

The Writing Style Guide



Digital Technologies Geelong



Updated: February 2021

Writing Style Guide version 1.0

© Gordon Institute of TAFE 2019

All requests and enquiries regarding use and availability should be directed to:

The Design Studio – Marketing

Digital

Technologies

Geelong

Private Bag 1

Geelong Mail Centre

VIC 3221

Ph: 5225 0444

Updated: March 2019

File name: 07372 - MKT Writing Style Guide 2019.indd

Produced by: The Design Studio – Marketing

TAFE 3044

Contents

Introduction	2
Gordon specific	3
Quality standards	6
Abbreviations	7
Acronyms	8
Numbers and dates	11
Punctuation	14
Non-discriminatory language	19
Guidelines for good writing	20
Spelling guide	23
Commonly confused words	25
Power verbs	26
Referencing and bibliographies	27
Keyboard shortcuts for PC	28
References	28

Introduction

This style guide has been developed to promote a consistent written style throughout Digital Technologies Geelong publications by establishing a common set of rules. By adopting standard formats for publications, a professional image of the organisation can be portrayed.

Language is continually changing with new words being introduced and older ones being lost. Grammar, punctuation and spelling also change over time. As the English language is always changing, this can cause confusion when there are several ways to write something. By providing clear recommendations for language use, The Writing Style Guide can help to alleviate some of that confusion.

This style guide is based on the *Style Manual for Authors, Editors and Printers, 2002* (6th edn) and the *Macquarie Dictionary* (3rd edn).

The Writing Style Guide will evolve to reflect changes in the English language. If you have any suggestions or amendments, please contact The Design Studio on 1234 5678.

Gordon specific

Digital Technologies Geelong title

When referring to Digital Technologies Geelong, it is preferable to use Digital Technologies Geelong rather than DTG
Always capitalise each word in the title.

- Digital Technologies Geelong

Contact details

Brochures, newsletters, handbooks and other publications, and emails should always include contact details of telephone or email so that the reader can respond.

Email signatures should include the name and title, followed by Digital Technologies Geelong, phone numbers, email, postal address, web address and logotype.

An email footer template is available on the intranet.

[Joe Blogss](#)
Consultant
Network Ser
Digital Technologies
Geelong
P +61 3 1234 5678 F +61 3 1234 5678
E jblogss@dtgeelong.net
Private Bag 101, Geelong Mail Centre, Victoria, 3221
www.dtgeelong.net

Names and titles

Refer to the organisational chart on Digital Technologies Geelong intranet to check the spelling of staff names and titles. In formal and all external correspondence, position titles should be written in full.

Correspondence

All corporate and external letters should be formatted in Arial font and printed on Digital Technologies Geelong letterhead.

Digital Technologies Geelong logo use

The use of Digital Technologies Geelong logo is required on all documentation.

Quality standards

Document headers and footers

To meet Quality requirements, all loose-leaf documents should have the following in the footer:

- Digital Technologies Geelong
- Created date, eg 17 Feb 2009
- Page X of Y
- File name
- Name of author or department

If the document is bound, all the above information can be kept on the imprint page (see below). However, Digital Technologies Geelong and the page number must be included in the footer of each page.

Standard Digital Technologies Geelong text for imprint page

The imprint page follows the title page and contains copyright information, contact details and other information relevant to the location and author of the document.

[insert title of document]

© Gordon Institute of TAFE [insert year]

All requests and enquiries regarding use and availability should be directed to: [Insert name of Centre/Department/School or name of person who will deal with any enquiries]

Digital
Technologies
Geelong
Private Bag 1
Geelong Mail Centre
VIC 3221
Ph: [Insert relevant phone number]

Digital Technologies Geelong wishes to acknowledge the contribution from the following persons in the development of this [insert appropriate descriptor, eg resource/booklet/document]:

[insert name of staff – alphabetically by surname]

Created: [Insert date document is produced, eg 5 March 2009]

Filename:

Produced by:

Abbreviations

Use Australian English spellings as per the *Macquarie Dictionary*.

Abbreviations are shortened forms of a word, symbols used instead of a word, or acronyms (see next page). Shortened forms of words and acronyms should only be used in text to avoid lengthy repetition or where space is limited.

