater understanding of what's involved from a business point of view. I now have a greater understanding of areas like employment relations, management strategy and human resources,' he said.

Writing style

'Uni-speak'

Avoid overuse of university terminology in materials for prospective and current students. Where these are used, try to explain what they mean as well as the benefit to students. For example, rather than describing something as 'interdisciplinary', explain that students can 'combine different study areas' or 'learn with students from different disciplines', which will 'give them broader skills' or 'help them solve real life problems'.

Similarly, Griffith is often described as a 'comprehensive' university. Where possible, explain what this means, for example 'Griffith offers over 200 undergraduate and postgraduate degrees in a broad range of study areas'.

Positive language

Content should be positive. Avoid statements that start with words such as 'don't' or 'not' and focus writing on what things are, rather than what they're not. Also be careful with the words 'just' and 'only' as in some contexts they can be undermining or limiting. We prefer to write 'apply by' rather than 'applications close'—it's shorter and more positive.

See examples in the table below:

Negative	Positive
This degree isn't only about politics.	This degree is about more than politics—you'll also learn about the world we live in.
Griffith was created to be a new kind of university. Forty years later, nothing has changed.	Griffith was created to be a new kind of university. Forty years later, we haven't lost sight of our progressive beginnings.
Applications close 30 June.	Apply by 30 June.

Web content

Content for the web uses the same style, tone and writing conventions as writing for offline materials.

To enhance web content, meet search engine optimisation (SEO) guidelines by:

- writing in plain English, using clear, everyday language that is accessible to a wide audience
- incorporating key words throughout the copy
- marking the copy clearly with headings that are correctly tagged
- hyperlinking key phrases (instead of phrases such as 'click here') to improve search results and page ranks
- ensuring there is consistency between the web content and associated search engine marketing (SEM) and online advertising campaigns.

Active voice

Plain English uses active voice, in which the subject of a sentence is clearly the actor. For example, 'the boy threw the ball' is active, while 'the ball was thrown by the boy' is passive. The word 'by' is often found in passive sentences.

Using personal pronouns, such as 'you' and 'we' can help you write in active voice. You're less likely to write 'the ball was thrown by you' than 'you threw the ball'.

Note the difference in length and clarity between these two sentences:

- **Passive:** Students are taught by teachers with exceptional qualifications.
- **Active:** You'll learn from exceptionally qualified teachers.

Strong verbs

Strong verbs help to make writing engaging and dynamic. Use strong verbs that convey energy and meaning, rather than weaker verbs such as 'be' and 'have'. For example, 'Griffith has five campuses' can be changed to 'Griffith spans five campuses'.

Nominalisation

Nominalisation refers to when a verb (or sometimes an adjective) is turned into a noun. In some cases this can result in a sentence with no verbs at all —this is common in bureaucratic writing.

Nominalisations often end in '-ion' or '-ment' but they can take other forms. For example:

Nominalisation	Verb
action	act
consideration	consider
investigation	investigate
agreement	agree
movement	move
departure	depart
avoidance	avoid
discovery	discover

Some nominalisations are useful, for example 'the discovery is a breakthrough', but they can often make writing long winded and vague. For example, in the following sentence, the verbs have been replaced with nominalisations:

Completion of the selection criteria, participation in an interview and submission of a folio of work are requirements for application to this degree.

This sentence conveys the same meaning, but uses strong verbs to make it shorter and easier to understand:

To apply for this degree, you need to complete the selection criteria, participate in an interview and submit a folio of work.

Writing style

Spelling

Griffith University uses Australian spelling, rather than American. This means we use:

- 'ise' rather than 'ize', for example, 'realise', 'organise', 'specialise'
- 'our' rather than 'or', for example, 'colour', 'behaviour', 'neighbour'
- 're' rather than 'er', for example, 'theatre', 'centre', 'metre'.

Consult the Macquarie Dictionary to confirm correct spellings. Proper nouns, such as 'World Health Organization', retain their own spelling (and punctuation).

