

# The University of Sheffield

## Our Editorial Style Guide.

Last updated 20 March 2007

This guide is a reference tool for University staff, external suppliers, and freelance copy editors. It outlines the English standard for all online and printed University publications. You might disagree with some of the rules. If so, please use our version for consistency. If you have any questions about the guide, or suggestions for amendments please email the Publications team:

[publications@sheffield.ac.uk](mailto:publications@sheffield.ac.uk)

### Other useful writing guides

Writing for the web:

[www.sheffield.ac.uk/marcoms/guidelines/web/writing4web](http://www.sheffield.ac.uk/marcoms/guidelines/web/writing4web)

The Plain English Campaign has a free guide to writing in plain English:

[www.plainenglish.co.uk/guides.htm](http://www.plainenglish.co.uk/guides.htm)

## A

### A Level

Not hyphenated. Use an upper case L.

### Abbreviations

Try to avoid. Terms used within the University may not be understood outside it, especially by prospective international students.

February **not** Feb.

Tuesday **not** Tues.

postgraduate certificate **not** PgCert (apart from in course titles)

Professor **not** Prof

Exceptions:

Mr Mrs Dr (note that there is no full stop)

See also *Acronyms* and *Contractions*

### Accents

Use accents on foreign words, unless the word has been anglicised, for example *cafe*, *fiance*.

Exceptions:

Précis

Exposé (to distinguish from expose)

## Access

If you're giving directions, always include information about disabled access.  
See *Equal opportunities*

## Acronyms

When you use an acronym, write out the phrase or title in full the first time it appears, followed by the acronym in brackets. After that, you can use the acronym on its own.  
If you're writing for the web, this rule applies to **each** web page.

The School of East Asian Studies (SEAS) offers four-year language-based courses in Japanese, Korean and Chinese. SEAS undergraduates can choose...

Exceptions to the rule are acronyms better known than what they stand for, such as BBC or NATO.

See also *Abbreviations and Contractions*

## Addresses

Always arrange addresses vertically. Never make an address part of a sentence or paragraph of text.

Building numbers that cover a range (196–198) should be separated by an en-dash with no spaces. See *en-dash*.

Where the address is in a city or major town, do not include the county.

If you are writing for an international audience, the country should follow the town or city and postcode on a new line. In the case of University addresses, always use United Kingdom, rather than England.

The University of Sheffield  
Western Bank  
Sheffield S10 2TN  
United Kingdom

For department addresses, put the department name before the University:

The Institute for Lifelong Learning  
The University of Sheffield  
196–198 West Street  
Sheffield S1 4ET

Some important details:

- no full stops at the end of addresses
- no comma between the number and the street name
- do not abbreviate Road, Street or Avenue
- postcode should appear after the town or city on the same line
- no comma between town/county and postcode

### **Mailing out**

When creating address labels or typing letters for use with window envelopes, all the above guidelines apply **except** that the postcode should be on the last line, separate from the town or city.

### **Ampersand (&)**

In running text, use the word *and* instead, especially when writing for the web.

Ampersands are sometimes used in the vertical arrangement of titles and department names for design purposes. See *Our Visual Identity Guide* for details.

### **And/or**

Try to avoid. Check that you can't use one or the other. Alternatively, rewrite the sentence.

The same applies to **his/her**.

### **Apostrophes (')**

Apostrophes are used to show **possession** or **omissions** in words and phrases.

#### **Possession**

The rule is that the apostrophe always comes after the noun.

The University's halls of residence

When something belongs to more than one person, then the apostrophe goes after the s:

The graduates' certificates will be kept in departmental offices

Singular nouns ending in s are treated no differently and 's should still be added:

The class's teacher was absent from the room

Generally speaking, the rule also applies to proper nouns ending in s:

Rolf Harris's portrait of the Queen

Exceptions are proper nouns such as Jesus, Moses or Greek names ending in es:

Achilles' heel was killing him  
Euripides' bus pass had expired

Some names ending in s can look and sound awkward when an extra s is applied. Sometimes it's OK to leave out the additional s as long as your approach is consistent throughout the publication or document.

Dickens' *Great Expectations*  
Welles' *Citizen Kane*

Plurals of nouns omit the s after the apostrophe:

The classes' timetables were confused

Where plural nouns that don't end in s are used – children, women, sheep – the rule is the same. The apostrophe goes after the noun:

The women's minibus runs until 11pm

The one exception is *its*:

The book was old, its cover was in tatters

See also *it's or its*

### **Omission**

Apostrophes are also used to show that letters are missed out of a word or phrase, usually to make it easier to pronounce.

