This manual is available in html and PDF versions at www.explore.rice.edu/explore/Publications.asp.

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**Introduction**

The English language doesn’t make itself simple for its users. Carrying baggage from a number of different linguistic traditions, it is full of exceptions, idiosyncrasies, and rules—rules that should not be broken, rules that are flexible, and rules that are debatable. There also are rules that are rapidly becoming obsolete. As anyone who writes enough to need this manual knows, English is a living language, and it changes constantly and, often, rapidly.

What never changes, however, is the need for clarity and consistency—no matter what the idiom or avowed purpose, the point of language is communication. Without clarity and consistency, communication can become muddled and confusing or, worse, counterproductive.

This manual is designed to help people who produce material for Rice University maintain a unified standard of clarity and consistency no matter what their voice, purpose, or audience may be. The guidelines apply to all nonacademic documents intended for a campus audience or for the general public, including newsletters, brochures, event programs, guides, invitations, letters, websites, and others.

Writers producing technical or academic documents should not use this manual but should refer to guidelines specific to their disciplines.
General Rules

General Rules on Style

On most matters of style, the Web and Print Communications Office follows The Chicago Manual of Style (15th edition, University of Chicago Press). Such matters of style include punctuation, hyphenation, capitalization, and use of italics.

On matters of style that are not strictly rule governed (e.g., use of serial commas), the office prefers to follow Chicago style but will defer to the client’s or author’s wishes, as long as consistency is observed and clarity is not compromised.

The Web and Print Communications Office makes an exception to Chicago style with regard to the use of numerals—see “Numbers and Dates,” page 22, for appropriate rules.

The rules described in this manual are intended for documents containing running text. Exceptions may be made for other types of documents, such as charts and graphs, invitations, event schedules and programs, calendars, rosters, and other listings.

Special Note Regarding Rice News and Owlmanac: Rice News follows Associated Press style rather than Chicago style. If you have stylistic questions regarding articles or other material to be submitted to Rice News, please consult the AP Stylebook or contact Rice's Office of News and Media Relations. Owlmanac generally follows the rules outlined in this manual, but it does recognize exceptions, particularly with numbers and dates. Please consult the editor of Owlmanac for clarification of points of difference.

General Rules for Spelling

With regard to spelling, the Web and Print Communications Office follows Merriam Webster’s Collegiate Dictionary (11th edition). For more detailed searches, we use Webster’s Third New International Dictionary, Unabridged.

General Rules for Writing

Accessibility

In an academic environment, the temptation is to make all writing academic. While this kind of writing is appropriate for technical and research papers that appear in academic journals, it is not appropriate for material presented to general audiences, either internal or external. Instead, make your writing accessible by using short, simple sentences; choosing simple words; and using active verbs rather than passive ones. And remember that contractions are acceptable in nonacademic writing, depending on context.

Context

Whenever possible, be sure that information is presented in context using factual data, comparisons, contrasts, etc. If you are writing about the number of National Merit Scholars being admitted, for example, note not just the number but what percentage of the total Rice has and how we rank.
COMMON ERRORS
Be aware of parallel constructions. In a series, for example, be sure that all elements have parallel constructions and tenses.

Watch for dangling and misplaced modifiers. These (mis)constructions can impart unintended, often humorous meaning to your writing. (See “Gaffes,” page 32.)

GUIDELINES FOR SUBMITTING AND FORMATTING COPY

SUBMITTING ELECTRONIC COPY
The Web and Print Communications Office encourages electronic submission of all copy except minor corrections marked on proofs. We use Microsoft Word for Macintosh systems and can convert text created in most word processing programs for Mac or PC. If you think there might be a problem, you may submit copy in rich text or simple text formats.

Electronic submissions can be made by disk or CD or via email. If you are submitting via email, we prefer that you enclose the copy as an attachment. If we have trouble converting the file, we may ask that you resubmit the copy as body text in the email itself.

When converting electronic text, often special characters or formatting are lost or garbled, so we ask that you provide accurate hard copy with any electronic submission. Hard copy can be delivered in person or sent through campus or U.S. mail.

FORMATTING COPY
1. Supply accurate hard copy with all electronic files.

2. Do not format electronic copy to mimic layout. You may include a printed version in layout format for reference, but the electronic files to be used by the Web and Print Communications Office should have all body copy set in 12-point New York, ragged right, and double-spaced. Use boldface and italics where appropriate.

3. Put a single space between sentences, not a double space.

4. In body copy, a five-character hard tab for paragraph indents is preferred for most running text. This often is a standard preset for word processing software. Do not use a paragraph formatting function. In some pieces, it is acceptable to forego the indents and separate paragraphs from one another by an extra hard return.

5. Head should be boldfaced, flush left, and on the first line.

6. Deck, if there is one, should be in plain text, flush left, and separated from the head by one blank line.

7. Byline should be plain text, flush left, and separated from the head (or deck, if there is one) by one blank line.

8. For Sallyport and Owlmanac copy, all stories should carry a single-line header that should list, in the following order: the title of the story, the name of the department or the word “feature,” issue designation
(e.g., Summer 2006), and word count. The line should be in 10 point New York, boldfaced, and underlined, and each element should be separated by a double space except the word count designation, which should be flush right:

NSF Grant: News: SP Summer 2006

364 words

Did You:

• Spell check the final version of your document?
• Follow Web and Print Communications Office style guidelines?
• Proofread for grammatical accuracy, punctuation, spelling, correct word usage, and other elements of style?
• Format your final document properly?
• Check your facts?
• Provide proper and accurate attributions for source material and book publishers?
• Obtain source approval and other approvals where necessary?
**Punctuation**

**General Rules for Punctuation**

Set punctuation in the style of the immediately preceding word, if the punctuation logically relates to the word. Otherwise, use regular type.

- Number one.
- *Fire!*
- Remember *this*:
- Set some words in *italics*, but set others in **bold**. (not: **bold**.)

In listings of names, where names are boldface and followed by an element of punctuation (e.g., colon, em dash, etc.) and a description or text, the punctuation should remain in regular type.

- **Samuel Johnson**—Lecture on Lexicography, Part I
- **Noah Webster**: Lecture on Lexicography, Part II

**Period**

Do not use periods in degree designations.