Some other spelling differences include:

- 'travelling' rather than 'traveling'
- 'focused' rather than 'focussed'
- 'ageing' rather than 'aging'
- 'encyclopaedia' rather than 'encyclopedia'.

Contractions and abbreviations

A conversational writing style that uses contractions, such as 'it's', 'that's', 'you're' and 'we've', is appropriate for materials aimed at current and prospective students, such as study guides, websites and advertisements. Contractions are not appropriate for formal materials, such as the annual report.

Avoid over use of contractions when writing for audiences from a non-English speaking background, in particular less common ones such as 'shan't', 'that'd', 'it'll', 'where'd' and 'you'd'.

Generally, abbreviations, such as 'uni' for university, should be avoided. When space is limited, days and months can be abbreviated to:

- Mon, Tues, Wed, Thurs, Fri, Sat, Sun
- Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec.

Where possible, use 'for example' rather than 'e.g.' and 'that is' rather than 'i.e.'.

Avoid using the ampersand (&) for 'and'.

Also avoid using the @ symbol other than in email addresses and for specific program titles where it has been approved, for example Learning@Griffith and Social Marketing @ Griffith.

The symbol for million is 'm' and does not have a space separating it from its associated numeral, for example, '\$25m'. If writing 'million' in full include a space, for example '\$25 million'.

Academic titles

Academic titles such as Professor, Associate Professor and Doctor can be shorted to Prof, Assoc Prof, and Dr; however, it is preferable to write them in full.

Acronyms and initialisations

An acronym is a word formed by the first letters of words in a sequence, for example 'ANZAC', from 'Australian and New Zealand Army Corps' (which has now become 'Anzac', as over time the capital letters in an acronym, other than the initial letter, can be reduced to lowercase).

An initialism is an abbreviation formed from the first letters of a sequence of words, which is read as a series of letters (not as a word as with an acronym), for example, 'CSG', from 'coal seam gas'.

Always spell out acronyms or initialisms in full in the first instance. For example:

The Queensland Tertiary Admissions Centre (QTAC) receives and processes undergraduate degree applications for Queensland universities. On-time applications to QTAC close in late September each year.

Full stops are never used in acronyms or initialisms (for example, write 'UNESCO' rather than 'U.N.E.S.C.O').

Generally avoid overuse of acronyms and initialisms as they can make writing difficult to read. Some are well known and may be acceptable in headings (or where space is limited), for example 'QTAC' and 'NSW'. Acronyms or initialisms that are better known in their shortened form, for example, 'TAFE' and 'ABC', do not need to be written in full.

Use 'an' to introduce an acronym or initialism that is pronounced as starting with a vowel, for example, 'an HDR student'.

Avoid using internal Griffith acronyms or initialisms, for example 'OMC', 'ASO', or 'AEL', in writing for external audiences.

Note. Griffith University is never shortened to 'GU' for external audiences. 'Griffith' is acceptable.

Headings

Headings should be written in plain English. They should clearly explain the associated information in terms that relate to the reader, and make sense on their own as standalone statements.

Use sentence case for headings, with an initial capital only used for the first word of the heading, for example: **Teaching and learning bulletin**

Headings should not include full stops at the end.

Capital letters

Keep capital letters to a minimum. Use them for the initial letters of words starting sentences or headings, for proper names and titles (people, films, videos, CDs, books, periodicals, journals, reports, and legislation), and for acronyms, such as 'TAFE' and 'UNESCO', and initialisms, such as 'ABC' and 'NSW'.

Capitalise high school years, for example, 'Year 12', but not 'first year' when referring to the first year of a university degree.

Degree names, when written in full, should be capitalised, but when written in general terms they should be lowercase. For example, 'Bachelor of Business' is capitalised, but 'business degree' is not.

Griffith elements (faculties, schools, centres or administrative offices) are often capitalised. When the full name of an element is first mentioned—for example, the 'School of Humanities'—then further instances can simply refer to 'the School'. At lower levels of the University's structure there is no capitalisation—for example, 'the laboratory' or 'the committee'.

Job titles should be lowercase in a sentence, but can be capitalised in email signatures and letters.