When abbreviating, use a full stop if the last letter of the abbreviation is different from the last letter of the full word.

Wed.	Co.	no.	abbrev.
ref.	vol.	ed.	co.

Exceptions to this are abbreviations of Latin terms where the latest trend is to remove the full stops.

eg	ie	etc	am/pm
etc	ibid	op cit	et al

If, in the shortened form, the last letter remains the same as when the word is fully spelt out, no full stop is necessary.

Rd	St	Pty Ltd	Qld
Cwlth	dept	Bros	

Use shortened forms sparingly. In running text *eg*, and *ie* should be spelt out. They can be shortened when in figures, tables and when within parentheses. & and (as a general rule, do not use ampersands in body text)

%	per cent (two words)
eg	for example
ie	that is
etc	et cetera (and so on)

For metric symbols, use *km* for kilometre, *g* for gram, *sq m* for square metre and so on – no need for full stops.

The use of full stops between *am* and *pm* is declining and because they are always preceded by a number, they can be treated like other symbols associated with numerals, which are unpunctuated (such as *km*, *m*, *g*).

7 am	ante meridiem
9 pm	postmeridiem

Do not use @ for *at*.

The current trend is to omit the points between the letters in acronyms.

<input type="checkbox"/> AEU	<input checked="" type="checkbox"/> A.E.U.
------------------------------	--

Acronyms

An acronym is a word formed from the initial letters or groups of letters of words in a set phrase or series of words (eg Technical and Further Education – TAFE, Occupational Health and Safety – OH&S).

Where possible, avoid using acronyms – write the term or phrase in full.

When referring repeatedly to an organisation or long official title in a document, give its full title on the first mention, followed by its abbreviated form in brackets.

Use *an* before acronyms if they start with a vowel sound.

- a TAFE employee
- an OH&S issue

Commonly used acronyms

AA	Award Application
AAC	Australian Apprenticeships Centre
AEU	Australian Education Union
AFLF	Australian Flexible Learning Framework
AFO	Apprenticeship Field Officer
ANTA	Australian National Training Authority (no longer in existence)
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ATC	Australian Technical College
ATSIC	Aboriginal and Torres Strait Islander Commission (abolished some years ago)
ATTP	Apprenticeship/Traineeship Training Program
BDM	Business Development Manager
BDSC	Business Development Steering Committee
CASC	Corporate Administration Steering Committee
CBE	Creative Business Enterprise
CFE	Constructing Futures Enterprise
CMM	Curriculum Maintenance Managers
COGG	City of Greater Geelong
CT	Credit Transfer
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DEECD	Department of Education and Early Childhood Development (State)
DEEWR	Department of Education, Employment and Workplace Relations (Federal)
DIAC	Department of Immigration and Citizenship (Federal)
DIIRD	Department of Innovation, Industry and Regional Development (State)
DMS	Digital Media Services
DSS	Disability Support Services
EDA	Education Development Adviser
EE	Education Enterprise

OFFICIAL

ELICOS	English Language Intensive Courses for Overseas Students
ESL	English as a Second Language
ESOS	Education Services for Overseas Students (Federal Act)
ESS	Employee Self Service
FCO	Facilities and Campus Operations
GEARS	Gordon Educational Assessment Recognition Service
GSA	Gordon Staff Association
GTC	Group Training Companies
IBL	Industry-Based Learning
IBSA	Innovation and Business Skills Australia
ICT	Information and Communication Technology
ICTGC	Information and Communication Technology Governance Committee
IDP	Individual Development Plan
IDT	Institute Development Team
ILL	Inter-Library Loans
IRMT	Institute Risk Management Team
IS	Information Systems
ISC	Industry Skills Council
ISO	International Standards Organisation
IT	Industry Training
ITA	Industry Training Authority
ITAB	Industry Training Advisory Bodies (WA)
ITISC	Information Technology Infrastructure Steering Committee
JIETT	Jiangsu Institute of Economic and Trade Technology
KM	Knowledge Management
LMS	Learning Management System eg TAFE VC, Blackboard Vista
LMS	Library Management System
LWE	Living Well Enterprise
MECA	Mult-Employer Certified Agreement
NCVER	National Centre for Vocational Education Research
NTEU	National Tertiary Education Union
NTIS	National Training Information Service
OH&S	Occupational Health and Safety
OMS	Operational Management System
OPAC	Online Public Access Catalogue
OTTE	Office of Training and Tertiary Education. (No longer in existence – now Skills Victoria.)
PACCT	Professional Administrative Clerical Computing and Technical (PACCT) Staff (Institutes of Technical and Further Education) Victoria Award
PBL	Project-Based Learning
PD	Position description
PD	Professional development
PETP	Priority Education and Training Program
PM	Program Manager
PPD	Professional and Personal Development
PPR	Performance Planning and Review
QLS	Quantum Leap Students (Student Management System)
QSMR	Quality System Management Review
QUIET	Quality in Education Training Network
RCC	Recognition of Current Competence

