Statement of purpose

This document was developed as part of the “Market Friendly Redesign Project” to assist Australian Catholic University’s (ACU) web authors and content providers with the tasks of authoring and maintaining website content.

It seeks to provide assistance with the following key tasks:

- planning your web content
- writing your web content
- creating your web content so that it is both readable and accessible
- following the correct styles and editorial standards
- proofreading and approval
- uploading and presenting content

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# Table of contents

**Statement of purpose** - 1

**Web content** - 3

  - Introduction
  - Planning your web content

**About writing for the web** - 4

  - How readers use the web
  - Principles that apply user reading behaviour
  - Layout and design of content: readability and accessibility

**Style guidelines** - 13

  - Spelling - see also [Glossary of preferred word usage and spelling](#)
  - Local information
  - Use of Capitals
  - Punctuation
  - Numbers

**Preferred and correct word usages** - 19 - see also [Glossary of preferred word usage and spelling](#)

  - Titles (how to refer to people when writing web content)
  - Inclusive language
  - Acronyms and abbreviations

**Prior to uploading your content – final checks** - 22

  - Proofreading
  - Things to check when proofreading
  - Approval, copyright and permission

**Don’t publish and forget– update your content** - 24

**Uploading and presenting content** - 25

**Glossary of preferred word usage and spelling** - 31

**Glossary of web terms** - 38

**Appendix 1 - List of simpler words and phrases** - 41

**Bibliography** - 57
Web content

Introduction

Your web pages have a key audience who represent your customers. This guide is designed to help you provide your audience and customers with the best product. Most importantly it provides advice on how to make your web content clear and easy to understand.

The web services team are also here to help and offer advice on writing and publishing your web content including training on how to use the Content Editing System (CMS). Please contact Sue Falkner on extension 3851 or email sue.falkner@acu.edu.au or Paul Hudson on extension 4387 or email paul.hudson@acu.edu.au

Planning your web content

Web writing goals and target audiences

When writing for the web clear explanation and use of simple generic language is the key to success. To achieve this, it is important to consider your goals (why you are writing?) and your target audiences (those likely to or intended to read your writing). All content should serve a purpose and be useful to your target audience. Keep the specific goals of the content and the needs of your target audience in mind when planning and writing web content.

Currency and accuracy are critical

It is critical to consider the currency and accuracy of your content prior to uploading it to the web at the planning stage. Incorrect or dated content can frustrate, mislead and even cause legal problems.

Content that requires regular updating to remain current and accurate will require resources to maintain. This is an issue that needs to be addressed before, not after, the content is uploaded. Consider if the value of providing that content is worth the costs associated with maintaining it and the potential risks associated with providing out of date or incorrect content.

If you or your organisational unit is not the authoritative source for a particular piece of content you should provide a link to the authoritative source rather than duplicate the content within your own web pages.

Example

Instead of providing comprehensive tables and information on Federal Government Study Assistance Schemes use a statement and link such as:

"We recommend you visit the Department of Education Employment and Workplace Relation (DEEWR) website for comprehensive information about applying for government study assistance."

This will reduce the need to update content and refer the reader to the most authoritative source of information for the topic.
About writing for the web

How readers use the web

Web writing is scanned not read

The most important thing to understand about writing for the web is that web content is scanned and not read in detail. Web users process information on web pages differently from printed information.

Studies have shown that:

- 80 per cent of people scan the screen for keywords or phrases rather than reading text word-for-word
- people read more slowly from a computer screen than printed copy
- people do not like to scroll down through lengthy web pages

Note: recent reports indicate that the aversion to scrolling has decreased.

Therefore, web content needs to:

- be much more concise (cut the equivalent printed content by about 50 per cent)
- use meaningful short headings not clever ones
- use keywords that are identifiable generic words (particularly in headings)
  - Remember - web readers don’t use indexes or contents tables to find things, they use terms familiar to them and type into a search engine.
- highlight keywords (eg by bolding them or placing them in links if possible)

Typical web reading behaviour

Typical readers of the web tend to:

- spend little time on a web page
  - so make your key point(s) early and make them clearly
- not to browse lengthy slabs of continuous text
  - so use headings to logically structure content and break it down into small chunks
- detest “marketese” or a promotional style of writing which includes boastful and subjective claims (eg “our graduates get the best jobs”). This hurts credibility
  - so use high quality graphics, tables and outbound hypertext links to show you have done your research
- rely on back and forward buttons
- a majority of readers learned to read from books and so have little
trouble following sequential information. So where possible organise
content sequentially.

Eye tracking visualisations show that users often read web pages in an F-shaped
pattern: two horizontal stripes followed by a vertical stripe.

This means that most attention is directed to content on the left hand side of the
screen and to headings and information across the top of the page.

For more on typical web reading behaviour see:

*How Users Read on the Web* form Jakob Nielsen’s Alertbox for 1 Oct 1997

*F-Shaped Pattern Reading Web Content* from Jakob Nielsen’s Alertbox for April

**Principles that apply user reading behaviour**

**Chunk your content**

Page lengths should be kept short – that is, pages should form small **logical
chunks** of the total content. Aim for four to five paragraphs totalling 250 to 350
words (including headings) per page. You can do this, without affecting the depth
of your content, by splitting content into several pages connected by hyperlinks.

Chunking pages allows readers to quickly scan pages and select the information
level they want. Because it is interactive the web allows users to move through
the deeper levels for more information more quickly than printed content.

Every web page should focus on a separate topic (a “logical chunk”) and be
connected to other levels by links.

**Note** however, you should not use linked pages to break up a long passage of
text covering a single topic, eg a statute or regulation. Accessing sequences takes
longer and is more difficult to print. Consider providing documents longer than a
thousand words as downloadable Portable Document Format (PDF) files.

**Self-explanatory content**

Every web page should have content that is self-explanatory and able to stand
alone. A user’s understanding of page content should not depend on them having
arrived at a page from a previous page. Web users tend to interact with the web
and will quickly jump to another link without moving through a linear or logical
sequence of pages.

**Search engines, bookmarks** and **hypertext links** play an important role in
directing users to already found web pages. This is also an important reason for
each web page being self-explanatory. A search engine can deposit a reader at
any web page within your site. Bookmarks may have been applied to a specific
page rather than the whole site. Links may point only to a specific page and not a
whole site. In all cases the user would start reading somewhere in the middle of
the content and need to be able to understand what they were reading from the
content on the page.
Rewrite content sourced from printed material

It is a mistake to assume that content written for the purposes of a print publication will simply work as web content. It needs restructuring, re-writing, re-editing and most importantly rethinking of its purpose and function. If it is at all possible, rewrite material for your website rather than duplicating what is already available in print.

Booklets, guides and manuals sound like short documents but often turn out to be a long hard read of hundreds of pages. This is made even harder on the web by having to scroll and jump about many pages.

Aim to rewrite and reduce the amount of information from the printed version (as already stated 50 per cent is a good target).

Use PDF files where rewriting is not an option because you

- need/are required to retain the layout or integrity of a printed document such as handbooks, guides, reports, brochures or forms, or
- are aware conversion to Hypertext Markup Language (HTML) would take too much time or be too costly.

One Megabyte is the preferred PDF file size and 2MB is the acceptable maximum size for efficient downloading by most users. Large publications should be split into separate downloadable portions such as chapters or sections.

Note: PDF files used in this way should be labelled to show the document name or section of the document and should always indicate in (brackets) the file type and size.

Example
ACU Handbook 2009: Chapter 1 General (PDF, 1MB)

Planning summary: 10 useful planning steps

1. **Audience: Who** - you need to know who your audience is?
   
   *Who am I writing for?*

2. **Audience: Purpose** - understand the purpose of the content, and the communication and information needs of your target audience.
   
   *What is the key message(s)?*

3. **Audience: Performance** - you need to determine what the content is to deliver.
   
   *What will it help the reader do or know as a result of reading? What does the reader already know?*

4. **Research: Topic** – you need to research and understand the topic to be able to write clear content.

5. **Structure: Order and location** - Decide what parts of the information are most important and what should come first? Bear in mind the likely length
of pages in working this out.

Tips - Favour locating information by topic/subject rather than by business/organisational unit or user type. Readers tend to think of a topic or subject like “Accommodation” not a unit like “Student Services” or user type like “Prospective” or “Future Student”. Also avoid duplication and similar content – at best this is frustrating and confusing and can be wrong.

6. **Structure: Page names** - Write a short summary of each page and then shorten the summary into an informative page name.

7. **Structure: Headings** - When you have pages then decide on the major headings and sections for each page.

8. **Structure: Outline** - Write down the minor points under each section. Then write each minor point as a paragraph/list/dot point.

9. **Structure: Links** - Note relevant links against minor points.

10. **Maintenance** – plan to update and not just create content. You need to allow for a regular review by creating content that can be easily maintained. As a start add any points relating to potential content management implications under each section.

**Layout and design of content: readability and accessibility**

**Write concise, plain English that is personal and direct**

**Concise writing** - It is important to review your content and prune it as you write. Web users prefer short, concise and to the point content. Aim to use as few words as possible to deliver your message. Take the view that each word should need to be in the content.

Things to avoid are

- “Happy talk” – *eg*, uninformative welcome text/paragraphs etc, and long introductions
- long or unnecessary instructions - remember most people don’t read them. If possible design content so they are not needed
- eliminate redundancies - needless doublings
  
  **Examples**
  
  “first and foremost” just say “first”;
  “Basic and fundamental” just say “basic”
- avoid unneeded repetition of information
- don’t state things that are or should be obvious, but still remember to be specific.

Following the above improves usability. It also aids use of the content by readers with low literacy, learning and reading difficulties or for whom English is a second language.
Short sentences - web text is both slower and harder to read over printed material. It is better to use short sentences that most readers will read rather than complex or lengthy sentences that they will skim over and ignore. Use an average length of 20-25 words per sentence, or two lines of text.

