2018-19

Clarkson University

EDITORIAL STYLE GUIDE

A Resource for Faculty & Staff

Clarkson™

CU Editorial Style Guide 2018-19

This style guide will help to answer some of the questions you may have while writing for your job at Clarkson University, as well as explain changes we have made to articles you have submitted to our department. Our aim is to help staff and faculty produce consistent, high-quality writing in order to reflect the quality of education at Clarkson. We plan to update this style guide regularly.

Our first source when creating this style guide was *The Associated Press Stylebook 2017;* however, we have also included Clarkson-specific conventions that are contrary to AP guidelines. If something is not covered by the AP, we turn to *Merriam Webster's Collegiate Dictionary* for spelling and *The Chicago Manual of Style* for grammar and stylistic conventions.

Other resources for writing: You can find information on inclusive language in the GLAAD Media Reference Guide, online at **glaad.org/reference**, or in The Diversity Style Guide, at **diversitystyleguide.com**. The Purdue OWL (Online Writing Lab), located at **owl.english.pur-due.edu/owl/**, provides general information on writing and grammatical concerns, as well as on formatting citations according to various styles.

Questions? Suggestions? We'd love to hear from you.

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A _____

ABBREVIATIONS & ACRONYMS
A list of Clarkson-specific terms can be found at **intranet.clarkson.edu/administrative/common-abbreviations/**.

ACCOLADES
For a list of recent accolades earned by Clarkson, visit **clarkson.edu/about/accolades**.

ADDRESSES
For Clarkson Potsdam addresses:
Use "Box" *NOT* "P.O. Box" for campus addresses.
e.g., Box 1234, 8 Clarkson Ave. *NOT* P.O. Box 1234
Clarkson's Potsdam campus zip code: 13699
Do not include the four additional digits at the end.
e.g., 13699 *NOT* 13699-1234
Use two-letter postal code abbreviations in addresses.

ALUMS
alumnus = male, singular
alumni = male, plural *OR* males and females together
alumna = female, singular
alumnae = female, plural
alum/alums — although often considered informal, use of these gender-neutral terms is gaining greater acceptance

B _____

BULLETED LISTS
Capitalize the first letter of each item. Add a period at the end of each item, even if it is not a full sentence.
e.g., Applicants will need to submit the following items:
- A photo of themselves.
- Two references from previous teachers.
- A 2,000-word essay.

EXCEPTION: A bulleted list of single words does not require periods.

C _____

CENTERS (Research & Innovation)
Clarkson Center for Complex Systems Science (C3S2)
The Center for Advanced Materials Processing (CAMP)
Center for Air Resources Engineering & Science (CARES)
Center for Identification Technology Research (CITeR)
The Center for Rehabilitation Engineering, Science & Technology (CREST)
The Center for Sustainable Energy Systems (CSES)
The Shipley Center for Innovation
Reh Center for Entrepreneurship

CLARKSON BUILDING & PLACE NAMES

911 Memorial
Alumni Gymnasium
Barben Rooms (Cheel)
Brooks House, also Ross-Brooks (RoBro)
Denny Brown Adirondack Lodge
Canoe House
Carpenter Shop
Center for Advanced Materials Processing (CAMP)
Cheel Campus Center
Clarkson Hall
The Clarkson Inn (capitalize "the," even in text)
Cora & Bayard Clarkson Science Center
Congdon Hall
Crescent Apartments
Cubley House, also Cubley-Reynolds
Damon Hall
A. George Davis Park
Delta Upsilon (theme house)
Deneka Family Fitness Center
Downtown Snell Hall
Foster House
Frasier Spirit Store
Graham Hall (Donahue, Olson, Van Note, Wilson)
Hamlin House, also Hamlin-Powers
Hantz Field
Holcroft House (Admissions office)
Locations
    Beacon, NY — Beacon Institute for Rivers and Estuaries
    New York City — Hudson River Estuarium at Pier 26
    Potsdam, NY — Main Campus
    Saranac Lake, NY — Adirondack Semester, Trudeau
      Institute (Trudeau Scholars)
    Schenectady, NY — Capital Region Campus (CRC)
Moore House
Multipurpose Rooms (Student Center)
Munter Trails
Neugold Field
Old Main
Outing Club (theme house)
Peyton Hall
Powers House, also Hamlin-Powers
Price Hall (Farrisee, Newell, Ormsby, Thomas)
Reynolds House, also Cubley-Reynolds
Riverside Apartments
Ross House, also Ross-Brooks (RoBro)
William J. Rowley Science and Engineering
    Laboratories
Andrew M. Schuler Recreation Building / Indoor Recreation
    Center (IRC)
Andrew S. Schuler Educational Resource Center (ERC)
    (Student Health Center)