I'll – I will

they're – they are

See also *Contractions*

### **Where not to use apostrophes**

Never use an apostrophe to form a plural with numbers and letters:

1990s *not* 1990's

Three As at A Level, *not* three A's at A Level

CDs *not* CD's

Never use an apostrophe when *its* is used in the possessive sense:

The University is conveniently located; its main buildings are all within 10 minutes of the tram stop.

### **Asterisks\***

Sometimes used in running text to refer the reader to an important footnote. The practice does not lend itself to writing for the web where the footnote in question may not be immediately apparent. Use sparingly and only if absolutely necessary.

\*Don't use asterisks for other purposes, for instance to indicate an omission or a bullet point.

## **B**

### **-based**

Hyphenated when combined with another word to form an adjective:

work-based study

### **Brackets**

Avoid where possible. Use en-dashes to indicate parentheses.

## Bullet points

Rules for using bullet points can seem complex and even contradictory. To keep things simple, the most important things to remember are

- don't overuse them
- try to keep lists and points short
- be consistent

Put another way, if you can get your points into a clear sentence or paragraph then do so. If you need to use a list of bullet points, pick a style and stick with it.

Lists are usually introduced with a brief sentence or introductory clause. If the items in your list flow naturally from this sentence, there is no need to use a colon.

The open day programme includes

- visits to academic departments
- talks
- accommodation visits
- self-guided tours
- videos

If the items on your list won't flow naturally from an introduction, use a colon.

If your list is introduced by a phrase such as *for instance* or *for example*, use a colon.

For example:

The urban regeneration research cluster is principally concerned with three areas:

- Housing as a medium for the physical and social regeneration of urban areas.
- The role of property in urban regeneration.
- Urban and regional policy, local governance and urban regeneration.

As the first and second examples illustrate, a list that completes or flows from an introduction doesn't need full stops after each point. However, if your points are longer you can use internal punctuation.

The third example illustrates that when points are self-contained sentences you should begin each point with an initial capital and end with a full stop.

### **Too many bullets**

Generally speaking, bullet points are most effective at a maximum one line of text per point. In print, a list of bullet points running unbroken down a whole page is uninviting. A list of that length on the web might also have a negative effect. Try to break the monotony by presenting information in different ways.

### **PowerPoint presentations**

The one medium that encourages the excessive use of bullet points. As with print and online publications, each individual list and point should be kept as short as possible. A template for Powerpoint presentations can be downloaded from the SRAM website.

## A final point

- ❖ Don't be tempted to use diamonds, arrows or other symbols as bullet points.
- They can cause confusion and make your page look cluttered.
- A simple black dot is all you need.

## C

### Capital letters

Proper nouns, official titles and course titles use initial capitals when written in full.

Vice-Chancellor Bob Boucher  
BA(Honours) History

When you refer to such titles in running text or use a word such as *history* in a generic sense, don't use an initial capital.

The University is about to appoint a new vice-chancellor  
Applicants must study history at A Level

*Programme* is not capitalised unless it is part of a full course title.

Honours Degree Programme in Computer Science.  
This programme covers units in...

Department names use initial capitals, but the word department always uses lower-case d, unless it begins a sentence.

The Department of English Literature  
Our department has an excellent reputation. .

When you refer to the University of Sheffield, as *the University* use an initial capital. When you refer to a *university* use all lower case.

Don't use initial capitals for small words (*in, at, of, the, and, on*) in titles.

*The Hound of the Baskervilles*  
*My Life as a Dog*

See also *Course titles* and *Headings and titles*.

### Careers adviser

Not:  
careers advisor  
But:  
careers advisory service

### Centuries

See *Dates and times* and *Numbers*.

## Colon (:)

Colons are used to indicate the beginning of lists in sentences:

Research topics include: gender and politics in France, French cinema, twentieth-century literature.

Colons can also be used to separate statements in a sentence, when the second statement explains the first:

The Chemistry department has some of the best facilities in the country: its recently refurbished laboratories are state-of-the-art.

Never follow a colon with a dash (:-)

## Comma

The building houses computers, seminar rooms and a library.

In a simple sentence like the above there is no need for a comma before *and*.

In a longer sentence with more complex clauses it is often better to use a comma after *and*:

The visitors had a great time looking at the new facilities in the building, having lunch in the cafe, and walking in the park.