Plain English - avoid technical language, jargon or “shop talk”, metaphors, acronyms and abbreviations; particularly, where these are unlikely to be understood by the reader. Where abbreviations or jargon must be used or can’t be avoided provide a version in full of the abbreviation at its first use, eg, Australian Catholic University (ACU) or an explanation of the jargon. Keep sentences as direct as possible and use common everyday words.

Examples
“planned” instead of “anticipated a future planning need”,
“use” instead of “utilised”, “help” instead of “facilitate”, “try” instead of “endeavour” etc.
For more examples, see the Appendix – Simpler words and phrases

Marketese – as already explained, web readers tend to dislike self-promotion so don’t use marketing “puff” words and phrases like “great” or “exciting development”. Use words intended to inform, not impress or persuade.

You should use old words when writing for the web as a major aim is always to be “found” by search engines which readers then use to find you.

“Familiar words spring to mind when users create their search queries. If your writing favours made-up terms over legacy words, users won’t find your site.”


Active voice – where possible use the style of sentence where the subject of the sentence acts upon the object of the sentence. This usually is a lively, directed, less ambiguous form of writing.

Examples
The recommendation was adopted by the committee (passive)
The committee adopted the recommendation (active)
“The Vice-Chancellor decided...” rather than
“The decision was made by the Vice-Chancellor”.

Verbs not nouns – Try to turn nouns into verbs as it tends to produce shorter more interesting sentences.

Example
The implementation of the new system was completed by my team (noun)
My team implemented the new system (verb)

See how the second sentence is shorter, more active and easier to read.

Be direct use personal pronouns – The web is a more informal and immediate medium than print. It has evolved a readership that prefers a more personal and direct style of writing. This allows the use of direct address which invites interaction and participation.

Examples
“You can contact the Alumni Office...” rather than
“Alumni can contact the Office ...”

Use ”you” to refer to the reader and ”we” to refer to the organisation. This is less formal, easier to read and more engaging.

**Slang and local expressions** – While the web is less formal, remember that your website will also be accessed by interstate and international readers. Therefore, local expressions, terms and slang should be avoided to maximise accessibility.

**Write for your target audience**

*see above - Web writing goals and target audiences*

**Make content easy to scan**

*see also above - Web writing scanned not read*

As already explained, web readers want to scan a page quickly and know immediately if it is relevant to their needs. The topic of a page and main content should be obvious from the page heading/name.

A **short summary** at the top of the page helps the reader understand if the page is useful and if they should continue reading.

**Page headings/names** and summaries are also used by search engines and in bookmarks, and should clearly state the page content.

Break down remaining text into short sections with **subheadings**. Each paragraph should contain one idea.

**Links** embedded in text act as **highlighted keywords** and aid scanning. Use only meaningful words as part of the text of embedded links or they will become a distraction. Other useful links to additional information should be grouped at the end or side of the page.

**Use summary paragraph**

A summary paragraph should immediately convey the **main purpose** of the page. It should be brief and limited to two or three short sentences.

*Example*

This section covers the support provided by ACU for the spiritual, social, recreational and leisure aspects of student life as well as, practical issues, like finding suitable accommodation and studying abroad.

**Page titles and headings**

**Page Titles** - should be no more than about 60 characters. Don’t start with “A” or “The” and avoid punctuation. Put the most important words at the beginning.

**Headings** - Headings should clearly indicate the content of the page or section. This is because they are important and aid scanning. Headings should be in lower case with an initial capital (**sentence case**) and no full stop at the end. Capitals should only be used for proper nouns, acronyms and abbreviations.

Aim to keep headings and subheadings to a hierarchy containing no more than three levels.

*Example*

h1 (which is always the page name)  
h2 (main subheading)  
h3 (sub- subheading)
Any more is confusing and difficult for readers to follow.

**Page and section text**

*see above - Chunk your content*

**Highlighting**

The purpose of highlighting is to **emphasise keywords** to catch the attention of the reader’s “scanning eye”. For this reason it should be used sparingly and with deliberate purpose although, it can be used more and with greater impact on the web than in print.

Highlighting also makes it easier for readers to **pick out key points** when re-reading a page.

**Bold** is the recommended font for highlighting words. The use of **blue** or **underlining** or any colour that may be confused with a link should be avoided.

Also avoid the use of **capitalised words/letters**, particularly in body text.

*Example*

THEY ARE HARD TO READ, SLOW DOWN READING EVEN MORE THAN LONG SENTENCES AND FOR MANY READERS ARE LIKE SHOUTING.

Only **information-carrying word(s)** that you wish to draw the reader’s attention to should be highlighted.

Do not bold whole sentences or paragraphs

*Example*

**Whole sentences highlighted in bold will dominate the page and are difficult to scan for important points.**

Do not use italics for blocks of text

*Example*

.Blocks of text in italics are also slow reading online. Use italics only when necessary, eg to highlight an example heading or some other minor point.

**Numbered and bulleted lists**

Numbered and bulleted (dot point) lists can be used to **slow down the “scanning eye”** and draw the reader’s attention to specific key items. They can also be used to make text less cluttered and more accessible. They are an important tool for making key points quickly and for grouping “related” or “see also” links.

**Numbered lists** (ordered lists) should be used when the order in which items appear or are to be considered by the reader is important. **Also use** numbered lists when text refers to a specific item from the list.

*Examples*

The most important and first widget to consider is the green widget.

<table>
<thead>
<tr>
<th>Widget List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 6 green</td>
</tr>
<tr>
<td>2. 8 red</td>
</tr>
<tr>
<td>3. 10 blue</td>
</tr>
</tbody>
</table>
Point 3 below refers to how many widgets are blue.

**Widget List**
1. 6 green
2. 8 red
3. 10 blue

**Bulleted lists** (unordered lists) should be used where the order of appearance of items is not important.

**Lists punctuation** - there are two ways items can appear within a bulleted or numbered list. First they can be a complete sentence within themselves. Second they can form part of a sentence. Generally lists where the items form part of a sentence and the punctuation used for those lists is to be preferred.

When the **items** in a list form **complete sentences**, they should be punctuated as follows:

See this is my list:
- Here is an item that is a sentence.
- Here is another item that is a sentence.

**Note** that there is a colon at the beginning of the list. As each item is a complete sentence, it has a capital letter and full stop.

When the **list forms part** of a **sentence**, it should be punctuated like this:

This list has:
- items that are parts only
- parts of a larger sentence
- the last item ending with the last thing.

**Note** that there is a colon at the beginning of the list, and a full stop only after the last item. The items do not have capitals and there is no “and” before the last dot point.

**Lists generally** should be kept short and not overused.
- aim to keep to a limit of less than 10 items to a list
- try to put the keywords at the beginning of each list item
- avoid using the same words at the beginning of each list item. This makes it hard to scan the list. Makes the first few words real keywords for that item. Readers are more likely to digest these and put the repeating words (eg unit or school name) at the end of the list item
- break up long lists into groups of five to seven items by leaving a space or adding a subheading.
- use **subheadings** to group lists so the user can scan the lists easily
Note there are other list types – eg a definition list used when you need a list heading, title or term followed by its list items or data or description items. A nested list (lists within lists) used to retain the hierarchical order of items.

Write meaningful link text
see also below Uploading and presenting content: Links

The four key things to remember about links in order of importance are:

1. Links must accurately describe the web page to which they link. Do not use words such as "more" or "click here" on their own as links. They will lose their context in a Screen Reader. * "More" what? Pick two words from the title and make it - 'More on (two words from the title)'. In this way, the link won't lose its context.

   * A Screen Reader is a software application that attempts to identify and interpret what is being displayed on the screen. This interpretation is then re-presented to the user with text-to-speech, sound icons, or a Braille output device.

2. Avoid having links that use the same link text on the same page. Try to limit link text to a maximum of four words unless the title of the document is the text being linked.

3. Where possible use keywords in your link description. Place important words at the front of the link.

4. You should warn users about unconventional behaviour.

   Examples
   - Link opens in PDF
   - Link opens new window
   - Link opens an email address or form.

Note - PDFs are one of the rare cases where content should open in a new window, as they are not web pages in the true sense, but rather separate documents (typically without any navigation of their own). Also users tend to expect a PDF (as well as any other kind of file requiring an external software application to open it) to open in a new window.

Tips
Don’t write
"Click here to view our Bachelor of Arts Course"

Don’t write out a URL address in full
"http://www.acu.edu.au/courses/undergraduate/arts/bachelor_of_arts?the course=Bachelor%20of%20Arts"

Do use the name of the page you are linking to as the link
"Refer to our Bachelor of Arts Course for the latest information"

Provide contextual content for file downloads
see also below Linking to non-HTML files

It is good practice to advise users that a particular link refers to a downloadable file. You should provide:
1. A **contextual description** outlining what content is available within a document should be written.

*Example*

"The Complete Undergraduate Course Guide (PDF, 2MB) provides a guide to undergraduate courses."

**Note:** This means that you should not provide direct links to files from navigation menus.

2. Provide the file name, type and size within the link name when the link is going to download a document in another format. Doing this ensures Screen Readers see the extension information together with the link. It is also good to indicate how big a file is for users on a slow internet connection (eg dial-up) so they can work out how long it will take to download.

*Example*

"Complete Undergraduate Course Guide (PDF, 2MB)"

**Note:** 1MB is the preferred PDF file size and 2MB is the acceptable maximum size for efficient downloading by most users.

Large publications should be split into separate downloadable portions such chapters or sections. PDF files used in this way should be labelled to show the document name or section of the document and should always indicate in (parenthesis) the file type and size.

*Example*

ACU Handbook 2009: Chapter 1 General (PDF, 1MB)

**Non-HTML file types** include:

- .pdf (Adobe Portable Document Format)
- .doc (Microsoft Word Document)
- .rtf (Rich Text Format)
- .xls (Microsoft Office Excel Spreadsheet)
- .ppt (Microsoft PowerPoint Presentation)
- .mwv (MovieWorks File)
- .swf (Macromedia Flash Format File) etc.

**Style guidelines**

**Spelling**

*see also below* [Glossary of preferred word usage and spelling](http://www.acu.edu.au/library/)


Also available online and useful as back up is [Ask Oxford](http://www.askoxford.com/?view=uk) a free site for the [Oxford English Dictionary](http://www.askoxford.com/?view=uk) (select UK view for English spelling).