Emphasis

Use italics or bold for emphasis sparingly. Never use inverted commas to indicate emphasis.

Punctuation

Apostrophes

Apostrophes are used in contractions to replace omitted letters in a word, such as 'don't', 'couldn't' and in truncated words, such as 'cont'd' for 'continued'.

Apostrophes also indicate ownership. Use an apostrophe followed by 's' for:

- common nouns, for example, 'the government's agenda', 'tomorrow's exam'
- proper nouns, for example, 'Adam's book'
- nouns that end in 's', for example, 'Mr Holmes's house', 'the business's policy'
- collective nouns, for example, the 'children's toys'.

For plural nouns, the apostrophe appears after the 's', for example, the students' work. There are no apostrophes in:

- the plural form of acronyms, as seen in 'NGOs', 'OPs' and 'URLs'
- in decades, such as 'the 1970s'
- in adjectival phrases, such as 'girls school'
- in expressions of time that denote more than one day, week or month, and so on, such as in 'six months time', or 'four days work' (note that if the reference is singular, an apostrophe is needed, such as with 'a month's holiday').

Note. While 'bachelor's degree' and 'master's degree', when used in a generic sense, typically require an apostrophe, we use the Australian Qualifications Framework (AQF) titles 'bachelor degree' and 'masters degree'.

Colons and semicolons

A colon is commonly used to introduce a series or list. If a colon introduces a complete sentence, more than one sentence, a formal statement, quotation, or speech in a dialogue, capitalise the first word of the sentence. For example:

The question is: How can you put a price on education?

If the colon introduces a sentence fragment or list, don't capitalise the first letter. For example:

We know the number one cause of stress for students: exams.

Use a semicolon to join clauses when a conjunction is omitted, or when the connection is close. The clause after a semicolon should be able to form a complete sentence on its own. For example:

At the time, these study areas were revolutionary; today, they're more important than ever.

Semicolons can also separate items in long lists. This is particularly useful when the items in the list contain multiple words and punctuation. For example:

Griffith offers 10 study areas: business and government; criminology and law; education; engineering and information technology; environment, planning and architecture; health; humanities and languages; music; science and aviation; and visual and creative arts.

The word 'however' is often preceded by a semicolon. For example:

On-time applications to QTAC are due 30 September; however, you can apply after this date providing you pay a late fee.

Commas

Commas can be used:

- to introduce information, such as ‘for example,’ or ‘since 1975,’
- to enclose extra information, such as ‘the meeting, which was held on a Tuesday, was successful’ (the sentence would make sense without the extra information: ‘the meeting was successful’)
- in numbers with four digits or more, such as ‘1,500’, ‘10,000’ and ‘250,000’
- to separate items in lists, for example, ‘the degree offers four majors: accounting, financial planning, finance and economics’.

Be careful not to use a comma when a full stop is needed. This is known as a comma splice or run-on sentence. For example:

I had an early class this morning, I didn’t have time for breakfast.

The comma could either be a full stop or semicolon, as the clauses either side of it could form complete sentences.

It could also be replaced with a coordinating conjunction, such as ‘so’ or ‘and’, for example:

I had an early class this morning, so I didn’t have time for breakfast.

The Griffith style is not to use commas in addressing or closing letters or emails. For example:

Dear John

Thank you for your interest in the Bachelor of Science. Please find attached a profile of the degree.

Kind regards

Griffith University

The Oxford comma

An Oxford comma, also known as a serial comma, is a comma after the penultimate item in a list, typically before ‘and’ or ‘or’. For example:

The degree offers four majors: accounting, financial planning, finance, and economics.

The Griffith style is to not use the Oxford comma, except for in instances where it eliminates confusion. For example:

Griffith’s Arts, Education and Law group offers five study areas: criminology and law, education, humanities and languages, music, and visual and creative arts.

In this instance, the Oxford comma indicates that ‘music’ and ‘visual and creative arts’ are different study areas.