## Compliment or complement

You pay someone a *compliment*. You have a full *complement* of students.

A book review might be *complimentary*. Two types of medical treatment or two colours can be *complementary*.

## Comprise or compose

The parts *compose* (make up) the whole. The whole *comprises* (includes) the parts. The whole is *composed of* the parts. Never use *is comprised of*, although *consists of* is correct.

## Computer-aided

Hyphenated when used as an adjective as in *computer-aided design*.

## Contact details

If a telephone number is given there should also be an email address. Fax numbers and web addresses are optional but strongly recommended.

Telephone numbers should always follow the format 0114 XXX XXXX. Never put the area code in brackets.

If the publication or web page is for an international audience, then the telephone number should follow the format +44 (0)114 XXX XXXX.

Use T, F, and E, not Tel, Fax, and Email.

## Contractions

A contraction is what happens when letters are missed out;

Contracted words, for example 'you'll' for *you will* and 'we'll' for *we will* are fine in the right context. When writing for a student/prospective student audience, contractions can help establish a friendly, informal tone. Use sparingly. You'll know when it sounds right.

See also *Abbreviations* and *Acronyms*

## Course titles

The right way to write a course title is *BA(Honours) History* or *BA(Hons) History*. Note there is no space between *BA* and *(Honours)*.

## Award abbreviations

A Level (not hyphenated)	GCSE
BA(Honours)	PgCert
BEng(Honours)	PgDip
BSc(Honours)	MA
MPhil	PhD

*Programme* is not capitalised unless it's part of a full course title.

Honours Degree Programme in Computer Science.  
This programme covers units in software engineering.

See also *Capital letters*.

## D

### Dashes

See *En-dash*.

### Dates and times

Use *25 July*, not *July 25* or *25th July*. Leave out the day and year, unless you really need them for clarity, in which case write out the day and the year in full:

Thursday 25 July 2001

To express an academic year, or range of years, use the following format:

2000–01, or 2001–2002, using an en-dash  
Not 2000-1 or 2000/1

Use *am* and *pm*, not the 24-hour clock. Use full stops not colons as separators.

9.30am not 09:30  
11.30pm not 23:30  
12 noon  
12 midnight

Note there is no space between the number and am or pm.

Centuries are written as *Nineteenth century* (noun) or *Twentieth-century literature* (adjective).

Avoid vague time references (*will be online soon*) and relative time references (*last year, next year*). Time references need to be specific if they are to be of use to the reader.

See also *Numbers*.

## Degree class

First, 2:1, 2:2, 3rd. Never use *1st*. Use a capital when referring to a *First*, but lower case initial for *first-class* degree. Never use *first degree*, as this can be confused with an undergraduate degree.

She was awarded a First in biology

He was awarded a 2:1 in English

She was awarded a first-class degree in chemistry

## Department names

Department has a capital D when it is part of the department's title:

Welcome to the Department of Automatic Control and Systems Engineering.

When referring to the department, use a lower-case d.

The academic staff in the department are friendly and approachable.

The same applies to *schools*.

Welcome to the Management School.

The school has an excellent record.

If you use an acronym for your department or school, such as ACSE or SEAS, always make sure you also write it out in full the first time you use it in a text.

## E

### Eg

No full stop. Use a comma before.

We offer part-time courses in a range of subjects, eg computing, languages and the environment

Like *ie*, *ergo* and *et al*, *eg* is rarely used outside of formal academic writing. In marketing copy, *eg* can often be replaced by *including* or *for example*.

We offer part-time courses in a range of subjects, including computing, languages and the environment

## Ellipsis (...)

Ellipsis marks should only be used as part of a direct quotation. In that context, they are used to indicate a pause in speech, or where words are missing.

## Email

Not hyphenated. When you refer to a University email address in print or online, always write *sheffield* in full, not *shef*.

If an email address comes at the end of a sentence don't follow it with a full stop. You don't want the reader to think the full stop is part of the address. Other e-words such as *e-commerce* and *e-learning* should be hyphenated.

Email links in online documents should be the email address.

Send enquiries to [admissions@sheffield.ac.uk](mailto:admissions@sheffield.ac.uk)  
not  
Send enquiries to the [admissions office](#)

See also *Web addresses*.

## En-dash (–)

Longer than a hyphen. Has a different function.