ACU’s website uses some terms in specific ways, so please refer to our style information below for more detail.
Spellcheckers need to be based on Australian English if used for checking spelling. Further they do not always recognise words in context, that is, “there” instead of “their” or “are” instead of “art”. For words such as customise, recognise, organise, etc, use ‘ise’ not ‘ize’ and for customisation, organisation, etc, use ‘isation’ not ‘ization’ for word endings. And remember the content writer is still the best spellchecker.

Names of official bodies, companies, organisations

Generally names of official bodies or companies should be spelt exactly as spelt by the organisation itself, eg World Health Organization not Organisation.

Note the following in particular:

Australian Catholic University – is the correct name of the University. The acronym of the University is ACU. In any document where there are multiple references to the University, it is preferable to use Australian Catholic University (ACU) in the first instance, then ACU, and then the University. ACU and the University can be used interchangeably thereafter.

Catholic Teachers’ College in Baucau, East Timor – is the formal English translation of the Portuguese name.

Clemente Australia - ACU refers to its collaborative program offering lectures to people who are homeless and marginalised as the Clemente Australia program. Mission Australia, a partner institution, refers to it as the Catalyst-Clemente program.

Notre Dame University – is officially The University of Notre Dame Australia.

St Vincent de Paul Society - the correct name is The St Vincent de Paul Society.

Local information

University campus titles and locations

The correct titles of the University’s six campuses are as follows:

- Brisbane Campus (McAuley at Banyo)
- North Sydney Campus (MacKillop)
- Strathfield Campus (Mount Saint Mary)
- Canberra Campus (Signadou)
- Ballarat Campus (Aquinas)
- Melbourne Campus (St Patrick’s)

When listing the University’s six campuses (whether in full or when using geographical names) please use the order above which is consistent with the order used on the University’s logo. This is also in geographical order from north to south.

Use full campus names, eg, Ballarat Campus (Aquinas) in the first instance, then refer to location only thereafter, that is, Ballarat Campus.

In acunique and the Annual Report, use geographical campus names only.

Example

“Are Ballarat Campus, Canberra Campus two campuses?”

When referring to a campus generally use lower case.
Example

“There were many students at the campus on Open Day.”

When using campus names in a sentence, use “the” before specific campus names, eg, “Students from the Brisbane Campus”, not “students from Brisbane campus”.

For further information on this and on branding and logo matters - see the Visual Identity Toolkit (http://my.acu.edu.au/staff/resources/visual_identity_toolkit/).

Locations – it is important to remember that the University’s website services a local, national and international audience. Not all users will be familiar with campus location details. For this reason when campuses are listed or referred to in web content it is generally useful to link the name back to the main campus information pages.

Telephone numbers

Generally standard formats should be used in web content as follows (including spaces):

(08) 8123 0123
13 10 84
1902 240 699
1300 361 021
0411 999 999

Where web content uses telephone numbers, likely to be read by international students, full international telephone numbers should be used.

Example

+61 (0)2 9739 2368

Note: Some web forms require telephone numbers and input “spaces” are not always allowed in the forms. If this applies to your form you should state this as part of the form instructions. This will save the user from becoming frustrated and having to complete a form more than once.

Currency (referring to money)

Generally Australian dollar amounts should be shown using the “$” symbol not “A$” symbol. It may however, be useful to differentiate in cases where the content requires it, eg, where reference is being made to Australian dollar amounts and US dollar amounts in the same content.

Example

He paid A$2,000 which typically is only US$1,000 for his computer.

Use of Capitals

Generally headings should start with a capital letter and then be in lower case (except for proper nouns).

Examples

University entry requirements

Top Sydney students attend seminar
Proper nouns – always use initial capitals.

Job Titles - are capitalised when referring to a specific job or specific person’s job title.

Examples

The Vice-Chancellor...
“ACU Lecturer in Sociology Professor Jim Watts …”

However capitals are not used when referring to the position in general description (common nouns).

Examples

“topic coordinator”, “convener”, “course coordinator”, “lecturer” ...
“ACU lecturers and professors are highly qualified.”

University is capitalised when referring to ACU, but in general use is lower case.

Religious abbreviations – should use capitals

Example

Father Frank Smith CFC


Names of organisations – use capitals when referring to formal organisations such as the Institute for Advancing Community Engagement (IACE), after giving the name in full in the first instance. However, use lower case when referring to community engagement in general.

Punctuation

Generally use minimal punctuation and avoid colons and semicolons where possible. For detailed information see - Style manual for authors, editors and printers: 6th edition, John Wiley & Sons, Australia 2002. Following are some key points.

Apostrophes are used to indicate:

- possession – as in the Chancellor’s office (singular before the s) or the students’ houses (plural possessive after the s)
- contraction - as in we’re (we are) ready and highly recommended in creating web content.

Commas - should be used to minimise ambiguity, but should not be overused. For information see - Style manual for authors, editors and printers: 6th edition, John Wiley & Sons, Australia 2002.

However, please use “ACU Vice-Chancellor Professor Greg Craven”, and similar titles, without commas, as shown.

If a pair of commas is needed, as in a phrase in apposition with a noun, the second comma must not be forgotten.

Example

“The Dean, who had recently come from Scotland, was a qualified doctor as well as a theologian” or “Robert Wilson, a frequent visitor to the school, was made its patron”. 
**Full stops** – do not use a full stop after abbreviations such as, Mr Mrs St Dr that end with the same letter as the full word. The trend has moved away from using full stops in most abbreviations such as the initials of a person’s name, degrees, place initials etc.

*Example*

"Rev Dr J H Wong BA BSc of UNSW lives in the ACT".

Generally the usage of full stops in abbreviations should be minimised.
Further do not use full stops in headings.

**Hyphens** - use a hyphen for clarification.

*Examples*

"Re-cover" as in cover again and "recover" as in get better, "re-form" as in regroup and "reform" as in improve.

In the above hyphens are used to differentiate meaning.

Hyphens are used, to avoid misunderstanding, when two or more words are joined to form a single expression or compound word, often a compound adjective.

*Examples*


**Italics** - use *italics* instead of inverted commas for names of events, legislation, publications and projects.

*Example*

He will speak on *Ethics in criminology* and sign copies of his new book, *Justice on trial*.

In the case of legislation, use initial caps for each word.

*Example*

"The Western Australian *Young Offenders Act 1994* makes provision for ... “

Policies and programs may be expressed with initial caps instead of italics,

*Example*

ACU’s Pathways to Retirement Program

Italics are often used for foreign words and phrases which have not become part of English.

*Example*

"*ex officio*"

**Quotation marks** (inverted commas) - use double inverted commas for speech.

*Example*

"It’s easy to follow your ideas," said the student.
Note the comma is inside the last double inverted comma. Within a sentence, however, when quoting just a “particular phrase”, the comma or full stop goes after the quotation mark.

Use single inverted commas in headings and when making quotes within quotes.

Examples
In a heading: Emission cuts ‘crucial’
In text: “The importance of this ‘official’ stance on heritage controls cannot be overemphasised,” she added.

Lists

see above - Numbered and bulleted lists

Numbers

- Use written words for numbers one to nine (one, two, three, etc).
- Use numerals for numbers from 10 and above (10, 11, 12, 13, etc).
- All numbers used in tables should be figures
- Use commas in thousands: 14,000.

Exceptions to the above are where a sentence begins with a number (which should be avoided) and when a small and large number appear close together.

Example
Seven of their twelve children were boys.

Dates

- **formal/ full date reference** - refer to the day before the month
  
  Example
  Monday 28 August (not August 28).

- **day, date, month and year** – use following (note, no commas)
  
  Example
  Wednesday 1 June 2008

- **short date reference** - use style 1 June, not 1st June

- **coming events dates** - give the day as well
  
  Example
  Wednesday 31 May

  This is not necessary if an event runs over more than one day or if the event has already passed. In that case use a date span as described in the next point.

- **Date span** – to indicate a span of days use the word “to” as in “from 2 to 4 May” or as in “from 2 May to 4 June 2008” in preference to a hyphen as it tends to be easier to read and scan.

- **Date in uploaded file names** – In the case of some uploaded files it can be useful to give the date of upload or creation of the file in the file’s link name. Use the style “ymymdd” so that a document uploaded on 27 September 2008 would be written as “080927”. Note for days and months numbered less the 10 use a 0 in front of the single digit to ensure the
number is always a 6 character number.

- **American date formats** – such as 10.8.98 should not be used in web content.

### Financial years
When referring to financial years refer to the 2008/09 year not 2008-09. That is one financial year not two calendar years.

### Span of years
Preferred ways of referring to a span of years are - 2008-15, 1890s (no apostrophe), 8th century, seventeenth century.

### Time of day
The preferred ways to refer to the time of day are:
- normal hourly times – use 5am, 7pm (no spaces or full stops)
- span of hours - use 7:30am to 10pm
- midday - use 12 noon
- midnight – use 12 midnight

### Percentages
In text use two words as in 50 per cent. In tables use symbol as in 50%.

### Decimals
Use 0.25 and not .25

### Measurement
Use the style 3cm, 100km (lower case, no space, no full stop)

### Preferred and correct word usages
*see also below* [Glossary of preferred word usage and spelling](#)

#### Titles (how to refer to people when writing web content)
For **dignitaries** and **key office holders** use the name of the organisation they represent, followed by the person’s title, followed by their name and honours.

**Examples**
- ACU Institute for Advancing Community Engagement (IACE) Director Professor Jude Butcher
- ACU Faculty of Education Dean Professor Marie Emmitt
- Queensland Catholic Education Commission Chair Professor Peter Sheehan AO

**Staff members** who have no other title (such as Dr or Professor) should be referred to with Mr or Ms before their surname.

**Artists, writers** and **criminals** may be referred to by their surname only.

**Students** should be referred to by their first and second name without “Mr”, “Ms” or other title.
Inclusive language

A website should seek to use language that does not exclude or discriminate against any group or section of the community. It should do this by the use of gender neutral and non-racist language which also respects people who are disabled, older, younger, or from other languages.