- BA, not B.A.
- PhD, not Ph.D.

**Comma**

Use a comma before a conjunction joining the last two items in a series.

- I hate cats, dogs, and rabbits.

Use a comma before a conjunction joining two independent clauses.

- She went to the river, and she caught a fish.

Do not use a comma between the parts of a compound predicate.

- She went to the river and caught a fish.
Use a comma to set off most introductory phrases.

- Usually, we go to the store on Mondays.
- For a long time, James wasn’t here.
- Forgetting he was barefoot, John rushed into the street to hail a cab.
- Rejected by her family, Liz set out on her own.

However, if the introductory adverbial or prepositional phrase is short, the comma may be eliminated if misreading is unlikely.

- In 1984 he left home.
- Last year we drove to Montana.

Do not use a comma to set off an introductory adverbial phrase that immediately precedes the verb it modifies.

- Out of the window leaned the young man.

If the introductory phrase leads any independent clause other than the first, do not separate it with a comma from its associated conjunction.

- Kristin usually runs in the marathon, but owing to an injury, she won’t this fall.
- not
- Kristin usually runs in the marathon, but, owing to an injury, she won’t this fall.

Set nonrestrictive (nonessential) appositives off with commas. In other words, if there is only one of the items under discussion, set the appositive off with commas.

- My husband, Bill, is a carpenter. (Speaker has only one husband.)
- My brother, Joe, is a lawyer. (Speaker has only one brother.)
- My daughter Ann is a doctor. (Speaker has more than one daughter. The daughter named Ann is a doctor.)

For abbreviated elements that follow a name, such as Jr., Sr., or Roman numerals (III, etc.), adhere to the spelling indicated by the individual, including separating or not separating the suffix from the rest of the name by a comma. If the preference is unknown, do not use a comma. If the Jr., Sr., or numeral is preceded by a comma, it should be followed by a comma unless it falls at the end of the sentence.

- James A. Baker, III, spoke at the conference.
- Fred Smith Jr. prefers apples to oranges.

For abbreviated degree designations that follow names (MA, PhD, MBA, etc.), set the designation off with commas.

- Joe Jones, PhD, gave the opening lecture.
Use a comma after “i.e.” and “e.g.”

You should bring all necessary items (i.e., soap, shampoo, and toothpaste).

Many holidays (e.g., Halloween, Christmas, and Saint Patrick’s Day) are associated with specific colors.

**SEMICOLON**

Use semicolons to separate items in complex series—particularly those that contain internal punctuation within one or more elements in the series.

The recipe calls for six large, very ripe peaches, peeled and sliced; one cup of pecans, coarsely chopped; and one quart of vanilla ice cream.

The committee consisted of Joe Jones, professor of jurisprudence; Enid Eubanks, professor of English; and Bill Baldwin, professor of business.

**QUOTATION MARKS**

Make a distinction between smart quotes (curly quotes: ‘ ’ and “ ”) and straight quote (’ and ”) marks. Double smart quotes are used in text to indicate speech, titles of shorter works, or special emphasis.

“I ran all the way here,” she said.

“The Raven” is one of Poe’s masterpieces.

The word “and” is the most common conjunction in English.

Single smart quotes are used for apostrophes and to indicate quoted speech within a quote.

  don’t
  class of ’75
  “He yelled to me, ‘Run!’”

Use straight quotes only to indicate feet and inches.

  11’7”

Place other punctuation inside closing quotation marks, even if only one or two words are set in quotes, except for colons, semicolons, and em dashes. (Also heed other exceptions noted in *The Chicago Manual of Style*.)

He ate only nuts, yogurt, and other “health foods.”

“The Raven,” by Edgar Allan Poe, contains his most famous line.

She called in a “special committee”; it consisted of Dr. Howard, Dr. Fine, and Dr. Howard.
Hyphen and Dashes

There are three types of dashes: hyphen (shortest “-”), en dash (middle length “–”), and em dash (longest “—”).

Hyphen

The hyphen is used to join compound nouns (e.g., half-dollar, great-granddaughter), compound adjectives (coarse-grained wood, self-confident approach), and a few adverbial constructions (He too-readily agreed.).

The use of hyphens in compound words is rule governed and should not be treated as a matter of personal choice. To determine whether a compound is open, hyphenated, or closed, consult Webster’s. If no entry is found, refer to the hyphenation rules in The Chicago Manual of Style.

Note that nouns, verbs, and adjectives/adverbs close up at different rates; hence, dictionary entries must be examined closely (e.g., You go to the take-out window to order takeout, which you take out.).

Note also that considerable irregularity exists in the treatment of compounds; it is unwise, therefore, to generalize from one case to another or to attempt to determine proper treatment on the basis of logic.

    carpool (v.), car pool (n.), carpooler (n.), vanpool (n.), and vanpooling (n.)
    fundraiser (n.), fundraising (adj.), fundraising (v.) (industry-preferred usage)
    groundbreaking (n. and adj.)
    policymaker (n.) policy-making (n. and adj.)
    healthcare (industry-preferred usage, n. and adj.)

In phone numbers, use hyphens between all elements.

    713-831-4700
    not
    (713) 831-4700 or 713.831.4700

En Dash

Use an en dash—so-called because it is the width of an “n”—to indicate time and number ranges. If you would use the word “to” or “through,” then use an en dash.

    1960–1971
    2 AM–3 PM
    pages 253–258
Use an en dash between two elements of equal value.

Arab–Israeli relations
Rice–Texas A&M rivalry

Use an en dash in Rice University campus mailing addresses.

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**Em Dash**

The em dash—so-called because it is the width of an “m”—is used to set off parenthetical elements and also to set off certain subordinate clauses. (Used the latter way, the em dash functions something like a cross between a semicolon and a colon.) If you think of using double hyphens, use an em dash instead. Close up spaces around em dashes.

Eat, drink—in moderation—and be merry!
We had several guests—Mary, Ben, and Tom—and ate a large meal.
We drove a long time—all the way to Tipperary.
We moved back—way back.
Spelling and Distinctive Treatment of Words

General Rules for Spelling

For spelling, the Web and Print Communications Office follows *Merriam Webster's Collegiate Dictionary* (11th edition). In cases where *The Chicago Manual of Style* and *Webster's* conflict, *Webster's* takes precedence. If *Webster's* offers more than one spelling of a word, use the option listed first. For more detailed searches, we use *Webster's Third New International Dictionary, Unabridged*.