Use an en-dash without spaces when there is a distinction in meaning between two words:

Labour–Liberal alliance

and to replace *to* in numerical phrases:

people aged 55–60  
pages 25–30

You can use en-dashes in the same way that you'd use brackets to indicate parentheses. When you use them in this way, leave a space either side of each dash.

Four of the halls – Earnshaw, Halifax, Sorby and Stephenson – are close to one another.

An em-dash is even longer, but we don't use them.

## Equal opportunities

The University has a comprehensive equal opportunities policy. That means we're all committed to eliminating all forms of unfair discrimination. Take care when describing or addressing different groups of people in print or on the web. For example:

- deaf people or the deaf community, **not** the deaf
- people with disabilities, **not** disabled people
- wheelchair users, **not** people in wheelchairs
- people with AIDS **not** AIDS victims
- elderly people, **not** the elderly or old people
- lesbians and gay men and the gay community, **not** lesbians and gays, or gays

See also *Gender-specific suffixes*

## Etc

No full stop.

Try to avoid – use *including*, *include*.

## Exclamation mark (!)

Avoid! Exclamation marks can appear patronising, especially when addressing a young market. Marketing literature often overuses exclamation marks to disguise a poor writing style.

## F

### Fewer/less

Use fewer when the amounts can be quantified, less when they can't:

There are fewer than 10 places available

There is less milk than yesterday

## Fonts

Our official Stephenson and Blake fonts are available for staff to download at:

[www.sheffield.ac.uk/marcoms/visualid/downloads/fonts](http://www.sheffield.ac.uk/marcoms/visualid/downloads/fonts)

Don't try to italicise bold text or set italics in bold. This makes the font display incorrectly. To highlight and emphasise text, use the true italic or bold versions of the fonts, increase the point size, or colour the text.

## Foreign words and expressions

These should always be italicised, unless the word or expression is anglicised or widely used.

*Fin de siècle*

*Schadenfreude*

*Mise en scène*

*Disce doce*

## Fractions

A fraction that stands alone is written out and hyphenated, even when one of the numbers is higher than ten.

Two-thirds of the students

One-twentieth of the population

A fraction attached to a whole number should be written in numerals.

2 ½ times per year

## Fragments

Broken or incomplete sentences are picked up by your spell-check as *Fragments*.

To correct them, rewrite your sentence, making sure it has a subject and a verb.

But you may have created your fragment on purpose. Fragments are acceptable in some contexts, such as bullet points, entries in directory-style publications, or as a device in creative writing. The following sentence is an example. Avoid overuse.

## Full stops

Try to split long sentences into shorter ones. Shorter sentences make text easier to read. Use one space, not two, after full stops.

## G

### Gender-specific suffixes

Avoid the use of gender-specific suffixes such as -ess or -rix

Aviator **not** aviatrix  
Actor **not** actress  
Manager **not** manageress  
Comedian **not** comedienne

Nurse **not** male nurse  
Chair **not** chairman

## H

### Headings and titles

For page headings, headlines and sub-headings use an initial capital for the first word only. Never use all capital letters.

How to get a place at university  
**not**  
How To Get A Place At University  
**or**  
HOW TO GET A PLACE AT UNIVERSITY

For book, film, and journal article titles use initial capitals except for small words (in, at, of, the).

*The Curious Incident of the Dog in the Night-Time*

Book, film and journal article titles in body copy should be italicised.

Students study Charles Dickens' *Great Expectations* during the first semester.

### Headlines and links

The headline of a web page should always be the same as any links leading to that page. Don't call your link *How to apply for a place* if the page it links to is headed *Information for prospective students*.

Headlines for magazine and newsletter articles, in print or online, should be kept as short as possible. If your headline runs over more than one line, try to cut it down.

### Helpdesk

One word.

## Hyphen (-)

You can use a hyphen to join together two words to form an adjective. This avoids confusion in expressions such as *black-cab driver*. If one of the words is an adverb – a word ending in *ly* – don't use a hyphen.

Note that in the fourth example there's no need put a hyphen after *full*.

Work-based learning  
Full-time study  
The course is broadly based  
The course is completed through full and part-time study

The following words are never hyphenated:

postgraduate                      ongoing  
worldwide                          cooperative  
nationwide                        teamwork  
milkround  
multidisciplinary  
multinational  
interpersonal

## I

### ie

An abbreviation of the Latin *id est* meaning *that is*. As with *eg*, no full stop is necessary. Use a comma before. Try to avoid.

## Institution

Try not to use *institution* instead of *university*, as this can cause confusion. The generic term is *higher education institution*, or HEI, but this can appear rigid and over-formal.