The use of simple and direct writing following good readability principles will help in achieving this outcome. A sentence can often be rewritten to avoid discriminatory phrases or the need to substitute words. Where appropriate applying commonsense should lead you to consider your target audience, eg, content written for Indigenous or international students should reflect an appropriate writing style.


Gender neutral language

Following are some suggested ways content writers can avoid the he/him/his pronouns:

- use the plural “they”
- use “he and she” or “she and he”
- rephrase sentences to leave out the pronoun
- change the address to “you”, “I” or “we”.

Examples

Following are some suggested examples of gender neutral phrasing

<table>
<thead>
<tr>
<th>Use ...</th>
<th>Not ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>businessperson / owner</td>
<td>Businessman</td>
</tr>
<tr>
<td>chairperson / the chair / convenor</td>
<td>Chairman</td>
</tr>
<tr>
<td>fishing licensee / angler</td>
<td>Fisherman</td>
</tr>
<tr>
<td>supervisor / work supervisor</td>
<td>foreman</td>
</tr>
<tr>
<td>police officer</td>
<td>Policeman</td>
</tr>
<tr>
<td>tradesperson / trader</td>
<td>Tradesman</td>
</tr>
<tr>
<td>representative / official</td>
<td>Spokesman</td>
</tr>
<tr>
<td>worker / employee</td>
<td>Workman</td>
</tr>
<tr>
<td>working hours</td>
<td>man-hours</td>
</tr>
<tr>
<td>human resources / labour force / personnel / staff</td>
<td>Manpower</td>
</tr>
</tbody>
</table>

Source: Flinders University Web Editorial Guide

Indigenous peoples

The word *Aborigine* should not be used. Instead use the word *Indigenous* with a capital “I”, as it includes Torres Strait Islanders and is preferred by ACU’s Indigenous staff. Never use “aborigine” or if you must use “ Aboriginal” as an adjective, use it with a capital “A”. **Note:** use “indigenous” with a lower-case “i” only as a generic adjective, eg, “plants indigenous to an area”.

Ethno linguistic groups

- Avoid using terms like “New Australians”, “ethnic” or “migrants / immigrants”.
- Prefer terms such as “people from other language backgrounds” or “people from non-English speaking backgrounds”.

**Note:** an exception might be for content written in an academic context as in “an immigrant history”.

People with disabilities

Aim to avoid language that depersonalises people with a disability. Avoid language in which they are treated as a disability rather than a person with a disability.

<table>
<thead>
<tr>
<th>Use ...</th>
<th>Not ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>persons with a disability</td>
<td>the disabled/ disabled persons / disabled people</td>
</tr>
<tr>
<td>blind people / people with a visual impairment</td>
<td>the blind</td>
</tr>
<tr>
<td>people with a disability / people with a handicap</td>
<td>the handicapped</td>
</tr>
<tr>
<td>physically disabled people / people with physical disabilities</td>
<td>the physically handicapped</td>
</tr>
<tr>
<td>deaf people / hearing-impaired persons</td>
<td>the deaf</td>
</tr>
<tr>
<td>people who are homeless</td>
<td>homeless people/ the homeless</td>
</tr>
</tbody>
</table>

**Sources:** Flinders University Web Editorial Guide and ACU Style Guide

In relation to age

<table>
<thead>
<tr>
<th>Use ...</th>
<th>Not ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>older people / seniors / senior citizens</td>
<td>the aged / the old / the elderly</td>
</tr>
<tr>
<td>young persons / young people</td>
<td>youth / the young</td>
</tr>
<tr>
<td>non-recent school leavers</td>
<td>mature age students</td>
</tr>
</tbody>
</table>

**Sources:** Flinders University Web Editorial Guide and ACU Style Guide

Acronyms and abbreviations

Acronyms are words formed from the initial letters of other words. Remember that many readers of a university website will not be familiar with the language of tertiary education. Some readers will be from interstate or from overseas and so will not recognise or be familiar with acronyms and abbreviations you regard as common or obvious.

To avoid this, in the first instance, spell out the full name of an organisation with the acronym in brackets directly after it.

**Example**
ACU’s Teaching and Learning Enhancement Scheme (TALES). There are many aspects of TALES work to discuss.

Do not use full stops between the letters of acronyms.

Avoid starting a sentence with an acronym or abbreviation. Write the words in full or rearrange the sentence.

Note: there are acronyms that have more than one meaning, eg, ATP can be “Australian Tennis Professionals” or “Association of Taxpayers”. In such instances it may be better to write the acronym in full consistently throughout the page, depending on the context of the page.

Prior to uploading your content – final checks

Proofreading

In the creation of web content proofreading is vital as a means of ensuring readability and quality. Proofreading your own content is the most difficult thing to do. It is best to have others read your work and assist with improving it. Particularly if they can find ways to reduce or shorten the content you have created.

If you have to proofread your own content then following are some tips to help you do it better:

- put your content aside for a while and review it when you are fresh (leave an hour, a day or a week, as time allows)
- proofread away from your desk, eg, print your content and proofread it outside the office
- try reading your content from the end to the start
- try reading sections at random.

Effectively using one or some of the above methods will help you see your content as if it were new and improve your ability to see faults or errors.

Things to check when proofreading

Following is a 20 point checklist that highlights the key points of this guide and allows you to check them off when proofing your content:

1. Is your content split into small logical chunks?
2. Is your content made up of self-explanatory web pages?
3. Does your content achieve your writing goals?
4. Does your content hit the target audience you are aiming for?
5. Have you used a concise writing style?
6. Have you used a personal and direct writing style?
7. Is your content easy to scan?
8. Have you avoided **marketing puff, marketese** and **jargon terms**?

9. Have you avoided **local terminology** which might not be familiar to interstate and international users?

10. Are your **links** using **meaningful descriptive** text?

11. Do the **links** for **download files** provided contextual content indicating **file type and size**?

12. Are **keywords** highlighted in **bold**?

13. Have you written **meaningful headings**?

14. Where required have you used **page summaries** at the top of your content pages?

15. Have you **cut printed text** by approximately **50 per cent**?

16. Have you applied the **ACU preferred and correct word usages** (detailed in this document above) and **Australian Oxford Dictionary** spelling of words?

17. Have you **written out acronyms and abbreviations** in the first instance?

18. Do your web contents bulleted and numbered **lists** use **correct punctuation**?

19. Are **numbers** written in the **right style**?

20. Have you used **inclusive language**?

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**Approval, copyright and permission**

Adding content to a website is a form of publishing. And like traditional publishing it is therefore, subject to the laws, which regulate the broadcasting and distribution of information. Laws relating to the:

- making of representations and their accuracy
- ownership of intellectual property.

**Examples**

- when making claims as to the “quality” or “value” of a course you need to ensure that claims can be substantiated with factual objective data
- where you include content written by others as a "quote" then you need to acknowledge that content by giving the source and/or a link to the quote
- when you seek to include a full report or document produced by another body or organisation (including Government) you may need to get permission from the copyright owner.

Where you want to include links to other sites you may wish to check with the proprietors of those sites before doing so. Although this is not strictly necessary it is probably good practice. Especially, if you are intending to refer to a site a lot of
times in your content and as a result will be directing a large number of enquiries to that site. Most sites can be contacted for this type of request through their “Contact Us” information, either by telephone or email.

 Needless to say other approvals may be necessary within the University and within your own organisational unit. Guidance on such is beyond the scope of this guide but best to exert your own judgement as much as possible.

 Please also refer to the University’s copyright policy at http://www.acu.edu.au/policy/governance/copyright/

**Don’t publish and forget – update your content**

A famous movie trailer once claimed that:

"In space no-one can hear you scream!“ In the case of the web nothing makes the occupants of cyber-space scream more than content which is not up-to-date. In space the screamers are trapped in a space ship whereas in cyber-space readers of the web just scream and move on to the next website and never come back.

**Do not publish and forget.** People expect the content they find on a website to be current. Plan and allow for updating.
Uploading and presenting content

Uploading
To upload content to ACU’s Website you must have access to the University’s Content Management System (CMS) and be trained in its use. Contact IT Helpdesk with your manager or supervisors approval to request this.
Following is an overview of some key matters to consider when uploading content.

Structure and presentation

Separating structure from presentation
All content on a web page is given structure by being placed within structural tags called Hypertext Markup Language (HTML). Structural tags are called elements.
These structural HTML elements include:
- headings
- lists
- paragraphs
- links

However, all the stylistic information, that defines how these HTML elements (tags) look, is placed in another separate document called a Cascading Style Sheet (CSS). This CSS defines the style for the HTML elements on every page in the website and is maintained by the Web Content and Development Section.
As a content creator you should be aware of structure and take on the responsibility for structuring your content. However, you should not attach your own presentational (stylistic) information to the structural HTML elements (tags) that make up the ACU web content you are creating. Instead rely on the generic style already in place (ie, pre-applied style) for these elements through the website’s CSS. You can use the above listed HTML elements like you would in Word to structure your document, but do not add or bring in font types, heading sizes, colour etc.

Important advantages of separating structure from presentation

- integrated and consistent look and feel promotes ACU as a unified national university
- compliance with current web standards as defined by the World Wide Web Consortium (W3C), the chief body governing the development of standards for the Web, namely; HTML and CSS
- centralised, manageable and cost effective control of how the website looks because it is done through one document the CSS. This can easily be changed when the website is due for a new look (as in a new text font, colour scheme etc). However, adding your own (embedded) stylistic information will override the CSS and deny these benefits
Using the WYSIWYG* Editor to avoid embedding or attaching your own styles

The term “WYSIWYG Editor” refers to the user interface that allows content creators to add and update pages to the ACU Website.

- use Internet Explorer (there are problems with using other browsers such as Firefox). But it can help to check published content in both browsers to ensure it displays correctly
- use B button to bold text to give a word or phrase strong emphasis but do not use it in place of a heading – using a heading instead eg heading 2, heading 3 etc in the dropdown menu
- use I button to apply italics to text to give a word or phrase emphasis (but use italics sparingly and less than bold). Do not use it in place of a heading – using a heading instead eg heading 2, heading 3 etc in the dropdown menu.
- do not use U for underline as users may confuse this text for a link
- use the first dropdown menu to create Headings.