Scott Softball Field
Snell Field
Bertrand H. Snell Hall
Tennis Courts
Sigma Chi (theme house)
Sigma Phi Epsilon (theme house)
Student Center
Technology Advancement Center (TAC)
Townhouse Apartments
Walker Arena
Weston's Apartments
Woodstock Field
Woodstock Lodge
Woodstock Village

CLARKSON TERMS

admission decision
admission requirements
Admissions office
Clarkson Common Experience
the Clarkson University Family
Graduate Admission Committee
Graduate admissions
High school grade average of <number>
Honors Admissions Committee
Knight Card *NOT* KnightCard
Knight Life
Knightlink
Professional Experience
residence hall *NOT* dorm
The Clarkson School (TCS)
    e.g., Students at The Clarkson School …
    BUT Clarkson School students
The Roundtable Society *OR* The Roundtable
(Undergraduate) Admissions Committee
Winterfest *NOT* Winter Fest

CLASS YEAR

'17 *NOT* '17 ('17 *NOT* '17)
    (single close quote; curves toward the missing
    numbers; can be made with shortkey alt 0146)
No commas around class years.
    e.g., John Smith '17 is currently employed at …
    e.g., Joan Smith TCS'17 is the CEO of …
    e.g., Jill and John '17 Smith are active supporters of …
    NOT
    John Smith, '17, is currently employed at …
    Joan Smith, TCS'17, is the CEO of …
    BUT Joan Smith TCS'17, CEO of XYZ, will speak at …
    (retain comma when providing a title after a name)
Do not include a space between the degree and year.
    e.g., MS'05 *NOT* MS '05

Use commas between class years in a list.

e.g., Jill Smith '82, MS'95, P'13, P'14 gave the inaugural lecture for the speaker series ...

COURSES

Capitalize class titles in tables and text.
Do not put commas before or after class titles.

e.g., Students are required to take BY101 Introduction to Biology and BY102 Biology ...

Knowledge Area courses
Laboratory *NOT* w/Lab (in course titles)
No space between letters and numbers.

e.g., BY101 *NOT* BY 101

Professional Experience — capitalize when title of a course; use lower case in text

e.g., Students must complete a professional experience.

University Course electives

D _____

DATES & TIMES
1980s *NOT* 1980's
a.m./p.m. *NOT* AM/PM or am/pm
8:15-10 a.m. *NOT* 8:15-10:00 a.m.

e.g., 8 a.m.-2:30 p.m. and 5-7 p.m.

DEGREES
a bachelor's degree, a master's degree, a bachelor's in physics
Bachelor of Science in Physics, Master of Science in Chemistry
a doctoral degree or a doctorate
No periods in degree abbreviations:

e.g., BS, MS, PhD *NOT* B.S., M.S., Ph.D.

DEPARTMENTS & OFFICES
Capitalize the first letter of each word for official department names.

e.g., faculty from the Department of Engineering & Management

BUT

engineering faculty, engineering students, faculty from the engineering department

For official names, refer to the Department Directory at **intranet.clarkson.edu/directory/department/**.

E _____

EOP CLAUSE
Clarkson University does not discriminate on the basis of race, color, creed, religion, national origin, age, disability, sexual orientation, veteran or marital status in provision of educational opportunity or employment opportunities.

F _____

FORMATTING
Use only one space between sentences (after the period).
Use tabs, not spaces, to indent, create columns, etc.
No superscript.

e.g., 10th *NOT* 10th

G _____

GEOGRAPHIC & REGIONAL TERMS*
New York state (yes, Word might add a squiggly blue line underneath "state," but that's OK!)

e.g., Our partners throughout New York state have ...

Capitalize "state" when it is part of a formal title.

e.g., The University received a grant from the New York State Education Department.