OFFICIAL

RMET	Risk Management Executive Team
RPL	Recognition of Prior Learning (includes recognition of experience)
RTO	Registered Training Organisation
SASSC	Student Administration and Services Steering Committee
SCH	Student contact hours
SCM	Skills Centre Manager SIF
	Strategic Initiatives Fund
STE	Smart Technologies Enterprise
SV	Skills Victoria
TAA	Training and Assessment
TAFE	Technical and Further Education
TAFEVC	TAFE Virtual Campus
TDA	TAFE Directors Australia
TLSC	Teaching and Learning Steering Committee
TOIL	Time Off In Lieu
TQCSI	Total Quality Certification Services International Pty Ltd
TSN	Training Support Network (website)
TTC	Trade Training Centre
VASS	Victorian Assessment Software System
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VECCI	Victorian Employers Chamber of Commerce and Industry
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
VPU	Vocational Pathways Unit
VRQA	Victorian Registrations and Qualifications Authority
VTA	Victorian TAFE Association
VTAC	Victorian Tertiary Admissions Centre WELL Workplace English Language and Literacy
YAC	Youth Access Centre

A useful glossary is on the NCVET website: www.ncver.edu.au/resources/glossary.html

Numbers and dates

Dates

The date is written as the day, followed by the month and then year. Do not use *st*, *rd* or *th* after numbers.

- 12 June 2006
- Friday, 13 August 2007
- June 12th 2006
- 12/6/09
- 6/12/09

Use a spaced en rule when spanning dates.

- 15 August – 12 December (spaced en rule)

However, if dates span in a sentence, remove the en rule and use 'from' and 'to'.

- The competition will run from 15 August to 12 December.

Time

Use numerals for units of time with a point between the hour and minutes and no full stops in the am and pm abbreviation.

- 9.35 am

Use the en rule when spanning times.

- 2–4 pm (unspaced en rule when number to number)
- 10 am – 2 pm (spaced en rule when there are words or letters between)

Use noon and midnight instead of 12 am or 12 pm.

Years

Years are listed in full numerals or abbreviated with an apostrophe before the numerals but not spelt out. It is not necessary to spell out the years.

- 2007
- '90s
- 1970s
- '90's
- '90s
- nineties
- nineteen-thirty

No apostrophe is needed when referring to the decades

- In the 1990s In the 1990's

Use en rule for span of years (no space before or after the en rule)

- 2004–07 (unspaced en rule)

Refer to centuries in words if at the start of a sentence, but it can be words or numerals in the middle of a sentence.

- Twenty-first century 21st century

Numbers

Spell out numbers one to nine.

- There were eight bottles in the rack.

Use numerals for 10 and onwards except where a number commences a sentence.

- There were 12 bottles in the rack.
 Forty-five bottles lay in the rack.

Use numerals for units of measurement, street numbers, money, time, chapters

- 5 cm 12 ml 45 Bells Rd \$140.50
 2.50 pm 0530 hours Chapter 3

Spans of figures (use unspaced en rule)

- 127–128, 118–223

Measurement

Measurement abbreviations are preceded by a space and written without full stops:

- 1.6 km, 3.6 m, 12 kg, but 32°C.

Leave a space between the number and symbol

- 100 km 100km

Express fractions as decimals

- 6.5 km 6½ km

Do not add s for multiple kilometres

- 6.5 km 6.5 kms

With times, dates and measurements, a non-breaking space (Ctrl + Shift + space bar) can be used to prevent elements being split over two lines.