Abbreviations

Use the abbreviations Co., Inc., Corp., or Ltd. only if they appear that way in the particular company's formal title. Otherwise, spell out the full words.

Close up around internal periods in abbreviations.

P.O. Box
U.S.

Space initials in a person's name.

W. M. Keck
T. S. Eliot
except: J.D. Bucky Allshouse

In cases where a person's name, with initials, is part of the name of an institution, center, institute, or company, use the closed style.

W.M. Keck Center for Computational Biology
M.D. Anderson Cancer Center

Use small caps for am, pm, bc, and ad.

U.S., but UN

Acronyms

Always spell out full names of institutions, groups, or organizations on first reference. If you intend to use an acronym thereafter, follow the spelled-out reference with the acronym in parentheses.

The National Science Foundation (NSF) awarded a major grant to Rice this week.
**Alphabetization**

Use the letter-by-letter system of alphabetizing, not the word-by-word system.

When listing faculty distinctions, list faculty alphabetically.

When including athletics in listings, place it last, even in alphabetical listings. Such as:

- Art Exhibits
- Library Tours
- Music Concerts
- Science Lectures
- Theater Presentations
- Athletic Events

**Capitalization**

Avoid unnecessary capitalization.

In titles of works (e.g., books, stories, articles, poems, plays), parts of works (e.g., chapters), and publications (e.g., journals, magazines), capitalize the first and last words and all words in between, except articles, prepositions, coordinating conjunctions, and “to” in infinitives.

Capitalize full, official names of departments, offices, organizations, institutions, etc., and lowercase informal designations.

- The Department of History has been around longer than the anthropology department.

Lowercase university and institute when used alone.

- Many Rice alumni are familiar with the early history of the institute.
- Rice has exemplary programs, although the university is less than a century old.
- The James A. Baker III Institute for Public Policy began as an idea; now the institute is a reality.

Lowercase position titles, except when used as part of a name.

- Have you met the dean of engineering, Professor Thomas?

Capitalize Board of Trustees when referring to the Rice Board of Trustees; otherwise, lowercase. For members of the board prior to 1998, use appropriate terminology and capitalize accordingly (Board of Governors during some periods of Rice history).

Lowercase titles used in apposition to a name.

- Rice president David Leebron recently spoke at an alumni event.
- The alumni group was addressed by President David Leebron.
Lowercase academic degrees.

She received her bachelor of arts from Rice and her master’s from Harvard.

Do not capitalize majors, programs, specializations, or concentrations unless the word is a proper noun.

I majored in biology.

I was an English major.

Lowercase “class” in class of 20XX. (Exception: Uppercase in Owlmanac.)

They were members of the class of 2001.

Do not capitalize seasons unless the word appears in a title or the formal name of an event.

The article appeared in the summer Sallyport.

The fall semester will begin soon.

Santa’s Winter Wonderland is open from November 1 through Christmas.

(See also “Titles of Works and Names of Periodicals,” page 20.)

Academic All-America: Capitalize “Academic” and “All” and leave as “America” when preceded by an official name.

Tom was named Verizon/CoSIDA All-America in track.

but

Tom is an academic all-American.

or

Tom won academic all-America honors.

Compound Words

For compound words formed from a prefix and a noun, heed spellings in Merriam Webster’s Collegiate Dictionary. In general, some prefixes (e.g., anti, multi, pre, re, un) almost never take a hyphen unless there is a conflicting vowel at the beginning of the noun (anti-inflammatory) or the noun is a proper noun (pre-Columbian).

The preferred Rice style for words with “co” as a prefix is to hyphenate unless the word is commonly used with the “co.”

co-chair

but

cooperate

(See also “Hyphens and Dashes,” page 8.)
ITALICS

Do not italicize familiar “foreign” words and terms. Words that appear in Webster’s can be considered familiar.

Do not italicize the “s” in italicized plurals or possessives, unless the plural or possessive is part of a title.

*Wall Street Journal’s* style
three *Wall Street Journals*
*Webster’s Collegiate Dictionary*

(See also “Titles of Works and Names of Periodicals,” page 20.)

PLURALS

Use the first-listed form of the plural in *Webster’s*.

Do not add an apostrophe when forming the plural of decades, noun coinages, or abbreviations without periods.

1960s (not 1960’s)
ne’er-do-wells
IOUs

POSSESSIVES

Form the possessive of singular nouns, including proper nouns and words ending in sibilants, with “’s,” (but heed exceptions noted in *Chicago*).

Mrs. Davis’s house
the boss’s office
Octavio Paz’s work
**URLs**

The current policy of the Web and Print Communications Office is to run URLs without the “http://” prefix and without enclosing the URL in any sort of bracket. In other words, treat the URL simply as another word.

www.rice.edu  
not  
http://www.rice.edu  
or  
<www.rice.edu>

**Rice-Specific References**

“Rice University,” “Rice,” or “the university,” not “the University”

Fondren Library, not the Fondren Library

The Sallyport when referring to the architectural feature in Lovett Hall, but Sallyport when referring to the university magazine

Friends of Rice Theatre, not Theater

Capitalize “commencement” and “matriculation” only when referring to a specific commencement exercise.

The commencement ceremony was well attended.  
We went to Commencement 2005.  
matriculation ceremony  
Matriculation 2005

Beer Bike (noun), but Beer-Bike (adj.)
**Names and Titles**

**People**

*Proper Names and Formal Titles*

Capitalize a title of a person only if that title appears as part of that person's name. Be sensitive when a title is used as an appositive rather than as part of the individual's name.

Introductions came from President Leebron.
and
The event at the Baker Institute was hosted by Ambassador Djerejian.
but
Rice University president David Leebron spoke at the event.
and
Baker Institute director Edward Djerejian hosted the event.

Use “for” with VPs and “of” with deans.

vice president for investments
dean of natural sciences

For name suffixes, such as Jr., Sr., or Roman numerals (III, etc.), adhere to the spelling indicated by the individual, including separating or not separating the suffix from the rest of the name by a comma. If the preference is unknown, do not use a comma. If the Jr., Sr., or numeral is preceded by a comma, it should be followed by a comma unless it falls at the end of the sentence.