(*What You See Is What You Get)

Pasting content from Word

It is always best to create your content in Word, but ensure you copy this into Notepad before pasting into the CMS. Notepad strips out any formatting that won’t be accepted by the CMS.

Notepad can be found on your computer by clicking on “Start” and “Run” and keying in “notepad”. Your computer should then open a blank notepad document.

If you have any bullet points in your content, remove these from notepad before pasting into the CMS. Then use the editing tools in the WYSIWYG editor to put the bullets in again. This should ensure the bullets publish correctly.

If you do have to paste content from Word, please use the Replace Text button (fifth from the left) to strip some of Word’s embedded styles. It is important to do this so that Word’s styles do not interfere with the site wide style and/or cause other problems.
Accept the default checked items (all items in the non-extreme options) and click OK.
**Heading text dropdown menu**

This menu contains Headings from level 1 to 6. You should use headings wherever possible to make a page more scannable.

- do not use Heading 1 as this is reserved for the site or sub-site heading in the banner area
- use the headings in hierarchical order. That is the most important headings on a page should be heading 2 or 3 (heading 2 is usually used for the main on page heading)
- subheadings should be used logically underneath, ie, heading 4 under a heading 3 and so on
do not refrain from using headings to break up a page if you think this will aid the user’s information scanning process

- remember to use keywords at the beginning of a heading and a paragraph as these are the words a user will be scanning

This menu also includes the following option:

- the **Normal** selection item refers to paragraphs. Use it to set paragraphs under headings

- use the **Address** item to format a passage of text in italics, eg as a caption underneath a photo. In old HTML, this tag used to be used to style addresses in Italic

- use the **Formatted** item if you want a passage of text to look like plain text.

**Select CSS Style**
Do not use this menu yet as we are still working on the functionality behind it.

**Text alignment**

- alignment options are found next to the “Select CSS Style” menu. These are: justify left, justify centre, justify right, justify full. Please **only use “justify left”** which is the browser default setting. The other three options make it harder for the user to scan and read

- user tests have shown users scan a web page down the left side of the content area of a page looking for the first two or three keywords. Justifying in any way other than left interrupts this process

- For more on how users scan a page see: *F-Shaped Pattern Reading Web Content* from Jakob Nielsen’s Alertbox for April 2006. ([http://www.useit.com/alertbox/reading_pattern.html](http://www.useit.com/alertbox/reading_pattern.html))

**Lists**

*see also above - Numbered and bulleted lists*

Lists as already discussed are a good device to break up a webpage and make information more scannable.

There are three types of lists available in the WYSIWYG Editor:

1. Ordered lists (characterised by numbers)
2. Unordered lists (characterised by square bullet points)
3. Definition lists (characterised by broken horizontal lines to the right of the choose language dropdown menu).
Use ordered and unordered lists as you would in Word but try to cut the number of words down to be concise.

**Links**

see also above - [Writing meaningful link text](#)

Your links **should not be styled** in any way other than the default link style. Do not select a colour or effect (eg *Italic*) for the link. In this way, the link will pick up the same hyperlink style used throughout the site.

The link and unlink buttons in the WYSIWYG Editor are identifiable by the horizontal chain and broken chain respectively.

**Linking to non-HTML files**

see also above – [Provide contextual content for file downloads](#)

Use the new window option and set the size to 800 by 600 pixels with all other “Advanced” options off.

**Images**

When inserting an image make sure to fill the **Alt** field (attribute). This is used to describe the image to a person with limited vision or using a text only browser. Try to be descriptive so that the non-visual user can appreciate the image textually. Even if the image is a background pattern, still describe the mood it is trying to set.
Glossary of preferred word usage and spelling

A

Adviser – not “advisor”

Affect or effect - In general terms, the most useful distinction to remember is:

- “affect” is a verb meaning “to change” or influence”, as in “It does not affect me” and “It may seriously affect his health”
- “effect” is the noun which goes with it – meaning “the result” or “the consequence” – “The effect of the decision” – hence the adjective “effective”.

“Effect” is used as a verb, but far less commonly, in a formal sense of “to bring about a result” – as in “to effect an escape” “to effect a change of policy”

Very rarely, mostly in psychology, “affect” can be used as a noun referring to emotions.

Affective or effective - “Affective” has to do with emotions, while “effective” means “it works” – it has an effect. “Effective” is normally what is required.

Ageing – not “aging”

Among - not “amongst”

Asia-Pacific as in Asia-Pacific Centre for Inter-religious dialogue

Associate Professor and Professor “Associate Professor” and “Professor” should be used in full, not as “Assoc Prof” and “Prof”.

B

Bachelor of Arts use capitalisation

Bachelor’s as in a Bachelor’s degree (not lower case ‘b’, with an apostrophe)

BA, BEd etc no full stops for abbreviations

Benefited not benfitted, the general rule here being that verbs that do not have the stress on the last syllable, do not double the last consonant when adding “ed” or “ing”.

C

Case study (two words)

Casework (one word)

Chairs - with the exception of the Chair in Educational Leadership, which uses “in”, please use “of”, as in Chair of Ageing, Chair of Moral Philosophy and The Allan Myers Chair of Law.
Commonwealth capitalise where referring to Commonwealth of Australian but use lower case for general use

Complementary/Complimentary
“Complementary” means “goes with” or “enhances” something else.
“Complimentary” means “as a compliment” eg “complimentary remarks” or “complimentary tickets” – which are free, as a compliment.

Computer-aided, computer-based use hyphen

Convener not convenor

Cooperate/ Cooperative/ Coordinate /Coordinator - do not have hyphens in our publications.

Cost-benefit use hyphen not forward slash ‘/’

Coursework one word

D

Database one word but Data-driven use hyphen
degree with honours no capitals
Dependant (noun) as distinct from dependent (adjective: ‘dependent upon’) 
Deputy Vice-Chancellor only one hyphen

Different from but “similar to” - Be careful to use the appropriate preposition.

E

Effect or Affect - see “affect” above

Effective or Affective - see “affective” above

eg do not use full stops

email not E-mail, e-mail and do not refer to it as “electronic email” as that is what the “e” means. See also Web and email addresses below.

Enquiry or inquiry - in general usage the correct spelling is “enquiry” when seeking information but an official investigation is often called an “inquiry”.

etc do not use full stops

Examinations Board - use capitals when referring to a formal body

F

Faculty – should be capitalised when referring to specific faculty names as in the “Faculty of Arts and Sciences”, but use lower case generally, eg, “several faculties were involved” “the appropriate faculty”, “the relevant faculty” and “the faculty will”. Also use capitals when part of a title as in the “Faculty Board”.

Fewer than – use “fewer than”, not “under”, when you are discussing quantities. For example, fewer than 40,000 people attended, even though the ship was under the bridge. See also “more than”.
While “fewer” is for things that are measured in numbers, “less” is for things that are measured in quantity, eg, “fewer soldiers ate less cheese”.

**Fieldwork** one word

**final honours year** not Final Honours year

**First Year** use capitals when it is a title as in “many First Year students” however, use lower case when referring to a level or time as in it was their “first year”

**Focused, not focussed** - “Focused” is like “benefited” and “biased” – the general rule here being that verbs that do not have the stress on the last syllable do not double the last consonant when adding “ed” or “ing”.

Words, such as “refer” which do have their stress on the last syllable do double the consonant, eg “referred” and “deferred”. The opposite happens in American English.

**Full fee-paying** use hyphen in fee-paying

**Full-time** not full time or fulltime

**G**

**graduate-entry** use lower case

**H**

**Head of Department** – do not use capitals when using the term generally as in “the head of department is located at” but use capitals for specific head, as in “Head of the Department of Science”.

**Health care** – use two words unless used differently in a formal name or title, as in the “Healthcare Association of Australia”.

**Health-related** – use hyphen

**honorary doctorate** - use lower case

**honours candidate** - use lower case

**honours degree** - use lower case

**I**

**ie** - no full stops

**In-depth** - use hyphen

**In-house** – use hyphen

**Inquiry or Enquiry** - in general usage the correct spelling is “enquiry” when seeking information but an official investigation is often called an “inquiry”.

**internet** - use lower case “I” unless starting sentence or referring to “Internet Explorer” etc, not “Internet” or “the Net”
“It’s” and “its”

“It’s” is short for “it is” as in “It’s Wednesday”.

“Its” is the possessive form of “it”, as in “the dog enjoys its breakfast”.

L

Licence/se - “Licence” is a noun and is far more common than “license”, which is a verb. For example, “I have paid for my licence” but “I license you to speak out on this”.

Like is often used where the words “as if” should be used. It has become accepted in common or casual speech, however, when writing the distinction should be retained. “Like” is a preposition and should be used with a noun

Example

“He looks like a pirate.”

For a conjunction, introducing a whole clause, the correct usage is “as if”.

Example

“He looked as if he would explode with anger” not “he looked like he would explode …”

Long-term – use hyphen

M

Master of Arts or MA - no full stops, Master’s degree (not lower case ‘m’, with an apostrophe)

Masters degree - not Master’s degree but singular (no ”s”) as in Master of Educational Leadership, Master of Religious Education, etc when qualified by name discipline.

Midyear - no space, no hyphen

Mission - use a capital “M” when referring to ACU’s Mission.

More than - not “over”, is correct when you are discussing quantities.

Example

More than 40 students attended, even though the sign was placed over the door.

See also “fewer than”.

Multiculturalism - no space, no hyphen

Multidisciplinary - no space, no hyphen

N

Notre Dame University - is officially referred to as “The University of Notre Dame Australia” avoids US confusion.