Currency

In running text, use whole \$s if there are no cents.

- \$25
- \$25.00
- \$10.35
- 50¢ (50 cents in running text)

When using ¢, there is no space between the number and ¢.

- 90¢
- 90 ¢
- \$0.90

Equations

Use an en rule for the minus symbol. Do not use a hyphen.

- 23 – 11 = 12
- 23 - 11 = 12

Use the multiplication symbol × rather than the letter x. (Keyboard shortcut for multiplication symbol is Alt 0215. See Keyboard shortcuts.)

- 10 × 3 = 30
- 10 x 3 = 30

Use an initial capital for components of an equation with words:

- Cost of strip flooring = Quantity in metres × Cost per metre

Percentages

The percentage symbol (%) should only be used with numerals. In the body of text, it should be spelt out as per cent (two words). However, if the document has numerals being used for numbers, it is preferable to show percentages in numerals with the symbol.

Similarly, use *per cent* in running text but % within parentheses and in tables/figures.

Page numbers

For loose leaf documents, indicate the page number out of the total number of pages in a document.

- Page 1 of 4
- Page 1

If the document is bound, normal page numbering is fine.

(Refer to pg 5 for information about document header and footer requirements.)

Punctuation

Bullet points and lists

For a full explanation of lists, please refer to the *Style manual for authors, editors and printers*, pgs 142–144.

Bullet points with sentence fragments

If each bullet point is a sentence fragment that will form a complete sentence if read together with the introductory line, there is no full stop. It features a colon at the end of the introductory sentence, a lower case letter beginning each bullet point, no full stops at the end of the bullet point (except the last bullet point).

Before commencing, you should:

- check the plan
- ensure the work area is safe
- consult with your instructor.

Bullet points as full sentences

If individual points form full sentences, each point should begin with a capital and end with a full stop.

The committee came to two important conclusions:

- Officers from the departments should investigate legislated guidelines.
- Research should be funded in the three priority areas.

Bullet points with sentence fragments and an extra sentence

For consistency it is generally better to avoid this construction however, it may be unavoidable at times. In such cases, the punctuation is as follows:

Assistance is available in several forms:

- monetary assistance. Income support and specialist disability allowances fall into this category
- equipment or environmental modifications
- advisory services.

Use bullets for the first list and en rules used for sub-lists as the following example shows.

These features can be summarised as follows:

- physical characteristics
 - considerable climatic variability
 - extensive coral reefs and offshore islands
- ecosystem characteristics
 - many unique species of plants and animals
 - limited and highly variable water resources.

Numbered lists

For numbered points in lists, sub-lists and sub-sub-lists:

- 1 Use numerals for the first list
- 2
- 3
 - a) Use letters for sub-lists
 - b)
 - c)
 - i) Use Roman numerals for lists below sub-list
 - ii)
 - iii)

Capitalisation

The trend in English usage is to avoid initial capitals where possible. Avoid random capitalisations.

Capitalise proper nouns (eg names of people, places, nations, institutions, organisations, brand names, events, conferences, legislation)

A common noun never starts with a capital.

There is no need to capitalise headings.

Commas

A comma is used to indicate a pause or to aid meaning by separating text.
After the proposal has been discussed at length in cabinet, a press release was issued.

Commas can eliminate ambiguity.
He was not run over, mercifully.

Long coordinate clauses are best separated by a comma. (Coordinate clauses are equal in weight but are linked by conjunctions such as *and*, *but*, *yet*, *or* and *nor*.)
Australia has one of the world's safest food-supply systems, yet the reported incidence of food-borne illness has increased in recent years.

Commas are often omitted between two short coordinate clauses.
The flight was rough and a number of passengers became ill.

For further information on the use of commas, refer to the *Style Manual*, pgs 101–105.

Ellipses

Use spaced ellipses ... to mark the omission of words. Ellipses are a special character on the computer, not just three full stops. (See Keyboard Shortcuts on pg 27.)

Only three points are used, even if the ellipsis comes at the end of a sentence. The ellipsis has a space to either side unless a punctuation mark immediately follows it, in which case there is a space before but not after.