James A. Baker, III, spoke at the conference.
Fred Smith Jr. prefers apples to oranges.

*Academic Degree Designations*

Spell out and use lower case for bachelor's degree, master's degree, doctor's degree, or doctorate.

A person receives a doctor's degree or a doctorate but not a doctoral degree.

but
The doctoral candidates assembled at commencement.

For abbreviated degrees, the current Rice style is to eliminate the periods after all letters.

BA, BS, MA, MS, PhD, MBA
Do not precede a name with an academic honorific and follow it with the abbreviation of the degree.

Richard Smalley, PhD, co-discovered buckminsterfullerene.
not
Dr. Richard Smalley, PhD, co-discovered buckminsterfullerene.

The Web and Print Communications Office does not recommend the use of academic honorifics. Instead, we prefer other methods of conveying an individual's level of education and training. (It is to be generally assumed that the terminal degree for the vast majority of the faculty members at Rice is a PhD, except in the School of Architecture and the Shepherd School of Music.) Also, on first reference, refer to any chair that the faculty member may hold.

Not recommended: Dr. John Boles spoke at the meeting.
Better: Professor John Boles spoke at the meeting.
Preferred: John Boles, the William Pettus Hobby Professor of History, spoke at the meeting.
Second reference: Boles talked about the Civil War's aftermath.

In cases of faculty who have multiple appointments, the first reference may name one appointment, with subsequent references completing the list.

Awkward: Richard Smalley, Nobel Prize-winner and University Professor, the Gene and Norman Hackerman Professor of Chemistry, and professor of physics, said. . . .
Better: Nobel Prize-winner and University Professor Richard Smalley, said. . . . Smalley, who also is the Gene and Norman Hackerman Professor of Chemistry and a professor of physics, added that. . . .

Alumni
Identify class year of an alumnus with an abbreviation apostrophe followed by the last two digits of the alum's graduation year. Do not set off the year with commas.

Anne Smith '93 is now a physician.
not
Anne Smith ‘93 is now a physician.
or
Anne Smith, ’93, is now a physician.

Include maiden names of married alumnae whose names might not otherwise be recognized by former classmates.
**Rice-Specific Cases**

**David W. Leebron**

First reference, formal settings (e.g., official documents, invitations, speech titles, etc.): Always use middle initial: David W. Leebron

First reference, informal settings (e.g., *Rice News*): Omit middle initial: David Leebron
(Note: When in doubt, use the middle initial.)

Second reference when a title is called for: President Leebron
(Note: President Leebron is a JD, and JDs generally do not use “Dr.”)

Joint references, formal: President David W. Leebron and his wife, Y. Ping Sun. . . .

Joint references, informal: President Leebron and his wife, Ping (or Ping Sun). . . .

First reference to Y. Ping Sun individually: Y. Ping Sun

Second reference: Ms. Sun or Ping, as judgment and context indicate
(Note: This is complicated in settings where we normally would not use honorific titles. “Sun” seems rather impersonal but “Ping” too personal. Before using her first name, think about whether you would do so for a man in that particular context.)

**James A. Baker, III**

Refer to James A. Baker, III, as the 61st secretary of state, not as the former secretary of state. He is also the 67th secretary of the treasury.

First reference: include Mr. Baker’s middle initial and numeral suffix (James A. Baker, III, not James Baker)

Subsequent references can read: “James Baker,” “Secretary Baker,” “Mr. Baker,” or “Baker.”

Do not allow the “III” to fall on a separate line from the “James. A. Baker.”

Set off “III” with commas in Mr. Baker’s name but not in the names of the James A. Baker III Institute for Public Policy and James A. Baker III Hall.

**William P. Hobby**

Do not use Jr. after William P. Hobby’s name.

Do not refer to him as governor.

When mentioning his other roles such as lieutenant governor or chancellor, do not use the term “served.”

Bill Hobby and Mr. Hobby are acceptable.

**J.D. Bucky Allshouse,** not J.D. “Bucky” Allshouse (note: no space in J.D.)

**Doré,** not Dore.
PLACES

ACADEMIC DIVISIONS AND OFFICES
Academic divisions and offices include schools, departments, institutes, centers, consortia, and others.

On first reference, use the full, formal name of academic divisions and offices.

Jesse H. Jones Graduate School of Management
James A. Baker III Institute for Public Policy

Capitalize the names of academic divisions and other offices within the university only when the formal name of the division or office is used, unless there is an acceptable shortened version of the formal name.

School of Humanities, humanities, humanities school, the school
Department of Anthropology, anthropology department, the department
Office of Student Services, student services, the office
Center for the Study of Cultures, the center
James A. Baker III Institute for Public Policy, the Baker Institute, the institute

Use the correct names of schools, departments, offices, institutes, centers, and consortia.

James A. Baker III Institute for Public Policy (not of Public Policy)
Center for Research on Parallel Computation (not Parallel Computing)
Institute of Biosciences and Bioengineering (not Biosciences and Biotechnology)

Use the correct attribute for institutes, centers, and consortia. On first reference, use the complete name of the entity in such a way that its relationship to Rice University is properly acknowledged.

If the entity is part of Rice University, the correct and preferred attribution is “of Rice University,” not “at Rice University.”

James A. Baker III Institute for Public Policy of Rice University
The Jesse H. Jones Graduate School of Management of Rice University

For variety, to avoid overuse of the word “of,” and where it is not too awkward, the possessive may be used.

Rice University’s Shepherd School of Music
The university’s Center for Technology in Teaching and Learning
For variety, and when the version above is awkward, reference to Rice and the entity may be used interchangeably, making an effort to use “Rice” 50 percent or more of the time where appropriate in the text.

The Shepherd School’s 1996–97 chamber music programming covers four centuries of repertoire. According to Rice professor of cello Dwight Stringfellow, Hayden’s works aren’t. . . . Studies at CITI have concluded that Rice students involved in the institute’s. . . .

Subsequent references may refer to the entity in an abbreviated form or by acronym.