New York City
North Country
Northern New York
Upstate New York
Central New York
The Thousand Islands
Spell out state names in text.

e.g., ... the golf course in Victor, New York, has hosted ...

Use periods in the abbreviation "U.S.," except in headlines.

GRAMMAR & PUNCTUATION
Colons
Use a colon after a complete clause, which includes a subject, verb and object. Try to avoid separating a subject and its object with a colon.

e.g., Students should bring the following: their completed application form, the course fee and the materials listed on the website.

OR

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*single entries are included to show correct capitalization, spelling and wording

Students should bring their completed application form, the course fee and the materials listed on the website.
NOT
Students should bring: their completed application form, the course fee and the materials listed on the website.

e.g., For more information, please contact
Oscar at 555-123-4567
Jill at 555-765-4321
OR
For more information, please contact the following faculty members:
Oscar at 555-123-4567
Jill at 555-765-4321
NOT
For more information, please contact:
Oscar at 555-123-4567
Jill at 555-765-4321

Commas

Don't use a comma to separate a subject from a verb when the subject has more than one verb.
e.g., The program is accredited by the national association and offers students the opportunity to work with industry leaders.
NOT
The program is accredited by the national association, and offers students the opportunity to work with industry leaders.

Serial (Oxford) comma — Don't use a comma before the final element in a series, unless omitting the comma will confuse the reader.
e.g., The registration fee covers parking, course materials and lunch.
NOT
The registration fee covers parking, course materials, and lunch.

Don't add a comma before "Inc." or "Ltd."
e.g., Alphabet Inc. *NOT* Alphabet, Inc.

Dangling/Misplaced Modifiers

A dangling or misplaced modifier occurs when the subject being modified (or described) is misplaced or unclear, resulting in illogical or absurd statements.
e.g., While taking the exam, her pen ran out of ink.
EXPLANATION: Who is taking the exam? The subject of this sentence is "her pen," implying that her pen was taking the exam. This sentence can be rewritten as, "While she was taking the exam, her pen ran out of ink."
e.g., To submit the assignment, it must be uploaded to Moodle.
EXPLANATION: Who is the actor that will be submitting

the assignment? The subject of the sentence is "it." It will submit the assignment? This sentence can be rewritten as, "To submit the assignment, students must upload it to Moodle."

Dashes

Use dashes when there is an abrupt break in thought in a sentence.
e.g., Brian thought about making a chocolate cake — Liz loves chocolate — for the party.

Use dashes to give emphasis or explanation in a sentence.
e.g., Julie had finished the homework for most of her classes — math, biology and physics — but still had an astronomy project to complete.

Include single spaces before and after dashes.

Hyphens

Use a hyphen for compound modifiers (two or more words describing a noun) when they come right before a noun.
e.g., a part-time student, a little-known fact
EXCEPTION: Don't hyphenate "very" and adverbs ending in "-ly."
e.g., a very entertaining speaker, a hastily composed essay

Don't use a hyphen for compound modifiers after a noun.
e.g., He studies part time.
EXCEPTION: Hyphenate modifiers after a noun that follows a form of "to be."
e.g., The fact is little-known.

Lists of hyphenated items:
e.g., "First-year, second-year and third-year students" can be shortened to "First-, second- and third-year students."

Parallel Construction

Maintain parallel construction when listing items by using the same pattern of words to show that two or more ideas have the same level of importance.
e.g., The program helps students with financial planning, test preparation and employment.
NOT
The program helps students with financial planning, test preparation and to obtain employment.
EXPLANATION: "With" needs to work with each item in the list: *with* financial planning, *with* test preparation, *with* to obtain employment — in this example, "with" does not work with "to obtain employment," but it does work when that phrase is changed to "employment."
e.g., Our graduates are prepared for challenges, knowledgeable about the latest business trends and well-versed in complex management practices.
NOT

Our graduates are prepared for challenges, knowledgeable about the latest business trends and have a thorough understanding of complex management practices.

EXPLANATION: *"Are"* needs to work with each item in the list: *are* prepared, *are* knowledgeable, *are* well-versed — "are" does not work with "have a," so the sentence needs to be reworded.