Numbers – see main text above on the use of numbers
O

**Offshore** - *no* hyphen

**On-campus** - with hyphen if used as an adjective as in “on-campus accommodation”, but elsewhere us two words as in “there are many things to do on campus”

**Online** – use one word, *no* hyphen

**On-site** - use hyphen if adjective as in “on-site facilities”, but elsewhere use two words as in “there are facilities on site”

**Organisation** – *use s* not *z*

**Over** - “More than” is correct when you are discussing numbers.

*Example*

“More than 40 students attended” *not* “Over 40 students attended”.

P

**Part-time** *not* part time or parttime

**Per cent** – use two words in the text of content but in tables and formulas the symbol “%” should be used

**PhD** - *no* full stops and *use* a capital D

**Policy-making** – *use* hyphen

**Pope** – the numerical designation I as in “Pope Benedict XVI”, or former “Pope John Paul II” is a roman numeral not an Arabic numeral 1. Use capital “I” for Roman numerals, not Arabic number 1.

**Postgraduate** - and undergraduate – the ACU convention is to write these as single words, *without* hyphens.

**Practice/ise** – Practice is a noun, as is “ice”, while “practise” is a verb. For example, “Practice makes perfect” but “I must practise”

**Pre-registration** – *use* hyphen

**Prerequisite(s)** - *not* pre-requisites

**Principal/Principle**

“Principal” means “main” – as in the Principal of a school – the main teacher. “Principle” means the underlying, guiding idea.

**Professor and Associate Professor** – “Professor” and “Associate Professor” should be used in full, not as “Prof” and “Assoc Prof”. Hence Professor Jones not Prof Jones, professor Jones.

**Program** - *not* programme (unless it’s the paper handout at a concert). Also use programmed and programming.

**Pro-Vice-Chancellor** – *using* two hyphens is the ACU style

R

**Reappointed** – *no* hyphen

**Recognised** – *use “s”* not “z”
S

St Vincent de Paul Society - full name is “The St Vincent de Paul Society”

Schools and sub-faculties Avoid the ampersand “&” sign, and abbreviate the names of states in brackets at the end.

Examples

School of Arts and Sciences (Vic)
Sub-Faculty of Philosophy and Theology
School of Theology (Qld)
Sub-Faculty of Business and Informatics.

Self-evaluation – use hyphen
Self-monitoring – use hyphen
Short-term – use hyphen
Stationary/stationery – “stationary” means “standing still”, while “stationery” refers to writing materials used in offices
Subclause - no hyphen
Subcommittee - no hyphen
Subsection - no hyphen
Subtopic - no hyphen

T

Teleconference - no hyphen

Text/texted – Avoid using these words referring to mobile phone messaging. The word “texted” is consistent as the past tense of a verb “to text”. However, you would avoid using the word in written content as it tends to be local and possibly not understood by people using the website. It is better to use a descriptive phrase such as “a text message was sent”.

U

Undergraduate and Postgraduate – the ACU convention is to write these as single words, without hyphens.

Use – not “utilise”
UK – as in “the UK” not U.K.
US – as in “the US” not “the USA” or “U.S.”

University – use “u” when referring to any university in the general writing.

University – use “U” when referring to Australian Catholic University, ACU. See also Local information at University campus titles and locations above.

V

Vice-Chancellor – use hyphen
Vice-Chancellor – use hyphen
**W**

**Website** – one word not “web site”

**Web and email addresses** – When using the URL or email address as the link then you should not have full stops at the end of them as this will represent them incorrectly. For this reason avoid using them at the end of a sentence. For a web address use a sentence like: “Please visit [www.acu.edu.au](http://www.acu.edu.au) for more information.” Prefer “visit” to “go to” or “see” before web addresses. Only use the “http://” when there’s no “www”. For email: “Please email [John.Doh@acu.edu.au](mailto:John.Doh@acu.edu.au) for more information. **Note:** it is preferred that URL’s not be used as link text on the web as they are often long and cumbersome and cause lines to break badly and pages not to print out correctly. **See also** the topic on [writing meaningful link](#) text above.

**Y**

**Year 3, Year 4, Year 12** etc - use “Y” when referring to a school year as in “Year 12 students” however, “first-year nursing student” uses ”y”.
Glossary of web terms

A

Adobe Acrobat files - See PDF (this table below)

B

Bookmark - A record kept by your web browser of the location of web pages (selected URLs) which you can readily return to later. Most web users tend to accumulate a list of often used bookmarks.

Note: known as Favourites if you use the Internet Explorer Browser.

Browser - A program used to view or interact with various kinds of internet information and resources. Internet browsers use a standardised coding language known as HTML to open web pages on your computer screen. The two most common browsers used at ACU are Internet Explorer and Firefox.

C

Content Management System (CMS) - The content for most university websites including ACU is created, uploaded and managed on the web using software known as a content management system (CMS). ACU’s CMS is known as MySource Matrix.

D

Dreamweaver - Dreamweaver is a web development tool/software, initially created by Macromedia (now part of Adobe Systems). Some more complex web content at ACU is developed using this tool. The web services team can provide further detail and assistance on the use of Dreamweaver if required.

F

Favourites - See Bookmark (this list above)

H

HTML (Hypertext Markup Language) - HTML is a standardised coding language that uses generic tags to markup web content so that it can be displayed by all browsers on the World Wide Web.

Note that most web content creation tools (including ACU’s CMS) while applying this HTML code will hide it from view unless the content writer elects to see it. That is to say most web content creation tools are WYSIWYG (What You See Is What You Get).

http (Hypertext Transfer Protocol) - A protocol for exchanging HTML pages and forms.

Note the “http://” part of a web address is what tells the browser the types of files being exchanged and note that there is also an FTP or “File transfer protocol” for exchanging data files.

Hyperlink - An electronic path that connects two places in a network, often represented as buttons or pointers on web pages.

Hypertext - A piece of text that allows embedded links to other documents. Clicking on a hypertext opens up another web page or goes to another section of the page.
Internet Browser - See Browser (this list above)

Internet - A global network connecting millions of computers. More than 100 countries are linked into exchanges of data, news and opinions. Unlike online services, which are centrally controlled, the internet is decentralized by design. Each internet computer, called a host, is independent. There are a variety of ways to access the internet. But generally it is done through a commercial Internet Service Provider (ISP).

The internet is not synonymous with the World Wide Web. The internet is a massive network of networks, a networking infrastructure. It connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are both connected to the internet. Information that travels over the internet does so via a variety of languages known as protocols. The World Wide Web, or simply the web, is a way of accessing information over the medium of the internet. It is an information-sharing model that is built on top of the internet.

Metadata – Is shortly described as “data about data” that is, information about a web page/document embed in the documents HTML code used by Internet search engines to find and classify web page/sites. This information is contained in the 'head' section of web documents when they are viewed in HTML code. The two most important elements of metadata are “Page Title” and “description”. Content creators should add Metadata to their pages as part of the process of creating their content. You should ensure you are shown how to do this when you are shown how to use the CMS.

PDF (Portable Document Format) - Files in Adobe Acrobat format. These files can be read with a free reader from http://www.adobe.com. These files retain document layout features and are used to retain the appearance of existing printed documents and for downloading large files. See the guide above for when and how to use PDF.

Random access - The ability of a user to immediately and easily access any of the contents of an electronic document, in contrast to linear access with, eg, videotapes or audiotapes. In computing the term is most commonly used as part of the acronym RAM, being “Random Access Memory”.

Search Engine – is a program that searches documents for specified keywords and returns a list of the documents where the keywords were found. Although “search engine” is really part of a general class of programs, the term is often used to specifically describe systems like Google, Yahoo, Alta Vista and Excite that enable users to search for documents on the internet (World Wide Web) and USENET newsgroups.

Typically, a search engine works by sending out a program (known as a spider) to fetch as many documents as possible. Another program, called an indexer, then reads these documents and creates an index based on the words contained in each document. Each search engine uses a proprietary algorithm (computation method) to create its indices so that, ideally, only meaningful results are returned for each query.

Note: most websites also have their own site based search engine which is confined just to searching the website, eg, ACU has an on-site search engine provided by Funnelback Technologies.

SEO (search engine optimisation) – is the process of increasing the amount of visitors to a website by ranking high in the search results of a search engine. The higher a website ranks in the results of a search, the greater the chance that that site will be visited by a user. It is **common practice** for internet users to **not click through** pages and pages of search results, so where a website ranks in a search is essential for directing more traffic toward the website.

SEO helps to ensure that a website is accessible to a search engine and improves the chances that the website will be found by the search engine.


**Server**

A powerful computer connected to the internet which stores web files and 'serves' them back to a user's web browser on request.

**U**

**URL (Uniform Resource Locator)**

Designates the location or address system used by servers and web users to request web documents, eg, [http://www.acu.edu.au](http://www.acu.edu.au) which, brakes down to: http (the method of transfer) www (the means of transfer) acu (the site name) edu (the type of site) au (the country/region of the site).

**W**

**Web browser** - See also Browser (this list above)

**World Wide Web (www)** - A system of internet servers that support specially formatted documents. The documents are formatted in a markup language called Hyper Text Markup Language (HTML) that supports links to other documents, as well as graphics, audio, and video files. This means you can jump from one document to another simply by clicking on hot spots. **Note:** not all internet servers are part of the World Wide Web as the internet also includes email, intranets and other forms of document and file exchange. See also Browser (this list above). See also Internet (this list above).

Appendix 1 - List of simpler words and phrases

Never use a big word where a little one will do. And don't use several words where one will do. Business writing does not demand big words or fancy phrases. Write naturally in the words you speak with. Those are usually small. The guts of English are in its small, often one-syllable, words. Not only do they save preparation and reading time, they improve the vigour of your writing and the clarity of your ideas.