- 'There are many possible timbers ... depending on the requirements,' the code advises.
- 'There are many possible timbers...depending on the requirements,' the code advises.
- 'There are many possible timbers.....depending on the requirements,' the code advises.

Emphasis and definitions

Words requiring emphasis should be set in italics or bold *but not both*. Keep it consistent in your document. Do not use capital letters, inverted commas or underlines for emphasis.

- Do *not* take short-cuts on quality.
- Do NOT take short-cuts on quality.
- Do not take short-cuts on quality.
- Do 'not' take short-cuts on quality.

However, warnings can be capitalised

- WARNING: POISON

En rules

Use a spaced en rule (–) for dashes.

These timbers – which should be cut to the specified size – should meet at the joint.

Headings

Do not use full capitals for headings. Use sentence case for headings so that only the first letter is capitalised.

- Units of competency
- Units of Competency
- UNITS OF COMPETENCY

Hyphenation

Use hyphens in instances such as the following:

- full-time work
- high-quality construction
- work-related skills
- up-to-date techniques.

Restrict the use of hyphens as much as possible. Do not use hyphens in everyday words

armchair, textbook, noticeboard, timetable.

Compound adjectives are typically hyphenated (eg four-part program, fee-paying students, first-year student, profit-driven approach, clear-cut definition, award-winning teacher). Compound adjectives occur when the noun (award) and the adjective (winning) relate to each other rather than directly to the subject (teacher).

Use hyphens for fractions

two-thirds, three-quarters

Don't hyphenate coordination, coordinator, cooperation, corequisite, prerequisite.

When in doubt about hyphenation, refer to the *Macquarie Dictionary*.

Italics

Italics are used for the titles of:

- books and periodicals
- plays and long poems
- most types of musical compositions but not song titles
- films, videos and television and radio programs
- works of art
- legislation and legal cases.

Italics are also used for:

- the names of ships and aircraft
- the scientific names of animals and plants
- technical terms and terms being defined
- applying emphasis to particular words
- foreign words or phrases that are not yet regarded as having been absorbed into English.

For detailed information about italicising, refer to the *Style Manual for Authors, Editors and Printers*, pg 145.

Quotations

For short quotations, run on within the text and set within single inverted commas

'I'd like a timber floor,' the client explained.

A quote within a quote has double quotation marks. Whether single or double, always use smart quotes.

Set out quotes over 50 words in a separate, indented block without quotation marks. Often long quotes are set in a slightly smaller point size than the main text.

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves: Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

by Marianne Williamson

A Return To Love: Reflections on the Principles of A Course in Miracles

Use square brackets within quotations to indicate a clarification

'This course [in Miracles] is just what I need,' said the student.

Spacing

Avoid using two spaces after full stops or commas. One space is all that is required.

Titles

General titles

If required, all general titles are to be prefaced with a contraction; eg Dr, Mr or Ms.

Qualifications

Certificate IV in Framing Practices is listed with capitals, but use lower case for general references to certificate.

Before completion of your certificate, you must submit this form.

Tables and figures

Tables and figures are not always numbered (particularly if there are few cross-references), but when they are, ensure numbered consecutively within each unit.

Figure 1, Figure 2, Figure 3.

If the table or figure also has a title, this should follow:

Figure 2: Placement of pot hole.

Web addresses

Where web addresses begin with www, leave off the http://

www.thegordon.edu.au

<http://www.DigitalTechnologiesGeelong.edu.au/>

Underline web addresses to make them distinguishable from the rest of the text.

Non-discriminatory language

Don't highlight a person's sex, race, age, or physical disability if it has no relevance to the context. References to age or gender are suitable only when the person's sex or age is a relevant issue.

Avoid gender-specific language. Where possible, avoid the use of *man* when referring to people (unless of course you are referring specifically to a man).