The Oxford comma can also make it clear how many people you are referring to. For example, the sentence ‘I’d like to invite my parents, Oprah and Tom Cruise’ reads like the writer is referring to only two people: their parents (who are Oprah and Tom Cruise). An additional comma makes it clear that they are referring to four people: ‘I’d like to thank my parents, Oprah, and Tom Cruise’.

Punctuation

Quotation marks

Use single quotation marks in most cases. Double quotation marks are used for quotes within quotes. If several consecutive paragraphs are quoted and there are no intervening carrier expressions, quote marks are used at the beginning of each paragraph, but at the end of the last one only.

If punctuation is part of the quotation, it should sit within the quotation marks. For example:

‘When does the exam period start?’ she asked.

‘It starts next week,’ he replied.

If the punctuation is not part of the quotation, it sits outside the quotation marks. For example:

Critics described the performance as ‘an extraordinary achievement’, ‘in a class of its own’ and ‘spectacular, must-see event’.

Sometimes quotation marks are used in the initial instance that a term is introduced, but not in subsequent instances. For example:

The concept of a ‘virtual community’ has been the subject of extensive debate between scholars.

Quotation marks should never be used for emphasis as they can suggest that the writer is being sarcastic. For example, “‘fresh” fruit’ or “‘free” parking’ can be interpreted to mean that the fruit is not quite fresh or the parking is not actually free.

Note. Media releases use double quotation marks.

Exclamation marks

In general, avoid exclamation marks. They are rarely necessary and overuse can be distracting and can make the author appear overly excitable and silly. The occasional exclamation mark can be used, but this depends on the medium.

Question marks

Advertising copy has some creative licence in the use of question marks, as seen in this example from an MBA ad:

Climb the corporate ladder? Or build your own?

Technically, this is not a question, but it’s phrased as one, as the ‘do you want to’ preceding ‘climb’ is implied.

Generally, this style is avoided in other material, such as the on Griffith website and in publications such as the study guides.

Spacing

Only one space is needed after full stops, commas, colons and semicolons.

Em dashes should be unspaced, while en dashes only require a space when they are connecting more than one word on either side, for example, Queensland Government – Griffith University agreement.

Hyphens and dashes

Hyphens (-) and dashes, including the em dash (—) and the en dash (–), have different uses and different meanings.

Hyphens

In Australian English, hyphenated words are used less frequently than in American or British. Hyphens are used to clarify meaning and avoid confusion. The key rule with hyphens is to maintain consistency throughout a document and to ensure that hyphens are used when the meaning of a sentence would otherwise be ambiguous.

Hyphens are used:

- with double-up vowels to make it easier for the reader to understand the intended meaning, for example, 're-energise' is kinder to the reader than 'reenergise'; however, when a word is well known, the hyphen is often not included, such as with 'coordinate'
- when without a hyphen the word would be ambiguous as it would be the same as an existing word, for instance, 're-sign' (sign again), has a different meaning to 'resign' (quit)
- with numbers and fractions, such as twenty-nine and two-thirds
- with compass points, such as north-east
- with prefixes such as 'non-', 'former-', 'ex-' or 'neo-'
- when a suffix applies to two or more items in a list, for example: 'on- and off-campus'; however, where possible it is preferable to write the sentence in full, such as 'part-time and full-time staff'
- to create new words and phrases, such as 'the airline-issued socks are one-size-fits-all'.

Hyphens can be used to create adjectives that appear before a subject, for example:

He is a well-regarded actor.

The hyphen is not necessary if the adjectival phrase appears after the subject, for example:

The actor is well regarded.

This applies to ages and timeframes, such as in the following examples:

- 'The 19-year-old man', or 'the man is 19 years old'
- 'An 18th-century poet', or 'a poet from the 18th century'
- 'It was a three-week vacation', or 'the vacation was for three weeks'

Hyphens are not needed with adverbs ending in '-ly' because the meaning is not usually ambiguous, such as in the case of 'fully funded', 'internationally recognised' and 'recently renovated'.

Hyphens can be used to break words up at the end of lines. This formatting pattern is not used at Griffith as hyphens are only need in justified text, and the Griffith standard is for non-justified, left-aligned text.