Possessives
Single proper names ending in "s" — Add an apostrophe after the final "s."
> e.g., President Tony Collins' speech

Quotation Marks
No quotation marks around letter grades.
> e.g., Students must maintain a cumulative grade average of B or higher.

Use quotation marks when referring to a word as a word.
> e.g., "Alumni" can refer to a group of male graduates or a group of male and female graduates.

Use quotation marks around a foreign word unless it is a word listed in *Merriam-Webster*.

Always use "curly quotes." To use the alt codes (below) in Windows, hold down the alt key and type the four-digit character code on your numeric keypad. Num lock must be activated.

opening single quote (')	alt 0145
closing single quote (')	alt 0146
opening double quote (")	alt 0147
closing double quote (")	alt 0148

Semicolon
Use a semicolon to separate elements in a series that already contains commas. NOTE: Use a semicolon before the final element in the series.
> e.g., The fee covers travel expenses, such as gas, parking and accommodations for one night; course materials, such as equipment needed for the workshop; and meals.

That/which
Use "which" if the clause is not essential to the meaning of the sentence. A "which" clause begins and ends with commas.
> e.g., The apples, which Steve bought at a roadside stand, had all been eaten by the end of the day.

Use "that" in all other cases. No commas are needed for a "that" clause.

I _____

INCLUSIVE LANGUAGE:
Why should you care about using inclusive language?

The University endeavors to create a community that is welcoming and inclusive to all of its members. You help create such a community by using inclusive language in your writing.

Avoiding biased language gives you academic credibility. Maintaining an objective and fair viewpoint in your writing is critical to getting your message across to readers or an audience.

Using inclusive language also streamlines your message, removing superfluous information that could distract readers. For example, instead of mentioning a "female bioengineer and mother of three" who developed a new technology (information that is irrelevant in most contexts and focuses more on her attributes and role as a woman than on her intelligence and scientific achievements), simply discuss the bioengineer and her innovative technology.

Age
Mention age only when relevant to your writing. The following are the preferable terms:
- Girl — used for those younger than 18; for those 18 and older, use woman or young woman.
- Boy — used for those younger than 18; for those 18 and older, use man or young man.
- Elderly, senior citizen — instead of using these terms as nouns, be specific (e.g., 70-year-olds or people over the age of 80). Acceptable when used as an adjective (e.g., an elderly population).

Disabilities & Medical/Physical Conditions
Mention disabilities or medical and physical conditions only when relevant to your writing. When you do mention them, remember to put people first. Avoid labeling people with a disability or condition or using victimizing language that connotes pity, such as "suffers from" or "is afflicted with."
> e.g., She has muscular dystrophy.
NOT
> She suffers from muscular dystrophy.

Here are some examples of appropriate usage:
- A person with a disability *OR* people with disabilities *NOT* disabled person *OR* the disabled.
- A person with Parkinson's (be specific) *NOT* a handicapped person *OR* the handicapped.
- People with visual impairments *NOT* the blind *OR* blind people.

- People with hearing impairments *NOT* the deaf *OR* deaf people.
- A person with diabetes *NOT* a diabetic *OR* diabetics.
- A person with a mental illness *NOT* a mentally ill person *OR* the mentally ill.

Gender/Sexuality

Mention a person's gender or sex only if it is pertinent to your story. Unnecessarily calling attention to a person's gender or sex distracts readers from the main point and draws the writer's motives into question. If gender or sex is central to your story, please be thoughtful in how you describe people.

- Gender denotes social identity. Sex denotes biological characteristics.
- Gender and sex are not synonymous. Not everyone identifies as one of two genders or sexes. Avoid using binary references, such as both sexes/genders, either sex/gender or the opposite sex/gender.
- The words *female* and *male* should only be used as adjectives, such as male students or female soccer players.
- LGBT or LGBTQ (also known as GLBTQ) stands for lesbian, gay, bisexual and transgender or lesbian, gay, bisexual, transgender and queer and/or questioning. Another common abbreviation, LGBTQIA, stands for lesbian, gay, bisexual, transgender and queer and/or questioning, intersex and allies and/or asexual.