<input checked="" type="checkbox"/> policeman	<input checked="" type="checkbox"/> police officer
<input checked="" type="checkbox"/> fireman	<input checked="" type="checkbox"/> firefighter
<input checked="" type="checkbox"/> foreman	<input checked="" type="checkbox"/> supervisor
<input checked="" type="checkbox"/> chairman	<input checked="" type="checkbox"/> chairperson
<input checked="" type="checkbox"/> businessman	<input checked="" type="checkbox"/> businessperson
<input checked="" type="checkbox"/> mankind	<input checked="" type="checkbox"/> humankind
<input checked="" type="checkbox"/> air hostess	<input checked="" type="checkbox"/> flight attendant
<input checked="" type="checkbox"/> salesgirl	<input checked="" type="checkbox"/> sales person
<input checked="" type="checkbox"/> groundsman	<input checked="" type="checkbox"/> gardener

Using the 'his or her' or 'his/her' or 'her/his' alternatives:

- Every candidate must provide copies of the assignment to his or her teacher.

Using the gender-free pronoun 'you' or 'they':

- You must give a copy of the assignment to your teacher.
- They must give a copy of the assignment to their referees.

Guidelines for good writing

1. Generally, don't have more than 25 words in a sentence.
2. Remember the KISS theory. Keep It Simple Stupid.
Long, drawn-out, convoluted sentences put our readers into a comatose state, forcing the audience, the friends of the audience and even their pet dogs to question the validity of the writing and its source, and obviously become confused and annoyed, not to mention bored!
3. Irrespective of your reason for writing, there are almost always three golden questions you should be able to answer:
 - a) What are you saying?
 - b) Who are you saying it to?
 - c) How are you going to say it?
4. Avoid jargon to keep your writing accessible. Use words that your audience will understand.
5. Avoid euphemisms, cliches, tautologies and repetition. Tautologies include:
past history, completely finished, false illusion, forward planning, circle around, my personal opinion.
6. Try to use the active rather than the passive voice.
If the subject does the action, the verb is active. If the action is done to the subject, the verb is passive.
Active – The teacher assisted the student.
Passive – The students were assisted by the teacher.

Sometimes, statements in the passive voice can be misleading because it is not clear who is doing the action. A common use of the passive voice is the 'it is' construction.

It is recommended that the report be amended.

This construction conceals both who is making the recommendation and who should amend the report, whereas using the active voice makes it clear who is doing what:

The ABC Committee recommends that the authors amend the report.

7. Read your work out aloud or on paper and use the spell checker. Even the most talented writers make typos. No one is exempt.

8. Avoid wordiness.
- | | |
|--|---|
| <input checked="" type="checkbox"/> At this particular point in time | <input checked="" type="checkbox"/> Now |
| <input checked="" type="checkbox"/> In the not too distant future | <input checked="" type="checkbox"/> Soon |
| <input checked="" type="checkbox"/> In the event of | <input checked="" type="checkbox"/> Should |
| <input checked="" type="checkbox"/> Due to the fact that | <input checked="" type="checkbox"/> Because |
9. Don't confuse tenses. He said he *would have used* or He says he *will use*. Don't mix them up in sentences; it's one or the other.
10. Avoid the word *believes* or *claims*, as it implies you don't believe the speaker (unless, of course, you want to plant doubt).
11. The word *currently* is redundant. If the exhibition is on display at Digital Technologies Geelong Gallery, it is currently there; we don't need to say so.
12. If you use one comma in a sentence, often it needs to be closed with a second one, where the pair are essentially acting as brackets.
- The council president, David Davidson, said it was fun to be in charge. (The two commas are essentially brackets – the sentence makes sense without his name)
- or*
- Council president David Davison said it was fun to be in charge. (No commas at all, no *the* either).
13. *An* should be used before a word beginning with a vowel sound unless the vowel sounds like *you* – then *a* is used.
- an* egg, *an* umbrella, *an* MP, *an* apple, an inkspot
 - a* European, *a* university, *a* U-turn,
- An* should also be used before words beginning with a silent H.
- an* honorary degree; *an* heir to the throne; *an* honest day's work; *an* hour to go (H is silent)
- A* should be used before words beginning with a voiced or pronounced H.
- a* hospital, *a* hotel, *a* hippie, *a* hedge, *a* handle, *a* historic (H is voiced/pronounced)
14. Watch single and plural references.
- Geelong Football Club (single entity) *has* progressed to the final
 - Geelong footy players (plural) *are* appearing at the fundraiser.
 - One (singular) of the candidates *is* corrupt.
 - Bureau of Meteorology (single entity) said *it* will release rainfall statistics.