Note. At Griffith, 'Vice Chancellor' is not hyphenated.

Em dashes [—]

Em dashes are used in sentences to:

- denote abrupt change, for example, 'funding is a major issue—but that is not the topic of this paper'
- precede an amplification or explanation, for example, 'develop skills in high demand—leadership, teamwork and communication'
- separate parenthetical elements, for example, 'Griffith has five campuses—Gold Coast, Logan, Mt Gravatt, Nathan and South Bank—with each having a distinctive quality'.

Note. Em dashes should be unspaced.

Punctuation

En dashes [–]

En dashes are used as a linking device. They are used to show spans of:

- figures, for example, 'pages 42–59'
- time, for example, 'March–July', '9 am – 2 pm'
- distance, for example, 'Brisbane – Gold Coast corridor'.

They are also commonly used to show associations between words that retain their separate identities, for example, 'Asia–Pacific region', 'Commonwealth–state agreement' and 'United States – Canada trade negotiations'.

En dashes are also used as a minus sign: $2 - 3 = -1$

When a prefix such as 'non-', 'pre-' or 'anti-' is attached to one word, a hyphen is used, for example, 'anti-intellectual'. But if the prefix applies to more than one word, use an en dash, for example, 'anti–harm minimisation'.

Don't use an en dash as a substitute for and with the words 'between' or 'from'. For example, write:

- 'the period between 2013 and 2016', rather than 'the period between 2013–2016'
- 'the period from 2013 to 2016', rather than 'the period from 2013–2016'.

Use a space before and after the en rule, to help distinguish it from an em rule.

Note. The en dash is unspaced if there is only one word either side, for example 'Asia–Pacific'. If there is more than one word, the en rule is spaced, for example, 'United States – Australia agreement'.

To insert an em dash or en dash:

Mac:

- Option + shift + minus = em dash
- Option + minus = en dash

PC:

- Ctrl + minus [on the number pad] = en dash
- Ctrl + alt + minus [on the number pad] = em dash

HTML:

- `–` OR `–` = en dash
- `—` OR `—` = em dash

Alternatively, in Word you can type two hyphens (with a space either side) for an en dash, or type two hyphens without a space either side for an em dash.

Bullet points and numbered lists

Bullet or numbered lists, also known as unordered and ordered lists, can make writing easy to read; however, be careful not to overuse them, as lists that are too long, or multiple lists on one page, can be difficult to read. Lists should only be used when there is more than one entry.

Items in a list should be in parallel format, with the same grammatical structure. Each series of points should be introduced by a lead-in sentence or sentence fragment, and each point should flow logically from this lead-in. The lead-in ends with a colon to clarify the link with the information in the points in the list.

With commas

A scholarship can cover:

- fees,
- living expenses,
- textbooks, and
- travel.

Griffith style

A scholarship can cover:

- fees
- living expenses
- textbooks
- travel.

If the points in the list are not complete sentences in themselves, they do not need to start with a capital letter. There is no need for commas and 'and' before the final point at the end of each line of a bulleted list. Points in the list should be parallel and each point should be able to form a complete sentence with the lead-in clause.

Incorrect

Our learning advisors can help you develop:

- effective reading and study skills
- time management and organisational skills
- how to think critically.

Correct (parallel)

Our learning advisors can help you develop:

- effective reading and study skills
- time management and organisational skills
- critical thinking skills.

If the points are complete sentences, they can extend to a couple of paragraphs; however, if they are too long it can be confusing for the reader. These points should start with a capital letter and end with a full stop, such as with the following example:

If you want to become a Griffith student, you must complete the following steps:

1. Submit your application online.
2. Apply for a scholarship.
3. Accept your letter of offer.
4. Enrol at Griffith.

Only use numbers if they make logical sense. In the example on the left, these are the steps that must be taken in a specific order. The previous examples would not make sense as numbered lists because the points don't need to be followed in a particular order.

On the Griffith website, lists of links work as subheadings under which more information can be found, so they should follow the rule of sentence case for headings.