Always refer to someone using the terms they prefer. If in doubt, ask. Here are some preferred terms:

- Gay, gay person/man/woman, lesbian *NOT* homosexual.
- Sexual orientation *NOT* sexual preference.
- A transgender person, transgender people *NOT* a transgender or transgenders.
- Transgender (adj.) *NOT* transgendered (adj.) (you wouldn't say "a gayed man!").
- Assigned or designated male/female at birth *NOT* biologically or genetically male/female; born a man/woman.

NOTE: This list has been taken from the "GLAAD Media Reference Guide, 10th Edition." For more information on writing about the LGBTQ community, visit **glaad.org/sites/default/files/GLAAD-Media-Reference-Guide-Tenth-Edition.pdf**.

Here are some techniques for maintaining gender-neutral language:

- Omit the pronoun.
  e.g., The student should submit the form after completing the seminar.
  NOT
  The student should submit the form after she completes the seminar.
- Use the plural.
  e.g., Students may obtain an extension after approval from their advisors.
  NOT
  The student may obtain an extension after approval from his or her advisor.
- Replace the pronoun with "the" or "a/an."
  e.g., The student is responsible for uploading the assignment to Moodle.
  NOT
  The student is responsible for uploading his assignment to Moodle.
- Use gender-neutral terms.
  chair *NOT* chairman or chairwoman
  firefighter *NOT* fireman
  author *NOT* authoress
  police officer *NOT* policeman
  first-year students, first-years *NOT* freshman/freshmen
  selling ability *NOT* salesmanship
  human resources, workforce *NOT* manpower
  fabricated, synthetic, manufactured *NOT* man-made
- Although the use of courtesy titles is discouraged, if you must use honorifics (Mr., Mrs., Ms.) in your writing, make sure you use the title preferred by the person about whom you are writing. A gender-neutral title is "Mx." (pronounced "mix").

NOTE: Replacing "he/she" and "him/her" with "they/them" (as a singular pronoun) is an increasingly widespread method of avoiding gendered pronouns.

Race/Ethnicity

Mention race and ethnicity only when relevant to your story. For example, if you were writing a story after President Obama had just been inaugurated, it would be appropriate to mention that he was the first black president of the United States. It would not be appropriate, however, to keep referring to him as the first black president every time you mentioned him, particularly in stories in which his race or ethnicity is irrelevant, because you fail to convey that he is more than his skin color.

M _____

MAJORS, MINORS & CONCENTRATIONS

Do not capitalize majors, minors or concentrations in text.
    e.g., The chemistry major offers students …
Visit **clarkson.edu/academics** for a complete, up-to-date list of majors and minors.

N _____

NUMBERS

In general, write out "one" through "nine" in text, and use figures for 10 and above.

The Associated Press Stylebook lists many exceptions to this rule. Here are a few of the most common.

- Use numerals for the following:
  ages
  e.g., the girl is 2 years old; 5-year-olds
  credits
  e.g., a 3-credit course; a total of 9 credits
  decimals, percentages and fractions
  e.g., a 6.2 magnitude earthquake; an increase of 2 percent; 2 ½ years ago.
  EXCEPTION: Spell out fractions less than one.
  e.g., one-third, two-fifths
  dimensions (height, length, width and depth)
  e.g., the room is 8 feet long; 6 inches of snowfall
  distances
  e.g., the 6-million-acre park; they ran 5 miles
- Write out numbers at the beginning of a sentence, or reword the sentence so the number is not at the beginning.
- Ordinals — Write out "first" through "ninth;" use numerals for "10th" and above.

P _____

PLAGIARISM

As stated in the University Code of Ethics, Clarkson values integrity, both academic and personal. Even when it is unintentional, plagiarism is a serious offence that can have severe academic and legal repercussions. When in doubt, credit your sources.

A complete explanation of the various forms of plagiarism and how to avoid them can be found at **Plagiarism.org**.

PROGRAMS, GRADUATE & PROFESSIONAL

Visit **clarkson.edu/grad-programs** for a complete, up-to-date list of graduate programs.

PROGRAMS, UNDERGRADUATE

Visit **clarkson.edu/academics** for a complete and up-to-date listing of undergraduate programs.

Also see Graduate & Professional Programs on page 3.