OFFICIAL

15. The phrase *which targets* can be averted by using *targeting* instead:
 - A high number of young people were engaged via the Youth Pathways Program *which targets* young people who have not achieved Year 12.
 - A high number of young people were engaged via the Youth Pathways Program *targeting* young people who have not achieved Year 12.
16. Watch syntax (systematic, orderly sentence arrangement).
 - Bill Bloggs yesterday said...
 - Bill Bloggs said yesterday...
17. In the *last* year means in the final year ever, so use *past*.
 - In the past year
 - In the last year
18. When it comes to money, or statistical figures, do not use *over* or *under*. Use *less than* or *more than*. However, use *fewer* with numbers of individual items or people.
 - fewer than five speeches, fewer than seven samurai
 - less than \$200, less than 700 tonnes of oil, less than a third
19. Try not to start a sentence with a fragment.
 - An avid runner in his youth, Bill Bison went on to become an Olympic athlete.
 - Bill Bison was an avid runner in his youth and went on to become an Olympic athlete.
20. Watch out for fragmented sentences.
 - We were walking down the street, when we saw the new car, for our daily exercise.
 - We were walking down the street for our daily exercise, when we saw the new car.
21. Use *phone* instead of *contact* when you publish telephone numbers.
22. Captions are always written in present tense, telling the reader what the person is doing in the photo, rather than was doing.
23. Myriad (noun) = extremely large number
 - There is a *myriad* of hits on You Tube every day.Myriad (adjective) = uncountably many
 - A butterfly wing, with its *myriad* tiny scales, glistened.
24. *Special*, *really* and *very* are bland. Avoid using them.
25. Biannual can mean twice a year or once every two years and should be avoided. Since 'biennial' also means once every two years, that is best avoided too.

Spelling guide

Use Australian English spellings as per the *Macquarie Dictionary*.

Use *s* in preference to *z*: eg optimise, rationalise, organise.

Use *our* in preference to *or*: eg colour, flavour, neighbour, labour.

A

adviser
alumni

B

benchmark

C

cancelled
CD-ROM
checklist
classroom
cooperate
coordinate
corequisite
counsellor
counterproductive
criterion (criteria for plural)
cross-cultural
curriculum vitae, CV
cut-off date

D

database
deregulation

E

e-book
e-commerc
e e-learning
email
end-user
enrol, enrolment, enrolled, enrolling

F

fee-based
feedback
flow chart
focused, focusing
formula (formulas for plural)
formulae (sets of scientific symbols)
fulfil, fulfilment, fulfilled, fulfilling
full-time

G

guidelines
Gordon Institute of TAFE

H

home page

I

independent
industry-based
in-house
internet

J

K

kilogram, kg
kilometre, km

OFFICIAL

L

learning-based
lifespan
login
logoff

M

multidisciplinary
multipurpose
multiskilling

N

non-attendance
non-committal
non-compliance
no one

O

offsite
off-campus
OH&S
on-campus
online
onsite
organisation

P

part-time
per cent
phenomenon (phenomena for
plural)
portfolio
pre-empt
prerequisite
proactive
program
pro rata