Numbers

Numbers up to 999 are expressed with no space. Numbers 1,000 (excluding years) and above are expressed with commas.

Note. In Europe, the comma is used as a decimal marker, so for materials intended for international audiences, separate numbers 1,000 and over with a thin space.

Lists of numbers are written so the last digit is in line with the previous number's last digit:

10,000

1,000

654

Spelling numbers

In general, spell numbers up to nine and use numerals for numbers 10 and above. Exceptions to this include:

- references to headings or expressions from elsewhere that use numerals, for example, 'Chapter 5', 'Appendix 2', 'Year 12', 'Semester 1'
- text that is largely statistical or mathematical in nature, for example in a table, in which case the reader is aided by consistent use of numerals
- numbers accompanied by symbols or measurements, for example, '8°C', '3 km', '10 am'
- the beginning of sentences, where numbers should always be expressed in words.

Dates

Dates are written with no punctuation, for example, 'Friday 18 February 2014'.

18 September–20 November

March–July

18–21 September

Time

A full stop is used to separate hours from minutes. A space is used in between the numeral and the 'am' or 'pm' symbol. For example:

- 6 to 8 pm
- 6 – 8 pm (using an en dash)
- 6.30 pm.

Note. 12 o'clock is neither am nor pm. Instead, use 'noon' and 'midnight'.

Percentages

In text, percentages are expressed with the words 'per cent' for numbers under 10 and with the symbol (%) for numbers above 10. For example, use 'five per cent' but '25%'. The percentage symbol should be used only with numerals, while 'per cent' can be used with either words or numerals. In documents where numerals are generally being used for numbers it is preferable to show percentages in numerals with the symbol.

For headings, such as 'We're ranked in the top 5% worldwide', the symbol is acceptable.

Units

Units are separated from their associated numerical value with a space, for example:

- 25 mm
- 14 km
- 4 m.

Currency

Use A\$ for Australian dollars (rather than \$A or AU at the end of a figure). This is the style used by the Reserve Bank of Australia.

If using the symbol 'm' for million, no space is needed, for example, '\$25m'. If writing 'million' in full include a space, for example '\$25 million'.

Griffith conventions

A

Aboriginal and Torres Strait Islander Peoples

Aboriginal and Torres Strait Islander Peoples is the inclusive term for all Indigenous Australians. See entry on First Peoples terminology for more details.

Ageing

Not aging (US spelling)

Acts and regulations (legislation)

Act, when written in full (including the year) are italicised, for example, *Griffith University Act 1998*. If the year is not included, the Act does not need to be italicised. Regulations are not italicised.

Alumni/alumnus

We use the inclusive terms 'alumni' (plural) and 'alumnus' (singular) for all members of our alumni community. As we don't use gender-specific terms, we don't use the 'alumnae' (plural) and 'alumna' (singular) in reference to female graduates. See the section on inclusive communication for more information. **Note.** At Griffith, students who have completed 40 credit points, as well as graduates, are considered as members of the alumni community.

And

Spell out 'and' in your text. As a general rule, do not use ampersands (&), the plus sign (+) or other shortened forms in headings unless the symbol is a typographical element on a poster, postcard or similar design-oriented material. Similarly, avoid the use of ampersands and other shortened forms in text unless where it is appropriate in internal documents where using a standard abbreviation for an executive position or the name of an organisational unit.

Asia–Pacific

Uses an en dash

Air-conditioning

Hyphenated

B

Bachelor degree

Use uppercase for specific degrees, but lowercase for general degrees. Include an apostrophe when used as a possessive. For example, capitalise 'Bachelor of Arts (Fine Arts)', as this is the full degree name, but not 'bachelor degree' or 'arts degree'. See note regarding use of apostrophes under 'Degrees'.

Building names and numbers

When referring to buildings on Griffith campuses, use the building name followed by the building number in brackets. For example, 'Bray Centre (N54)'.

C

Campus

Always spelt with a lowercase 'c' when used with the words 'Nathan', 'Mt Gravatt', 'Logan', 'Gold Coast', 'South Bank'. That is, write 'Nathan campus' not 'Nathan Campus'.