Jones School, for Jesse H. Jones Graduate School of Management
EESI, for Energy and Environmental Systems Institute of Rice University
Baker Institute, for the James A. Baker III Institute for Public Policy

If the entity is an institute, consortium, center, or other entity based at Rice but separately incorporated or chartered, it is not “of Rice” but “at Rice.”

The Center for Research on Parallel Computation at Rice University

BUILDINGS AND ROOMS
Use of names of rooms, courtyards, and halls associated with Rice University buildings

Alice Pratt Brown Hall, the name of the entire building that houses the Shepherd School of Music, consists of:
- Duncan Recital Hall
- Edythe Bates Old Recital Hall and Grand Organ
- Lummis Courtyard
- Pittman Green Room
- Stude Concert Hall
- Winterman Courtyard
- Wortham Opera Center

The Student Center consists of two parts:
The Ley Student Center (or the Ley Center), which consists of:
- Blair Lounge
- The Brown Garden
- Farnsworth Pavilion
- Kelley Lounge
- Meyer Lounge
- Miner Lounge

The Rice Memorial Center (or the RMC), which consists of:
- The Bookstore
- The Grand Hall
- Ray Courtyard
- The Rice Chapel
- Sammy’s
Note potential confusions associated with similar names:

Anne and Charles Duncan Hall is a building (computational engineering); Duncan Recital Hall is a room in Alice Pratt Brown Hall.

Allen Center for Business Activities is the campus building housing the university’s business offices; Allen Center is a building complex in downtown Houston.

Alice Pratt Brown Hall (music), George R. Brown Hall (engineering), Herman Brown Hall (math, physics), Brown College (residential college), Brown Masters House (house for master of Brown College)

Anderson Hall (architecture) and M.D. Anderson Biological Laboratories

James A. Baker III Hall (Baker Institute, political science), Baker College (residential college), Baker Masters House (house for master of Baker College)

Lovett Hall (administration), Lovett College (residential college), Lovett Masters House (house for master of Lovett College)

RMC is the acronym for the Rice Memorial Center, not the Rice Memorial Chapel or the Rice Media Center

Harry C. Wiess College (residential college), Wiess Masters House (the master’s residence for Wiess College), Wiess President’s House (the residence of the President of Rice University), Keith-Wiess Geological Laboratories

Autry Court, but Lynette and Herbert Autrey Chairs in . . .

**Titles of Works and Names of Periodicals**

Italicize titles of books, plays, long poems, paintings (with some exceptions), operas, motion pictures, and most other freestanding works.

Italicize names of newspapers, magazines, and other periodicals and journals, including Web-based publications (but not websites).

Set titles of articles, short stories, television programs, songs, chapters, and most other short works or divisions of longer works in quotes.

Capitalize and italicize an initial article (the, a) in an italicized title of the following freestanding publications/recordings: books, plays, movies, collections, and record albums/CDs.

We use *The Chicago Manual of Style*.

Do not capitalize or italicize an initial “the” in the name of a periodical, even if it is part of the official name of the publication.

He continued reading the *New York Times* long after he had moved to Texas.
Do not italicize titles of unpublished dissertations; place them in quotations.

An initial article may be omitted from the title of a work or the name of a periodical if it interferes with the syntax of the sentence.

He bought his first *Chicago Manual of Style* in graduate school.

**CLASS, COURSE, LECTURE, SYMPOSIUM, AND CONFERENCE TITLES**

Capitalize only the formal title of a class or course. Lecture, symposium, and conference titles should be capitalized and enclosed in quotation marks.

I took a class in electrical engineering.
Last year, she taught Fundamentals of Computer Architecture.
This year’s Baker Institute conference is “Energy and Security in the Middle East.”
**Numbers and Dates**

Spell out numbers from one to nine and use numerals thereafter. (In this regard, the Web and Print Communications Office is at variance with *The Chicago Manual of Style*.)

Spell out any number that is the first word in a sentence.

Twelve eggs filled the carton.

If many numbers appear close together, use numerals to avoid cluttering the text.

Always use cardinal numbers with percents, and always spell out the word “percent,” unless the percent appears in a list, chart, or graph, in which case the “%” symbol is acceptable.

There was only a 5 percent increase in the budget this year.

Use cardinal numbers with ages.

Mary was 10 years old.
The 6-year-old boy was about to start the first grade.

Use ordinals for K–12 grade levels.

6th grade
12th-grade math

Use cardinal numbers with dates. Do not use ordinals unless the date precedes the month or stands alone.

May 28, not May 28th
but
on the 28th of May, or, on the 28th

When forming ordinals, use “nd” for second, “rd” for third, and “th” for higher numbers.

232nd
153rd
768th

Use ordinal numerals for centuries unless citing a source that spells out the number.

the 19th century
When century and decade (1960) or a century, decade, and year (1968) are specified, use numerals. Do not add an apostrophe before the “s” when indicating a full decade of a particular century.

The 1960s was a decade of change.
not
The 1960’s was a decade of change.

Note that when letters or numbers have been omitted, the apostrophe that indicates the omission must be reversed.

the ’60s, not the ‘60s
class of ’72

Spell out month names in running text. Month names may be abbreviated in lists, charts, and graphs.

Do not use the words “on” or “in” before a date or day of the week, except when its absence would lead to confusion.

The conference will be held March 28.
We meet Wednesdays.
The spring semester ends in May.
In fall 1990
not
In the fall of 1990

Where a month, specific date, and year are indicated, separate the date from the year with a comma.

January 17, 2007

Where a month and year, but not a specific date, are indicated, do not separate the month and year with a comma.

January 2007
not
January, 2007

To indicate inclusive dates and numbers in running text, use the words “from” and “to.” Do not use a hyphen or an en dash as a substitute for “to” in running text.

He was absent from April 27 to May 11.
The material can be found on pages 77 to 95.
not
The play ran from March 17–April 2.
An exception may be made with inclusive dates if the word “from” is eliminated, in which case an en dash may be used.

The play ran March 17–April 2.

In lists, such as calendars, programs, bibliographies, etc., use an en dash to indicate inclusive dates and numbers.

October 6–9
8:30 AM–9:00 AM
pgs. 98–104

Use a dollar sign rather than the word “dollar” when specific amounts are indicated. In running text, do not use a decimal for zero cents.