R

re-establish
re-evaluate
renegotiate
reorganise
resume

S

school-based
sizeable
supervisor

T

textbooks
timetable
total, totalled, totalling

U

usable

V

W

webpage
website
workforce
workload
work plan
workplace
work sheet
World Wide Web

Y

Z

Commonly confused words

affect effect	<i>verb</i> to produce an effect in, to cause a change to <i>noun</i> a result or consequence
among	When there are more than two options from which to choose.
between	When there is a choice between just two options.
compare to compare with	Use when stressing similarity Use when stressing difference
comprise	Do not use 'comprise of'.
continual continuous	<i>adjective</i> repeated, recurrent <i>adjective</i> uninterrupted
different from	Never use <i>different to</i> . It is always <i>different from</i> .
enquire inquire	<i>verb</i> asking for information <i>verb</i> conducting an investigation
its it's	<i>possessive pronoun</i> eg The dog missed its owner. <i>contraction</i> It is
licence license	<i>noun</i> a permit, permission <i>verb</i> to provide with a licence, to grant permission
past passed	<i>noun or adjective</i> an earlier period <i>verb</i> gone by, elapsed
practice work practise	<i>noun</i> habitual performance, time practising, professional <i>verb</i> improve through repetition, to do, to pursue a profession
principle principal	<i>noun</i> moral concept, article of faith, foundation belief <i>noun</i> head of a school, firm etc, <i>adjective</i> highest in rank, primary
stationary stationery	<i>adjective</i> still, not moving <i>noun</i> writing paper, pens
that/which	<i>Which</i> introduces a new topic to the sentence. <i>That</i> is used when the topic relates directly to the subject. <ul style="list-style-type: none"> ❑ He ran a career-best time that qualified him for the Olympics. ❑ He ran a career-best time, which was impressive, but not fast enough to qualify. For further information, refer to the <i>Style Manual</i> , pg 75.

Power verbs

Power verbs can add strength to your writing. By avoiding adverbs and using power verbs, your writing will be concise and effective.

- For example:
- Tess *softly* spoke to her boss
 - Tess *whispered* to her boss.
 - She *quickly* ran out of the office.
 - She *sprinted* out of the office.

Following is a list of possible power verbs.

add	address	advance
advise	advocate	affirm
agree	analyse	answer
appraise	argue	assert
assess	attack	babble
balance	blast	blend
blurt	broaden	build (on, up)
burst	butt in	centre (on, around)
challenge	clarify	commented
complete	concede	confessed
confirm	confront	contend
continue	convince	debunk
declare	defend	define
deliver	demonstrate	deplore
describe	develop	discuss
dispel	dissect	distil
document	dramatise	echo
elaborate	emphasise	enable
encourage	establish	evaluate
examine	exclaim	expand
explain	explore	expose
express	focus on	follow
forge	form	gasp
give	go	harmonise
help	identify	illuminate
illustrate	include	incorporate
integrate	interrupt	introduce
investigate	joke	join
judge	justify	link
list	look	maintain
mark	mention	move
mumble	murmur	mutter
name	narrow	note
object	observe	offer
outline	paints	pepper
persist	persuade	pinpoint
place	perspective	point out
portray	prattle	prescribe
present	proceed	proclaim

OFFICIAL

prod
prove
puncture
question
recount
relate
repeat
resolve
retort
review
scrutinise
share
shout
speculate
stimulate
stutter
supply
take up
taunt
tell
undertake
unmask
uphold
venture
warn
widen

prompt
protect
put before
raise
refute
remark
reply
respond
return
say
set up
shift
sort out
stammer
stress
suggest
surprise
take advantage
tease
thrill
unearth
unravel
urge
vindicate
wax
work out

propose
provide
put into context
recommend
reject
remind
report
retaliate
reveal
scoff
shake up
show
specify
state
strive
summarise
tackle
talk
teem
uncover
unify
unveil
use
voice
weed out

Referencing and bibliographies

See The Gordon publication *Referencing and Bibliographies: A Style Guide* on the library website.

Can't find this one

Keyboard shortcuts for PC

™	trademark	Alt 0153
®	registered	Alt 0174
–	en dash	Alt 0150
—	em dash	Alt 0151
•	bullet	Alt 0149
×	multiplication	Alt 0215
÷	division	Alt 0247
±		Alt 0177
∅		Alt 0248
«		Alt 0171
¶	paragraph mark	Alt 0182
©	copyright	Alt 0169
...	ellipses	Alt 0133
£	pound	Alt 0163
»		Alt 0187
		Alt 0124
°	degree	Alt 0176
˘	second	Alt 0180

It appears that Word 2007 does not support these keyboard shortcuts; therefore, go to Insert>Symbol and select the symbol from the drop down table.

References

The Macquarie Dictionary, 2005
Rev. 3rd edn, Macquarie Library, Macquarie University, Sydney.

Style Manual for Authors, Editors and Printers, 2002
6th edn, John Wiley & Sons Australia Ltd, Canberra.

Referencing and Bibliographies: A Style Guide
www.gordontafe.edu.au/library/03_SELECT_Databases/20_Referencing_Guide.cfm