Commonwealth Games

Write location, year, Commonwealth Games: for example, Gold Coast 2018 Commonwealth Games, or Brisbane 1982 Commonwealth Games. The initialism for the Gold Coast 2018 Commonwealth Games is GC2018. Write the full event name in the first instance and use GC2018 in any following instances.

Commonwealth supported student

Not hyphenated

Course

Refers to a subject taken in a degree, not a degree itself. For example, 'Accounting Principles' is a course in the Bachelor of Commerce. The Bachelor of Commerce is a degree, not a course.

Coursework

One word, lowercase

CRICOS

All materials must have the CRICOS number 00233E to ensure compliance with federal legislation.

D

Degrees

In marketing materials, we generally use the word 'degree' rather than 'program' as our audience understands this terminology. A 'course' is a subject in a degree, not a degree itself.

Note. While 'bachelor's degree' and 'master's degree', when used in a generic sense, typically require an apostrophe, we use the Australian Qualifications Framework (AQF) titles 'bachelor degree' and 'masters degree'.

Discipline

Disciplines sit under the broader study areas. For example, nursing is a discipline within health. Use lowercase for disciplines.

Double degree

Use lowercase when writing generally about double degrees. For example, 'double degree in law and business' is lowercase, while 'Bachelor of Laws/Bachelor of Business' is capitalised as it is the full degree name.

Dr (for doctor)

No full stop

E

e.g.

The preferred style is to write 'for example' in full. When used, 'e.g.' should be punctuated with two full stops.

Element

The word 'element' refers to a faculty, school, centre or administrative office. When the full name of an element is first mentioned—for example, the School of Humanities—then further instances can simply refer to 'the School'. At lower levels of the University's structure, there is no capitalisation. For example, the 'laboratory', the 'committee'.

Email

One word (not hyphenated), lowercase

Enquiry vs inquiry

Use enquiry. Inquiry refers to an official investigation, whereas enquiry is informal.

Enrol, enrolment

One 'l', not enroll or enrollment (US spelling)

Enrolling, enrolled

Double 'l'

Griffith conventions

F

Full-time/part-time

Lowercase and hyphenated

Fieldwork

One word

Field trip

Two words

Firsthand

One word

First year

No hyphen, lowercase

Focused, focusing

One 's', not focussed or focussing (US spelling)

G

Graduand

Lowercase. Refers to someone who has qualified for a degree but not yet been conferred (or officially graduated).

Graduate diplomas and graduate certificates

Use uppercase for specific courses and lowercase for generic references. For example, 'study a graduate diploma at Griffith' is lowercase, while 'study a Graduate Diploma of Exercise Science at Griffith' is capitalised. Graduate diplomas use 'of' while graduate certificates use 'in'. For example, 'Graduate Diploma of Exercise Science' and 'Graduate Certificate in Public Health'.

H

Healthcare

Write as one word. 'Health care' is the noun, while 'healthcare' is the adjective that refers to such care, for example 'a healthcare organisation'. To avoid confusion, write as one word.

Higher degree by research (HDR)

Lowercase. Write in full in the first instance, then initialised in following instances to 'HDR'. At Griffith, we use 'HDR' or 'research degree', not 'research higher degree' or 'RHD'.

Honours

Lowercase when written generally, for example, 'an honours degree'. Capitalised when written as part of a full degree name, for example, 'Bachelor of Arts with Honours'.

I

Interdisciplinary

One word, not hyphenated

Internet

Lowercase

J

Job titles

Use lowercase in a sentence. Can be capitalised in email signatures and letters.

L

Logon/login/logout

One word

M

Majors and minors

Write majors in lowercase when referred to in general terms, for example, 'Bachelor of Arts students can choose to major in areas such as history'. Capitalise when referring to specific majors, for example 'in the professional stream of the Bachelor of Commerce, you can choose either the Accounting or Financial Planning major'.