S _____

SCHOOLS

Beacon Institute for Rivers and Estuaries
Graduate School
School of Arts and Sciences
David D. Reh School of Business
Wallace H. Coulter School of Engineering
Institute for a Sustainable Environment (ISE)
Institute for STEM Education
The Clarkson School (TCS)

SPELLING & USAGE*

advisor *NOT* adviser
affect — in general, used as a verb
afterward *NOT* afterwards
biannual (two times per year)
biennial (every two years)
biweekly (every other week; also means twice a week, so make sure your meaning is clear from the context; see "semiweekly")
cc/cced
Center — The first time a center is mentioned in text, the full name of the center should be used. After that, "Center" (with an initial cap) may be used instead.
e.g., The Reh Center for Entrepreneurship is located in Snell. This summer, the Center will celebrate …
changemaker
cleanup (noun or adjective); clean up (verb)
cofounder *NOT* co-founder
Commencement (initial cap)
coursework *NOT* course work
D.C. *NOT* DC
decision maker
decision-making (hyphenate when used as a noun or adjective)
developing world *NOT* third world
Division I, II or III (D-I, -II or -III) (use roman numerals)
effect — in general, used as a noun
FAQs *NOT* FAQ's
firsthand
healthcare *NOT* health care
including/comprises
- Use "including" when giving a partial list.
  e.g., I've had many pets, including cats and dogs.
- Use "comprises" when giving a complete list.
  e.g., The samples comprises 100 types of animals.
intramural *NOT* intermural
MD *NOT* M.D.
mindset

_____

*single entries are included to show correct capitalization and wording

multidisciplinary
multimillion
New York state (see Geographic & Regional Names)
New York State Education Department
nonprofit
OK *NOT* okay
on-site (adjective or adverb)
postsecondary
principal (noun or adjective) — means someone or
    something first in rank, authority, importance or degree
principle (noun) — means fundamental truth or, in
    business, amount of money borrowed in a loan
problem-solving (hyphenate when used as a noun
    or adjective)
skill set *NOT* skillset
semiweekly (two times per week)
startup *NOT* start up or start-up
study abroad (no need for a hyphen when used as an adjective)
T-shirt
theater *NOT* theatre (exception: Clarkson Theatre Company)
Thousand Islands *NOT* 1,000 Islands
toward *NOT* towards
U.S. *NOT* US (except when used in headlines)
United States Department of Education
University (initial cap when referring to Clarkson)
vs. *NOT* vs
workspace *NOT* work space
yearlong *NOT* year-long

T _____

TITLES
Capitalize a person's job title when it comes before the name.
    e.g., Professor Jane Smith, Associate Professor
    Ray Jones
Avoid using honorifics, or courtesy titles, such as Mr.
    Mrs. and Ms.
Use lower case and add commas if a person's title comes
    after the name.
    e.g., Ray Jones, associate professor, stated …, Jane
    Smith, professor emeritus of dentistry, received …
Use "Professor" or "Prof." after the first mention in text –
    even if the person is an associate professor.
Capitalize the first letter in each word of a title, except
    prepositions containing less than four letters.
Capitalization of hyphenated words in titles and headings:
- Use lower case after the hyphen when it is followed
    by a *partial* word.
    e.g., Co-op Opportunities ("op" is not a word)
- Capitalize a *complete* word that comes directly after
    the hyphen when it is followed by a word.
    e.g., First-Year Seminar

Titles of publications (including reports, magazines, books,
    movies, plays, radio and television programs, works of
    art and newspapers) should be written in italics.
    e.g., *The New York Times, Entrepreneur* magazine, *U.S.
    News & World Report*
Titles of companies and websites should not be italicized.
    e.g., PayScale (a company), CollegeFactual (a website)

W _____

WEB TERMINOLOGY
Spelling and capitalization:
    email *NOT* e-mail
    home page
    internet
    off-line
    online
    the cloud
    username *NOT* user name
    the web, webpage, webfeed, website, webcam,
    webcast, webmaster
Sentences with a URL at the end should finish with
    appropriate punctuation. If a URL is bold, underlined or
    a color other than black, do not bold, color or underline
    the punctuation that follows.
    e.g., For more information, please visit **clarkson.edu**.
Bold all Clarkson web addresses in text and elsewhere.
URLs at the end of a line of text: break only after a slash (/),
    period (.) or hyphen (-).
    e.g., Please visit **clarkson.edu/undergraduate-
    admissions/plan-your-visit**.