## Interesting

This falls into the category of words that have lost their potency through overuse. In other words, anything that is described as interesting will certainly not arouse the interest of your readers. 'Exciting' is another.

## internet

Lower case initial.  
Don't use *world wide web* to describe the internet.

## -ise or -ize

Use *-ise* rather than *-ize* in words such as *organise*, *specialise* and *finalise*. The only exception we can think of is *capsize*.

## Italics

Try to avoid, unless you're using them to present a book title or certain foreign words/terms. Try not to use italics for emphasis. On the other hand, if your text is clearly written, you shouldn't need to emphasise any words.  
See also *Fonts*

## It's or its

*It's* means *it is*.

*Its* means *belonging to it*

See also *Apostrophes*

## J

### Jargon

If you're writing for prospective undergraduates, or for the University's staff magazine avoid jargon, business-speak, corporate buzzwords – any terms that will only be understood by a select group. Marketing hyperbole should be avoided at all times.

Sometimes terms specific to the higher education sector, such as RAE or TQA, can't be avoided. If you have to use them, see *Acronyms*.

### Job titles

First, use:

Vice-Chancellor Professor Bob Boucher said

or

Professor Bob Boucher, Vice-Chancellor, said

Afterwards, use:

Professor Boucher, or the vice-chancellor.

## K

### Key (adjective)

Sometimes used as a loose equivalent to *important*. Avoid. Use a more precise term.

## L

### Latin plurals

Some are so common that we don't realise they are plurals: *alumni*, *data*, *criteria*. However, many single forms look pedantic and put the reader off.

*fora* – use forums

*formulae* – use formulas

*syllabi* – use syllabuses

See also *Foreign words and expressions*

### Liaise and liaison

Note the correct spelling. Some spell-checking functions get this wrong.

## M

### Material

Avoid. Be more specific.

Course notes, reading lists and textbooks are provided at the start of the semester.  
**not**

Course material is provided at the start of the semester.

### Media

Media is the plural of medium

The news media are, **not** is

### Multimedia

Only use multimedia when there are more than two media.

## N

### Numbers

Write zero to nine as words and 10 onwards in figures, unless a sentence begins with a number over 10:

Sixty-five million years ago, Sheffield was home to dinosaurs.

Other exceptions are numbers that have technical significance or need to stand out for quick comprehension, such as: tables, statistics, money, times, ratios and academic grades.

Where a number from one to nine is part of a phrase or title that you didn't create, stick with the convention.

Key Stage 2

Write out the names of foreign currencies except in tables: *yen*, *francs*, *dollars*. No capital letters. If dollars are other than US, state this.

New Zealand dollars  
NZ dollars.

For larger numbers, use the following formats:

2,000	£1 million
10,000	1 billion
100,000	
1 million	

See also *Dates and times and Ranges (numerical)*.

## O

## P

### Paragraphs

Use one line return in between paragraphs. Don't indent at the beginning of paragraphs.

Keep paragraphs short, especially when writing for the web. If you are writing for a student audience, bear in mind that large blocks of text put readers off

### Part-time

Hyphenated.

### Passive verbs

Avoid using passive verbs as they result in a vague, formal tone.

The professor **will present** her research at the conference.  
not

Research **will be presented** by the professor at the conference.

### Per cent

Write out in full as two words, not one symbol (%). Symbols (&, %) can look untidy in large blocks of text. Tables with numbers can use %. Percentage remains one word.

### Per day

Also *per year*, *per month* and so on. Try to avoid the colloquial *a year*, *a month*, *a day*.

### Plain English

Aim to be as clear and concise as possible. Using plain English does not mean you are dumbing down your text. You're simply delivering your message in the clearest way possible. Don't forget that often you are writing for a mixed audience – English may not be the first language of many of your readers.

### Platitudes

Avoid using platitudes, for example:

The University welcomes international students.

The above sentence should be replaced with evidence that the University provides a welcoming environment.

### Postgraduate

One word, not hyphenated.

### Punctuation

See *Ampersand*, *Brackets*, *Comma*, *Colon*, *En-dash*, *Full stop*, *Hyphen*, *Question mark*, *Semi-colon*. For advice on punctuating quotes see *Quotation marks*.

## Q

### Question mark (?)

Not needed in such requests as:

Could you please send me an application form.