A

Don’t use

a large number of
a number of
a percentage of
accede to
accelerate
accentuate
accommodation
accompany
accompanying
accomplish
according to records
accordingly
accrue
accurate
achieve
acknowledge receipt of
acquaint yourself
acquiesce
actual
additional
adjacent to
advise
adjustment
admissible
advantageous

Use

many, most
some
some, or what %
agree, allow, grant
speed up
stress
home, house, room
go with
carry out, do
our records show
so
add, gain
correct, exact, right
do, make
thank you for
find out
agree
real
added, more, other
next to, near
recommend, tell
change
allowed
helpful, useful
affix
afford an opportunity
aforementioned
aggregate
aircraft
aligned
alleviate
allocate
along the lines of
alternative
alternatively
ameliorate
amendment
an absence of
an abundance of
anticipate
apparent
appear
applicant
appreciable
apprise
appropriate
appropriate to
approximately
as a consequence of
as a means of
as prescribed by
ascertain
assemble
assist, assistance
at an early date
at the moment
at this point in time
at the present time
attached, herewith is
attempt
attributable to
put, stick
allow, let
these
sum, total
plane
in line, lined up
ease, reduce
divide, give, share
as in, like
choice, other
or
help, improve
change
no, none
a lot, enough, plenty
expect
clear, plain
seem
you
great, large, many
inform, tell
proper, right
applies to, suitable for
about, roughly
because
to
under
find out, learn
build, put together
aid, help
soon
now (or leave out)
now (or leave out)
now
here is, here's
try
due
<table>
<thead>
<tr>
<th>Authorise</th>
<th>Allow, let</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>May, power, right</td>
</tr>
</tbody>
</table>

### B

**Don’t use**

<table>
<thead>
<tr>
<th>belated</th>
<th>late</th>
</tr>
</thead>
<tbody>
<tr>
<td>beneficial</td>
<td>helpful, useful</td>
</tr>
<tr>
<td>benefit</td>
<td>help</td>
</tr>
<tr>
<td>bestow</td>
<td>award, give</td>
</tr>
<tr>
<td>by means of</td>
<td>by, with</td>
</tr>
</tbody>
</table>

### C

**Don’t use**

<table>
<thead>
<tr>
<th>calculate</th>
<th>decide, work out</th>
</tr>
</thead>
<tbody>
<tr>
<td>cannot</td>
<td>can’t</td>
</tr>
<tr>
<td>capability</td>
<td>ability</td>
</tr>
<tr>
<td>category</td>
<td>class, group</td>
</tr>
<tr>
<td>cease</td>
<td>end, finish, stop</td>
</tr>
<tr>
<td>circumvent</td>
<td>avoid, get around</td>
</tr>
<tr>
<td>clarification</td>
<td>help</td>
</tr>
<tr>
<td>close proximity</td>
<td>near</td>
</tr>
<tr>
<td>co-operate</td>
<td>help</td>
</tr>
<tr>
<td>combine</td>
<td>join</td>
</tr>
<tr>
<td>commence</td>
<td>begin, start</td>
</tr>
<tr>
<td>communicate</td>
<td>call, talk, write</td>
</tr>
<tr>
<td>competent</td>
<td>able, can</td>
</tr>
<tr>
<td>complete (a form)</td>
<td>fill-in</td>
</tr>
<tr>
<td>complete</td>
<td>finish, whole</td>
</tr>
<tr>
<td>completion</td>
<td>end</td>
</tr>
<tr>
<td>comply with</td>
<td>follow</td>
</tr>
<tr>
<td>component</td>
<td>part</td>
</tr>
<tr>
<td>comprise</td>
<td>form, include</td>
</tr>
<tr>
<td>comprises</td>
<td>is made up of</td>
</tr>
<tr>
<td>compulsory</td>
<td>must, required</td>
</tr>
<tr>
<td>conceal</td>
<td>hide</td>
</tr>
</tbody>
</table>
concerning about, on
conclude close, end
conclusion end
concur agree
condition rule
conduct a survey survey
conduct an investigation investigate
conduct an inquiry inquire
confront face, meet
consequently so
considerable great, much, a lot of
consolidate join, merge
constitutes is, forms
construct build
consult ask, meet, talk to
contains has
contemplate think about
continue keep on
contrary to against, despite
contribute give
correct right, put right
correspond write
letter
counter to against
curmudgeon Park Sims
currently now (or leave out)
customary normal, usual

D
Don’t use
dean
dee to be
defer
deficiency
delete
demonstrate
denote

Use
deem think
dee to be treat as
defer delay, put off
deficiency lack of
delete cut, drop
demonstrate prove, show
denote show
depart        leave
depict        show
designate       choose, name, pick
desire        want, wish
desist        end, finish, stop
despatch       post, send
despite the fact that      although, though
determine       decide, figure, find
develop       grow, make
difficulties       problems
diminish       drop, lessen, reduce
disburse        pay, pay out
disclose        show, tell
discrete       separate
discontinue       drop, stop
disseminate       issue, send out, spread
donot        don't
documentation      letters, papers, forms
domiciled       living in
dominant       main
due to the fact that      as, due to, since
duration       life, time
during which time       while
dwelling       home, house

E
Don’t use
echelons
 economical
 effect
g
 elect
 eliminate
 elucidate
 emolument
 emphasise
 employ

Use
 levels
 cheap, good value
 make
 for example
 choose, pick
 cut, drop, end
 explain
 pay
 stress
 use
enable  allow
enclosed  inside
enclosed please find  I/we enclose, here is
encounter  meet
encourage  urge
endeavour  try
enquire  ask
ensure  make sure
entitlement  right
enumerate  count
envision  expect, imagine
equitable  fair
equivalent  equal
erroneous  wrong
establish  set up, prove, show
etc  and so on
evaluate  check, rate, test
evidenced  showed
evident  clear
examine  check, look at
excessive  too many, too much
exclude  leave out
excluding  apart from, except
exclusively  only
exempt from  free from
exhibit  show
expedite  hurry, rush
expeditious  fast, quick
expend  pay out, spend
expenditure  spending
expense  cost, fee, price
expire  die, run out
explain  show, tell
extremity  end, limit
extant  current, in force

F
Don't use

Use
facilitate ease, help
factor reason, cause
failed to didn’t
fatuous numbskull jerk
tfeasible can be done
females women
final last
finalise complete, finish
following (in time) after
for example such as
during, while
for the duration of for, to
because
for the purpose of this, these
give up, lose
give the reason that give, devise, plan
forfeit because
formulate now, at once
during, while
forthwith send
for further to
fundamental often
furnish act, role, work
give thought to
furthermore give, send

G

Don’t use

generate give, make, produce
give comfort to comfort
give consideration to consider, think about
give credence to believe
give shelter to shelter
give thought to think about, consider

H

Don’t use

has a damaging effect damages

Use

Don’t use

generate give, make, produce
give comfort to comfort
give consideration to consider, think about
give credence to believe
give shelter to shelter
give thought to think about, consider

Use

damages
have the capability to  
have a responsibility to  
have permission to  
henceforth  
hereby  
herein  
heretofore  
herewith  
hitherto  
hold in abeyance  
hold a meeting  
however  

I  
Don't use  
I/we shall/will  
I should be grateful if you would/could  
identical  
identify  
i.e.  
if and when  
illustrate  
immediately  
impacted  
implement  
in a number of cases  
in accordance with  
in addition  
in advance  
in an effort to  
in case of  
in conjunction with  
in connection with  
in consequence  
in excess of  
in lieu of  
in order that  

can  
must  
may  
from now on  
now (or leave out)  
here  
until now  
now (leave out)  
until now  
postpone, wait  
meet  
but  

I'll, we'll  
please  
same  
find, name, show  
that is  
(either one)  
show  
at once, now  
changed, hit  
carry out, do  
some  
by, under  
also, besides, plus, too  
better  
to  
if  
with  
about, for  
as, because  
more than  
instead of  
for, so
<table>
<thead>
<tr>
<th>Expression</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>in order to</td>
<td>to</td>
</tr>
<tr>
<td>in receipt of</td>
<td>get, have, receive</td>
</tr>
<tr>
<td>in regard to</td>
<td>about, on</td>
</tr>
<tr>
<td>in relation to</td>
<td>about, on</td>
</tr>
<tr>
<td>in respect of</td>
<td>about, concerning</td>
</tr>
<tr>
<td>in the absence of</td>
<td>without</td>
</tr>
<tr>
<td>in the amount of</td>
<td>for</td>
</tr>
<tr>
<td>in the case of</td>
<td>in, for</td>
</tr>
<tr>
<td>in the course of</td>
<td>during, in, while</td>
</tr>
<tr>
<td>in the event that</td>
<td>if</td>
</tr>
<tr>
<td>in the near future</td>
<td>soon</td>
</tr>
<tr>
<td>in the process of</td>
<td>now (or leave out)</td>
</tr>
<tr>
<td>in view of</td>
<td>since</td>
</tr>
<tr>
<td>in view of the above</td>
<td>so</td>
</tr>
<tr>
<td>in view of the fact that</td>
<td>as, because</td>
</tr>
<tr>
<td>inappropriate</td>
<td>wrong, unsuitable</td>
</tr>
<tr>
<td>inasmuch as</td>
<td>since, because</td>
</tr>
<tr>
<td>inception</td>
<td>beginning, start</td>
</tr>
<tr>
<td>incorporate</td>
<td>blend, join, merge</td>
</tr>
<tr>
<td>incumbent upon</td>
<td>must</td>
</tr>
<tr>
<td>indebtedness</td>
<td>debt</td>
</tr>
<tr>
<td>indicate</td>
<td>show, write down</td>
</tr>
<tr>
<td>inform</td>
<td>tell</td>
</tr>
<tr>
<td>initial</td>
<td>first</td>
</tr>
<tr>
<td>initially</td>
<td>at first</td>
</tr>
<tr>
<td>initiate</td>
<td>start</td>
</tr>
<tr>
<td>inst. (instant)</td>
<td>(name of this month)</td>
</tr>
<tr>
<td>instances</td>
<td>cases</td>
</tr>
<tr>
<td>interpose no objection</td>
<td>don't object</td>
</tr>
<tr>
<td>intimate</td>
<td>hint, say</td>
</tr>
<tr>
<td>irrespective of</td>
<td>despite, even if</td>
</tr>
<tr>
<td>issue</td>
<td>give, send</td>
</tr>
<tr>
<td>issue an invitation</td>
<td>invite</td>
</tr>
<tr>
<td>issue a order to</td>
<td>order</td>
</tr>
<tr>
<td>it is</td>
<td>(leave out or reword?)</td>
</tr>
<tr>
<td>it is essential that</td>
<td>must</td>
</tr>
<tr>
<td>it is known that</td>
<td>I/ we know</td>
</tr>
<tr>
<td>ACU: Web Editorial Guide 2010</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

| **J**                          | **Use**                                             |
|                               | risk, threaten                                      |
|                               | sensible, sound                                     |
|                               | point (in time), time                               |
|                               | prove                                              |
|                               | place, put, set                                     |

| **L**                          | **Use**                                             |
|                               | law                                                |
|                               | limits                                             |
|                               | few                                                |
|                               | find                                               |
|                               | place                                              |

| **M**                          | **Use**                                             |
|                               | size                                               |
|                               | keep, support                                       |
|                               | most                                               |
|                               | decide                                             |
|                               | suggest                                            |
|                               | change                                             |
|                               | refer                                              |
|                               | use                                                |
|                               | way                                                |
|                               | slight, small                                       |
|                               | happen, occur                                       |
|                               | greatest, longest                                   |
|                               | decrease, reduce                                    |
|                               | change                                             |
|                               | check, watch                                        |
N