$565
not
$565.00

In phone numbers, use hyphens between all elements.

713-831-4700
not
(713) 831-4700 or 713.831.4700
LANGUAGE BIAS

GENERAL RULES TO PREVENT LANGUAGE BIAS

The Web and Print Communications Office seeks to avoid biased, pejorative, and dated language.

Do not use third person singular masculine pronouns (he, him, his) to refer to groups or categories of people containing both men and women.

Use nongendered terms to refer to groups containing both men and women. Otherwise gendered terms are acceptable.

- Businesspeople are often busy people, but she was not a busy businesswoman.
- chair or chairperson, not chairman
- postal carrier or mail carrier, not mailman
- actor to indicate a performer of either sex
- humankind, not mankind

Refer to adult females as women, not as ladies or girls.

Avoid the words race, primitive, and underdeveloped (as in underdeveloped countries).

Asian, not Oriental

Do not hyphenate multiword descriptors for ethnic groups unless a portion of the descriptor is a prefix rather than a word.

- African American, not African-American
  but
- Anglo-American

INTERNATIONAL UNIVERSITY BREMEN

When writing material for or about International University Bremen (IUB):

The word “collaborate” has a strong negative connotation in Germany because it was used in the context of collaboration with the Nazis during and after World War II. Use, instead, “cooperate.”

The word “consolidation” has a negative connotation in Germany, at least in a banking context: When things must be “consolidated,” they are in bad shape and need drastic revision. So, “financial consolidation” is not an impressive phrase.
## Guidelines for Bias-Free Usage

From the Association of American University Presses and the American Psychological Association

<table>
<thead>
<tr>
<th>Usage</th>
<th>AAUP’s Guidelines for Bias-Free Writing</th>
<th>APA’s Publication Manual of the American Psychological Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyphens in multiword ethnic names, such as <em>Asian American</em></td>
<td>“Some people object to the hyphenation of these terms on the grounds that they characterize such a person as less fully a member of the society than an ‘unhyphenated’ person. Our recommendation is to omit the hyphen except in expressions where the first term is not a free-standing prefix (<em>Anglo-American</em>), unless members of a group prefer a hyphenated form.”</td>
<td>“Do not use hyphens in multiword names, even if the names act as unit modifiers (e.g., <em>Asian American</em> participants).”</td>
</tr>
<tr>
<td><em>American Indian</em></td>
<td>“This term is favored by some over <em>Native American</em>, which is also accepted. Whenever possible, writers are encouraged to use the name of the specific people, e.g., <em>Cherokee</em> or <em>Crow</em>, rather than this umbrella term.”</td>
<td>“<em>American Indian</em> and <em>Native American</em> are both accepted terms for referring to indigenous peoples of North America, although <em>Native American</em> is a broader designation because the U.S. government includes Hawaiians and Samoans in this category….Authors are encouraged to name the participants’ specific groups.”</td>
</tr>
<tr>
<td><em>Eskimo</em></td>
<td>“Although <em>Eskimo</em> is still widely used, it is a pejorative term that was adopted by Europeans (it means, roughly, ‘eaters of raw meat’). The term <em>Inuk</em> (plural, <em>Inuit</em>) is… the recommended alternative.”</td>
<td>“Native peoples of northern Canada, Alaska, eastern Siberia, and Greenland may prefer <em>Inuk</em> (<em>Inuit</em> for plural) to <em>Eskimo</em>. Alaska natives include many groups in addition to <em>Eskimo</em>.”</td>
</tr>
<tr>
<td>flesh-colored</td>
<td>For <em>pink</em> or <em>beige</em>, “inherently biased”</td>
<td>Not mentioned</td>
</tr>
<tr>
<td>black, white</td>
<td>“Because the word is considered a generic or descriptive term, it is usually lowercased.”</td>
<td>“Racial and ethnic groups are designated by proper nouns and are capitalized. Therefore, use <em>Black</em> and <em>White</em> instead of <em>black</em> and <em>white</em>.”</td>
</tr>
<tr>
<td>gay, homosexual</td>
<td>“<em>Gay</em> is now a widely accepted term to describe men with a same-sex orientation. In writing about contemporary subjects, many authors prefer the word <em>homosexual</em> because it avoids the negative connotations of the latter term and because it conveys not just sexual orientation but also the cultural and social aspects of <em>homosexuality</em>.”</td>
<td>“The terms <em>lesbian</em> and <em>gay men</em> are preferable to <em>homosexual</em> when referring to specific groups. <em>Lesbian</em> and <em>gay</em> refer primarily to identities and to the modern culture and communities that have developed among people who share those identities. Furthermore, <em>homosexuality</em> has been associated in the past with negative stereotypes.”</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>sexual orientation, sexual preference</td>
<td>“Most people do not consider their sexuality a matter of choice. Sexual preference implies otherwise.... Sexual orientation...is preferable.”</td>
<td>“Sexual orientation is not the same as sexual preference.... Sexual orientation currently is the favored term.”</td>
</tr>
<tr>
<td>sexual intercourse</td>
<td>Not mentioned</td>
<td>“Problematic: participants who had engaged in sexual intercourse. Preferred: ...engaged in penile–vaginal intercourse; ... engaged in sexual intercourse or had sex with another person. The first preferred example specifies kind of sexual activity, if penile–vaginal intercourse is what is meant. The second avoids the assumption of heterosexual orientation if sexual experiences with others is what is meant.”</td>
</tr>
<tr>
<td>virgin, rape</td>
<td>“Writers need to be sensitive to the inappropriate or trivial use of metaphorical language referring to sexual experience or violation: This is the virgin forest, where the hand of man has never set foot. The already weakened Environmental Protection Agency was raped by the new administration.”</td>
<td>Not mentioned</td>
</tr>
<tr>
<td>they as singular pronoun to avoid generic he</td>
<td>“Although many scholarly and professional writers and editors have been educated to avoid singular they as substandard, it is now endorsed by some authorities.... We urge its acceptance in informal writing in grammatical constructions such as Everyone has to carry their own luggage.”</td>
<td>“There are many alternatives to the generic he....” The use of they as a singular pronoun is not among the alternatives given.</td>
</tr>
<tr>
<td>mothering</td>
<td>Not mentioned</td>
<td>“parenting, nurturing (or specify exact behavior)”</td>
</tr>
<tr>
<td>disabled person</td>
<td>“Writers can generically both avoid offense and remain faithful to their craft by being precise and specific: a person with such-and-such a disability rather than a disabled person.”</td>
<td>“Put people first, not their disability. Problematic: disabled person. Preferred: person with (who has) a disability. Problematic: mentally ill person. Preferred: person with mental illness. Preferred expressions avoid the implication that the person as a whole is disabled.”</td>
</tr>
</tbody>
</table>

From Copy Editor, August/September 1994
Rice University Information

Rice University is . . .