## Quotation marks

When quoting exactly what someone has said – direct speech – use full quotation marks (“”). For quotes within quotes use single quotation marks (inverted commas), placing a comma before the reported speech.

“Our Students’ Union is absolutely brilliant.”

“He said, ‘I don’t think so’ and he left.”

In running text, don’t be tempted to apply inverted commas to colloquial terms, clichéd phrases or technical jargon:

Our Students’ Union runs a number of ‘cool’ club nights.

If the phrase is colloquial or clichéd, try to replace it. If it’s a technical term that won’t be widely understood among your audience, you should either explain it or take it out. If the phrase really is a direct quote, make sure the source is explicit in the text.

When referring to other publications by their titles, use italics rather than inverted commas:

Our department is ranked among the UK top ten by *The Times Good University Guide*.

## R

### Ranges (numerical)

children aged 12–16

or

children aged from 12 to 16

not

children aged from 12–16

### -related

Hyphenated when used as an adjective in *work-related study*, but the course is *work related*.

## Redundancy

Try to avoid words which add nothing to the meaning of your sentence. You could end up with a redundant expression such as:

You can register now, or **alternatively** wait until July.

Pip is the **chief** protagonist of *Great Expectations*.

See also *Tautology*.

## S

### Semi-colon (;)

The poor semi-colon is in danger of becoming obsolete. This is not necessarily a bad thing. Traditionally, semi-colons are used to separate two related ideas within one sentence:

In 2005, the University introduced several new courses; a list of the courses can be found on the website.

You might as well use a full stop instead and express yourself in two short sentences:

In 2005, the University introduced several new courses. A list of new courses can be found on the website.

Semi-colons can also be used to separate items in a list, especially if the items are fairly complex:

“Units are usually chosen from: Advanced Study and Research Methods; Computer Aided Architectural Design; Climate Sensitive Environmental Design.”

Unfortunately, this makes sentences look cluttered and hard to follow. The items would be better presented as a list of bullet points.

### Spaces

There should never be more than one space in succession in word-processed text. Not even after a full stop.

### Split infinitives

Split infinitives are not always bad grammar. In fact, trying to avoid splitting infinitives can often result in a messy sentence, a formal tone, or both. As a rule, choose the version that sounds the least stuffy.

### Students' Union

Note the apostrophe. The official title at Sheffield is The University of Sheffield Union of Students.

## T

### Tautology (grammatical)

A fault in style which can be defined as saying the same thing twice. Watch out for this if you're writing marketing copy you might be tempted to over-emphasise.

Significant landmark.  
Added bonus.

See also *Redundancy*.

## Telephone numbers

See *Contact details*.

## That or who

Use *who* when referring to a person. Use *that* when referring to a class or type.

She is the only student who lives in Sheffield.  
He is the type of lecturer that enjoys teaching.

## Time

See *Dates and times*.

## Titles

When referring to the title of a publication in running copy or when attributing a quote, the title should be italicised.

*The Virgin Alternative Guide to British Universities*  
*The Guardian*  
*The Unbearable Lightness of Being*

Small connecting words – such as *at*, *to*, *in*, and – within titles should not have an initial capital letter.

See also: *Headings*

## U

### Undergraduate

One word, not hyphenated, lower-case initial.

### University

When you refer to the University of Sheffield as *the University* use an initial capital. When referring to *a university* use all lower case.

### URLs

Technical term for *Web addresses*. Avoid use.

## V

### Vice-Chancellor

Two words, hyphenated.

## W

### Web addresses

Sheffield addresses should start with *www*, leaving out the *http://*

[www.sheffield.ac.uk](http://www.sheffield.ac.uk)

Always type *sheffield* in full. Never use the shortened *www.shef.ac.uk* version.

If a web address comes at the end of a sentence don't follow it with a full stop. You don't want your readers to think the full stop is part of the address.

When writing a web address in an online document, always make it into a hyperlink rather than plain text, so the link can easily be followed.

Within a text, web addresses appear on a separate line, highlighted for clarity. In print publications, designed in-house or by an approved agency, web addresses are underlined so try not to use web addresses with underscores in them.

Very rarely, a web address is too long to fit on one line and has to continue on a second line. If this happens, try to use a shorter alternative link. If you have to use a long address, try not to split any one element of the address over the two lines.

### Web page

Two separate words, no hyphen.

### website

One word. The w is lower case unless it begins a sentence.

## Z

### ize-ise

Use s instead for words ending in -ize and -ization.

Organise, **not** organize  
Organisation, **not** organization