Don’t use
nebulous
necessitates
nevertheless
notify
notwithstanding
numerous

Use
vague
cause, need
but, even so
let, know, tell
even if, despite, still
many, most

O

Don’t use
objective
obligate
observe
obtain
occasioned by
offer a suggestion
offer advice
offer compensation
on behalf of
on numerous occasions
on receipt of
on request
on the grounds that
on the occasion that
operate
operational
optimum
option
ordinarily
otherwise
outstanding
owing to

Use
aim, goal
bind, compel
see
get
because of
suggest
advise
compensate
for
often
when we/you get
if you ask
because
if, when
run, work
working
best, greatest, most
choice, way
normally, usually
or
unpaid
because

P

Don’t use
participate

Use
take part
<table>
<thead>
<tr>
<th>Particulars</th>
<th>Facts, Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per annum</td>
<td>A Year, Each Year</td>
</tr>
<tr>
<td>Perform</td>
<td>Do</td>
</tr>
<tr>
<td>Permissible</td>
<td>Allowed</td>
</tr>
<tr>
<td>Permit</td>
<td>Let</td>
</tr>
<tr>
<td>Personnel</td>
<td>People, Staff</td>
</tr>
<tr>
<td>Pertaining to</td>
<td>About, Of, On</td>
</tr>
<tr>
<td>Peruse</td>
<td>Look At, Read</td>
</tr>
<tr>
<td>Place</td>
<td>Put</td>
</tr>
<tr>
<td>Portion</td>
<td>Part</td>
</tr>
<tr>
<td>Position</td>
<td>Place, Job</td>
</tr>
<tr>
<td>Possess</td>
<td>Have, Own</td>
</tr>
<tr>
<td>Practically</td>
<td>Almost, Nearly</td>
</tr>
<tr>
<td>Preclude</td>
<td>Prevent</td>
</tr>
<tr>
<td>Predominant</td>
<td>Main</td>
</tr>
<tr>
<td>Prepared</td>
<td>Ready</td>
</tr>
<tr>
<td>Prescribed</td>
<td>Fixed, Set</td>
</tr>
<tr>
<td>Preserve</td>
<td>Keep</td>
</tr>
<tr>
<td>Previous</td>
<td>Earlier, Past</td>
</tr>
<tr>
<td>Previously</td>
<td>Before</td>
</tr>
<tr>
<td>Principal</td>
<td>Main</td>
</tr>
<tr>
<td>Prior To</td>
<td>Before</td>
</tr>
<tr>
<td>Prioritise</td>
<td>Rank</td>
</tr>
<tr>
<td>Probability</td>
<td>Chance</td>
</tr>
<tr>
<td>Procedures</td>
<td>Rules, Ways</td>
</tr>
<tr>
<td>Proceed</td>
<td>Do, Go On, Try</td>
</tr>
<tr>
<td>Procure</td>
<td>Buy, Get</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Skill</td>
</tr>
<tr>
<td>Programmed</td>
<td>Planned</td>
</tr>
<tr>
<td>Prohibit</td>
<td>Ban, Stop</td>
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<td>Promulgate</td>
<td>Announce, Issue</td>
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<td>Provide</td>
<td>Give, Say, Supply</td>
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<tr>
<td>Provide An Answer</td>
<td>Answer</td>
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<tr>
<td>Provide Assistance</td>
<td>Help</td>
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<td>Provided That</td>
<td>If</td>
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provides guidance for
guides
(pro) provisions of
(leave out)
provisions
rules, terms
prox. (proximo)
(name of next month)
purchase
buy
pursuant to
because of, under

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<th>Don’t use</th>
<th>Use</th>
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<td>regarding</td>
<td>about, of, on</td>
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<td>reimburse</td>
<td>pay back, repay</td>
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<td>about, on</td>
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<td>render</td>
<td>give, make</td>
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<td>represents</td>
<td>is, shows, stands for</td>
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<td>ask, question</td>
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<td>must, need</td>
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<td>reside</td>
<td>live</td>
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<tr>
<td>residence</td>
<td>home, where you live</td>
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restriction
retain

T

Don’t use
take a break
take a decision
take a drink
take a nap
take action
terminate
that
that being the case
the amount of
the sum of
there are, there is
thereafter
therefore
thereof
this office/department
timeously
time period
to date
to the extent that
transfer
transmit

Use
break, pause
decide
drink
nap
act
end, stop
(leave out)
if so
(leave out)
(leave out)
(leave out or reword)
afterwards, then
so
its, their
us, we
on time, good time
(either one)
up to now, so far
so that
change, move
send

U

Don’t use
ult. (ultimo)
ultimately
(the) undersigned
undertake
uniform
unilateral
until such time as
utilise, utilisation

Use
(name of last month)
at last
I, we
agree, do, promise
same
one-sided, one-way
until
use
V

Don’t use
validate
value
variation
verbatim
via
viable
virtually
visualise
viz

Use
confirm
cost, worth
change
word for word
in, on, through
workable
almost (or leave out)
see
namely, that is

W

Don’t use
ways and means
we have pleasure in
whenever
whenever
whereas
whether or not
which
whilst
will not
with a view to
with reference to
with regard to
with respect to
with the exception of
witnessed
(the) writer

Use
ways
we are, we're
when
when
but since
if, whether
(leave out)
while
won't
so, to
about
about
about, for
except for
saw
I, me

Y

Don’t use
you are requested to
your attention is drawn
your office

Use
please
please note, remember
you
yourself

Z

Don’t use
zymurgical

you(?)

Use
boozy
Bibliography

Web writing information

*Writing for the Web: Plan, create, evaluate for effective online content* by Dey Alexander 2007 Version 2.3 (notes from course)

Flinders University Web Editorial Guide Version 1.0


General editing information


ACU internal documents

*ACU Style Guide* – developed by University Relations and available from in PDF 232KB download from [http://my.acu.edu.au/staff/services/marketing_and_communication/visual_identity_toolkit/#styleguide](http://my.acu.edu.au/staff/services/marketing_and_communication/visual_identity_toolkit/#styleguide)

Site Map

**Statement of purpose**

**Web content**

  **Planning your web content**

  Web writing goals and target audiences
  Currency and accuracy are critical

**About writing for the web**

  **How readers use the web**

  Web writing is scanned not read
  Typical web reading behaviour

  **Principles that apply user reading behaviour**

  Chunk your content
  Self-explanatory content
  Rewrite content sourced from printed material
  Planning summary: 10 useful planning steps

**Layout and design of content: readability and accessibility**

  **Write concise, plain English that is personal and direct**

  Concise writing
  Short sentences
  Plain English
  Marketese
  Active voice
  Verbs not nouns
  Be direct use personal pronouns
  Slang and local expressions

  Write for your target audience  see above - Web writing goals and target audiences
  Make content easy to scan see also above - Web writing scanned not read
  Use summary paragraph
  Page titles and headings
  Page and section text see above - Chunk your content

**Highlighting**

  Numbered and bulleted lists
  Write meaningful link text
  Provide contextual content for file downloads

**Style guidelines**

  **Spelling** - see also Glossary of preferred word usage and spelling

  **Names of official bodies, companies, organisations**

  Generally
  Australian Catholic University
  Catholic Teachers’ College in Baucau, East Timor
  Clemente Australia
  Notre Dame University
  St Vincent de Paul Society
Local information

University campus titles and locations
Telephone numbers
Currency (referring to money)

Use of Capitals
Generally
Proper nouns
Job Titles
University
Religious abbreviations
Names of organisations

Punctuation
Generally
Apostrophes
Commas
Full stops
Hyphens
Italics
Quotation marks

Lists see above - Numbered and bulleted lists

Numbers

Dates
Formal/ full date reference
Day, date, month and year
Short date reference
Coming events dates
Date span
Date in uploaded file names
American date formats

Financial years
Span of years
Time of day
Percentages
Decimals
Measurement

Preferred and correct word usages see also below Glossary of preferred word usage and spelling

Titles (how to refer to people when writing web content)
Dignitaries and key office holders
Staff members
Artists, writers and criminals
Students
Inclusive language

Gender neutral language
Indigenous peoples
Ethno linguistic groups
People with disabilities
In relation to age

Acronyms and abbreviations

Prior to uploading your content – final checks

Proofreading
Things to check when proofreading
Approval, copyright and permission

Don’t publish and forget – update your content

Uploading and presenting content

Uploading
Structure and presentation
Separating structure from presentation
Important advantages of separating structure from presentation
Using the WYSIWYG editor to avoid embedding or attaching your own styles
Pasting content from Word
Heading text dropdown menu
Select CSS Style
Text alignment
Lists see also above - Numbered and bulleted lists
Links see also above - Writing meaningful link text
Linking to non-HTML files see also above – Provide contextual content for file downloads
Images

Glossary of preferred word usage and spelling

Glossary of web terms

Appendix 1 - List of simpler words and phrases

Bibliography
Web writing information
General editing information
ACU internal documents