Rice University is consistently ranked one of America’s best teaching and research universities. It is distinguished by its:

- Size—(number) undergraduates and (number) graduate students *
- Selectivity—(number) applicants for each place in the freshman class *
- Resources—an undergraduate student-to-faculty ratio of (number)-to-(number), and the (number)-largest endowment per student among private American universities *
- Residential college system—builds communities that are both close-knit and diverse
- Collaborative culture—crosses disciplines, integrates teaching and research, and intermingles undergraduate and graduate work

Rice’s wooded campus is located in the nation’s fourth-largest city and on America’s South Coast.

* The most comprehensive and up-to-date data on the university is available in Rice Facts, an online booklet produced annually by the Office of Institutional Research. It can be found at www.rice.edu/OIR.

College System Description

“What is your college?”

Student or alumnus, that’s the Rice greeting. Rice’s nine residential colleges are modeled on Oxford’s and offer fraternity–sorority advantages, such as community, self-governance, friendly rivalries, lifelong belonging, in immediate, egalitarian manner. Incoming students are randomly assigned to a four-year, coed college, which blends majors, hometowns, ethnicities, and interests. The students live, learn, dine, and have fun together and have ready contact with live-in and affiliated faculty.

AA/EEOC Statements

Per Rice University General Policy (Nos. 815-96 and 821-92)

It is the policy of Rice University to attract qualified individuals of diverse backgrounds to its faculty, staff, and student body. Accordingly, Rice University does not discriminate against any individual on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or veteran status in its admissions, its educational programs, or employment of faculty or staff. The university takes affirmative action in employment by recruiting, hiring, and advancing women, members of minority groups, Vietnam-era veterans, and special disabled veterans.

The following standardized statement should be used in printed materials used for recruitment of students, faculty, and staff and for general information purposes.

Rice University is committed to affirmative action and equal opportunity in education and
employment. Rice does not discriminate on the basis of race, color, religion, sex, sexual preference, national or ethnic origin, age, disability, or veteran status.

The following standardized statement is required for job advertisements.

Rice University is an Equal Opportunity/Affirmative Action employer.

**Rice University Addresses: Mailing and Physical**

Per Rice University Delivery Services, the following structure should be used for campus addresses.

For mailing, use:

Recipient  
Rice University  
Department/Office Name–MS #  
P.O. Box 1892  
Houston, TX 77251-1892

For physical address:

Rice University  
6100 Main Street  
Houston, Texas 77005

Mail sent to the physical address will reach the correct department or office, but it will have to be routed through an additional post office, which might delay delivery by as long as two days.

When using the physical address, do not use the postal abbreviation for Texas (TX) but rather the word “Texas” or the abbreviation “Tx.” The Web and Print Communications Office’s preferred style for running text is to spell out the full name of the state.

Rice is in Houston, Texas.  
Visit us at 6100 Main Street, Houston, Texas.  
not  
Rice is in Houston, TX.  
Visit us at 6100 Main Street, Houston, TX.
**Style for Jesse H. Jones Graduate School of Management Publications**

Abbreviations: always MBA, never M.B.A.

Serial commas: follow Chicago style

Numbering: follow AP style

Freestanding titles (books, magazines, journals, newspapers): follow Chicago style

**Titles of people:**
- Use caps when the title precedes the name: Rice President David Leebron.
- Use lower case if it follows the name: David Leebron, president of Rice University.
- If it is a nameless reference, use: dean of the Jones School.

Honorifics with faculty names: do not use “Dr.”
- Use Professor of Management Rick Bagozzi, with caps for the title before a name.
- Named professorships that follow the professor’s name are also in caps, e.g., Rick Bagozzi, Hugh Leidktie Professor of Marketing.
- If the title follows the name, professors without named professorships: e.g., Rick Bagozzi, professor of management and psychology.

Words such as “university,” “school,” and “institute” when they are freestanding: follow Chicago style

Capitalize only the formal title of a class or course, but be aware that some Jones School class/course titles sound generic: e.g., Business Ethics, Federal Taxation, etc.

Enclose lectures, symposium, and conference titles in quotation marks, and all nouns and “action words” should be caps: e.g., “The Real Reasons for the Fall of Enron”
**Grammar**

**Collective Nouns**

To quote Theodore Bernstein in *The Careful Writer*: “Whether to treat collective nouns as singular or plural is a continuing source of perplexity. . . . If the idea of oneness predominates, treat the noun as a singular. (‘The number of accidents is larger this year’—because *number* is thought of as *total*.) If the idea of more-than-oneness predominates, treat the noun as a plural. (‘A great number of accidents are preventable’—because *number* is equivalent to *many*.)

“Good sense would suggest that the following sentence be changed: ‘A variety of water, shore, and marsh birds is attracting large numbers of nature lovers to the Jamaica Bay Wildlife Refuge.’ The key question to be asked here is: To what are you directing the reader’s attention—the idea of *variety* or the idea of *birds*? Clearly in this instance it is *birds*, and the phrase *a variety of* is virtually equivalent to *many*. Hence, the verb might better be *are*.”

Margaret Shertzer’s *The Elements of Grammar* puts it more succinctly: “The article *a* usually precedes a collective noun regarded as a plural; the article *the* usually precedes a collective noun regarded as singular.

A number of students have signified their intention to take the advanced course.

The number of students in economics has increased this year.

A majority of voters are opposed to the amendment.

The majority in an assembly has the right to decide what the action should be.

A couple of suggestions were offered by the audience.

The couple was recognized boarding a plane.”