Masterclass

One word

Masters

Use uppercase singular for specific degrees, but lowercase possessive for generic references. Include an apostrophe in the generic reference. For example, 'Master of Journalism' but 'a masters in journalism'. When writing the full degree title, always use 'Master of...' (not 'Masters of' or 'Masters in'). See note regarding use of apostrophes under 'Degrees'.

Mature age

Not 'mature aged', not hyphenated

Mid-year

Lowercase, hyphenated

Multidisciplinary

One word, not hyphenated

Multistorey

One word

O

On-campus

Lowercase, hyphenated

Online

Lowercase, one word. Refers to a mode of study, as in part-time, full-time, internal or external, rather than a virtual campus.

P

Part-time/full-time

Lowercase and hyphenated

Policymaking/policymaker

One word

Postgraduate

Lowercase, one word

PhD (Doctor of Philosophy)

Capital P and D

Prerequisite

Not hyphenated.

Note. 'Prerequisite requirement' is redundant —just use 'prerequisite'.

Professor and Associate Professor

May be shorted to Prof and Assoc Prof.

Professor Emeritus

Professor Emeritus is a title conferred to honour sustained and distinguished service to scholarship and to the University. It should always be in full, and Emeritus should always follow Professor (never Emeritus Professor).

R

Research degree/student

See 'Higher degree by research (HDR)' entry

S

Scholarships and awards

Capitalise the full name for scholarships and awards, for example, 'Sir Samuel Griffith Scholarship', but use lowercase for general use, for example, 'a scholarship recipient'.

School or academic group

See 'Element' entry

Seasons, trimesters and holidays

Use lowercase for the four seasons. Trimesters should be capitalised when referred to in full, for example, 'Trimester 1', but lowercase when referred to generally, for example, 'this trimester'. Public holidays are capitalised, for example, 'Queen's Birthday'.

Skill set

Not 'skills set'

Smartphone

One word, lowercase

Songwriting/songwriter

One word

South Bank (Brisbane)

Two words. Note: 'Southbank' in Melbourne is one word.

South East Asia

Capitalised, not hyphenated

South East Queensland

Capitalised

Study areas

Study areas at Griffith, for example, 'business and government' and 'criminology and law' should be lowercase.

T

Titles of work

All titles of work, for example, for example, books, films and magazines, should be italicised, except when the rest of the quote/caption is in italic. When this is the case, the title is in normal font. Titles of articles are not italicised, but are in quotation marks.

That and which

That is used to indicate that information is essential, while which is for non-essential information. For example:

The fees that are reasonable will be paid.

This sentence indicates that only the reasonable fees will be paid.

The fees, which are reasonable, will be paid.

This sentence offers the fact that the fees are reasonable as additional information. When used in this way, 'which' is preceded by a comma.

Trimesters

Refer to trimesters in full, for example, Trimester 1, rather than using the shortened form 'T1'. See the seasons, trimesters and holidays entry for more detail.

Travelled, travelling

Double 'l', not traveled or traveling or (US spelling)

U

Undergraduate

Lowercase, one word

University

Proper names of universities should be capitalised, for example, 'Griffith University'. After the first instance, where the name is used in full, this can be shorted to 'the University' (with 'University' remaining capitalised). 'Griffith' is the preferred shortened term. The generic term should be lowercase, as in 'Griffith was created to be a different kind of university'. Always write 'university' in full, rather than 'uni' (although this may be acceptable in some advertising if space is limited).

URLs

Unless it's need for a link to work, don't include 'http://' or 'www' when writing a URL. If a URL is to be displayed in full, for example on a brochure or poster, create a short URL that is easy to read, for example, 'griffith.edu.au/openday'.

V

Vice Chancellor

Not hyphenated (this is also the case for 'Deputy Vice Chancellor' and 'Pro Vice Chancellor')

W

Website

One word, lowercase

Wellbeing

One word

Work-integrated learning

Hyphenated

World Wide Web

Capitalised (this is a proper noun)

Worldwide

One word

Y

Year 12

Use a capital 'Y' when referring to school years

First year

Lowercase



griffith.edu.au
griffith.edu.au/editorial-style-guide



Please print responsibly