The question has been raised whether one should use a singular or plural verb when referring to an academic department or area with a name that contains more than one noun, such as *nanoscale science and technology*. The position taken by the Web and Print Communications Office on the use of collective nouns and of two or more nouns joined by “and” when the parts collectively refer to a single person, thing, or unit is to follow standardized guidelines laid out by writers’ reference manuals such as *The Gregg Reference Manual*, *The Prentice-Hall Handbook for Writers*, and others. These guidelines state that a collective requires a singular verb to indicate that the group is to be considered as a unit.

In the case of academic schools, departments, or areas of study, we believe the same rule should hold true. Thus, *nanoscale science and technology*, when referring to a field of study, should take a singular verb. While it can be argued that *nanoscale science and technology* is simply shorthand for *nanoscale science* and *nanoscale technology*, two different areas of study that would appear to require a plural verb when mentioned in conjunction, the shorthand argument can be extended to add the phrase “the field of,” making the entire term *the field of nanoscale science and nanoscale technology*, which clearly takes a singular verb.

*Nanoscale science and technology* is making significant contributions to industry and medicine.

(One field)

If the terms are to be used to indicate the separate, individual areas within a field of study rather than the unitary field as a whole, then, to avoid ambiguity, one should completely spell out all elements—*nanoscale science and nanoscale technology* instead of *nanoscale science and technology*. To use a plural verb with the term *nanoscale science and technology* and to mean two areas of study requires that the reader constantly
insert the understood nanoscale before the word technology, otherwise the term refers to nanoscale science and to technology, not to nanoscale science and to nanoscale technology.

Nanoscale science and nanoscale technology are advancing along similar lines.
(Two elements rather than the field as a whole)

Other academic and administrative collective nouns and noun phrases that take the singular when referred to as a unit include, but are not limited to, liberal arts, French studies, biosciences and bioengineering, environmental science and engineering, materials science and engineering, computational and applied mathematics, facilities and engineering, finance and administration, and food and housing.

Gaffes

Always be sure that your language doesn’t create unintentional, misplaced, and inappropriate humor. A brochure for a women’s conference, for example, should not cite “a broad range of topics.” Dangling and misplaced modifiers are particular culprits, as is poor word choice. Here are some amusing headlines drawn from real life:

Something Went Wrong in Jet Crash, Expert Says
Police Begin Campaign to Run Down Jaywalkers
Drunk Gets Nine Months in Violin Case
Iraqi Head Seeks Arms
Include Your Children when Baking Cookies
Plane Too Close to Ground, Crash Probe Told
Miners Refuse to Work after Death
Stolen Painting Found by Tree
Two Sisters Reunited After 18 Years at Checkout Counter
If Strike Isn’t Settled Quickly, It May Last a While
Cold Wave Linked to Temperatures
Enfield Couple Slain; Police Suspect Homicide
Red Tape Holds Up New Bridges
Typhoon Rips Through Cemetery; Hundreds Dead
Hospitals are Sued by 7 Foot Doctors
Man Struck By Lightning Faces Battery Charge
A Glossary of Common Confusions and Misuses

a/an—Use “a” not “an” before a pronounced h. (a history professor, a hotel)
advisor—preferred to adviser
afterward, not afterwards
all right, not alright
alumna/alumnae—An alumna is one woman. Alumnae are a group of women.
alumni/alumnus—Alumni are more than one man or a group of men and women. An alumnus is one man.
backward, not backwards
co-chair, co-sponsor
course work (noun); class work (noun)
curricula—plural of curriculum
data—plural of datum. Data usually takes a plural verb, but if used as a collective noun, it takes a singular verb.
data base or database (be consistent)
daylight-saving time, not daylight-savings time
decision-maker (noun); decision-making (adjective)
disc/disk—compact disc, floppy disk
e-mail is preferred to e-mail. (not E-mail)
entitled/titled—“Entitled” is having the right to something (he is entitled to live here). “Titled” introduces the name of a publication, speech, musical piece, etc. (The book is titled Little Women.)
faculty—usually used as a collective noun taking a singular verb
farther/further—“Farther” refers to physical distance. “Further” refers to an extension of time or degree.
fax (not FAX)
forward, not forwards
full-time (adjective); full time (noun)
fundraising (noun); fundraising (adjective); fundraiser (event); fundraiser (person)—This is the industry standard spelling as indicated by the Association of Fundraising Professionals and the American Association of Fundraising Counsel.
healthcare (noun and adjective)—This is the industry-preferred usage, rather than health care.
homepage, not home page
hopefully—Use only as an adverb, not as a conditional phrase.
   Right: I hope we can go.
   Wrong: Hopefully, we can go.
   Right: She viewed the list hopefully.
insure/ensure—“Insure” is to establish a contract for insurance of some type. “Ensure” is to guarantee.
Internet—capitalize
interoffice
inter-related
lectern/podium—You stand on a podium and behind a lectern.
mainframe
microcomputer
midnight/noon—Do not put “12” in front of either one.
multipurpose
nonprofit
on-campus (adjective); on campus (preposition and noun)
online (n., adj.)
over—Do not use over to mean “more than” or “greater than.”
part-time (adjective); part time (noun)
percent, not % (The sign is acceptable in lists, charts, graphs, and the like.)
playoffs
pre-application
premier/premiere—“Premier” is first in order, quality, quantity. “Premiere” is a first performance.
preschool
re-evaluate
reinforce
RSVP or Rsvp (unless client has a preference)
semicolon
staff—usually used as a collective noun taking a singular verb
that/which—“That” initiates a restrictive (essential) clause (not set off from the main clause with commas). “Which” initiates a nonrestrictive (nonessential) clause (set off from the main clause with commas).
theater/theatre—“Theater” is the preferred U.S. spelling, but many theaters use “theatre” in their formal name. (Alley Theatre, Friends of Rice Theatre)
time-sharing
toward, not towards
upon—Use “upon” as an adverb to mean “on the surface of” or “on top of.” Do not use it as a preposition in place of “on.” (Exceptions: Archaic phrases, such as “Upon my word” and “Once upon a time”)
vice president, vice chair
Web—capitalize when referring to the World Wide Web
website (not web site or Website)
world-renowned (adjective); world renowned (noun)
Xerox/photocopy—“Xerox” is a brand name. “Photocopy” is the process.