



Multilingual Language Services Office
School of Languages
Faculty of Humanities

English Style Guide



The Future
Reimagined

ENGLISH STYLE GUIDE

MULTILINGUAL LANGUAGE SERVICES OFFICE

SCHOOL OF LANGUAGES

FACULTY OF HUMANITIES

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ENGLISH STYLE GUIDE

This style guide, which is intended mainly for administrative usage within the University of Johannesburg, provides the 'house style' for the University's documents. For general spelling and grammar rules, the following resources are recommended:

- ***New Oxford Style Manual*** (2016)
- ***The Concise Oxford Dictionary*** (for academic use)
- ***The Oxford Dictionary of English***
- ***The Oxford Advanced Learner's Dictionary*** (for everyday use)
- ***Fowler's Modern English Usage***
- ***Collins COBUILD English Grammar***
- ***Collins English Dictionary*** [Online]

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QUICK REFERENCE TO UJ HOUSE STYLE

These general guidelines are an extract from the English Style Guide.

1. **Language** – UK English
2. **UJ initialism** – **Please note**, that **initialisms** that refer to **tertiary institutions**, **DO NOT** take a definite article, e.g. UJ and not **the** UJ; all references to UJ as the University take upper case.
3. **Campuses** – When referring to the various UJ campuses by name, **Campus** is spelt with a capital letter; the abbreviations are as indicated; the preposition is **on**, e.g. on the Soweto Campus:
 - Auckland Park Bunting Road Campus (APB)
 - Auckland Park Kingsway Campus (APK)
 - Doornfontein Campus (DFC)
 - Soweto Campus (SWC)
4. **Full stops** – NO full stops in:
 - **Titles** (Prof, Dr, Mr, Mrs, Ms, Miss, Rev, Profs, Revs)
 - **Initials of names** (IP Beggs, TWR Roux, etc.)
 - **Qualifications** (BA, BSc, MEd, PhD, D Litt et Phil, etc.)
5. **Dates** – either write 2017-08-07 or 7 August 2017 (not 07 August or 7th of August).
6. **Time** – According to the International Standards Organisation's directive ISO 8 601 (2004), which was accepted by South Africa some years ago, time must be represented numerically as follows, according to the **24-hour clock**:
 - 09:00 (nine hours)
 - 13:30 (thirteen hours thirty)

Not 09:00 a.m. or 13:30 p.m. (the a.m. and p.m. are superfluous). Further note that any time earlier than 10:00 should have a 0- preceding the number, e.g. 02:45, 07:39, 09:00, 09:59.
7. **Telephone numbers**: 011 489 5555 (without brackets or hyphens; insert non-breaking spaces **Ctrl+Shift+Spacebar**).

1. SPELLING RULES

The University of Johannesburg, like the rest of South Africa, follows the United Kingdom's spelling system. Computers should be set to "English (UK)". Instances of such spelling include:

- the use of **-ise** instead of *-ize*, e.g. *realise*; **Please note** that in IT programming language, *-z-* is used instead of *-s-*, and it is therefore not advised to change it in the body text as it can lead to confusion and/or wrong programming.
- the use of **-yse** instead of *-yze*, e.g. *analyse*;
- the use of the **double -l** and not the singular, e.g. *travelling*, not *traveling*; *enrol*, but *enrolling/enrolled*; *instil*, but *instilling/instilled*;
- the use of **-ou** and not **-o**, e.g. *behaviour*, *colour*, not *color*, *behaviour*;
- the use of **-mme** in *programme*. *Program* is incorrect in relation to a *schedule* and is only used within the computer domain, e.g. the IT student wrote a new *program*;
- the use of **-re** instead of *-er*, e.g. *centre*, *metre*, especially for measurements. However, when referring to an instrument, such as a *meter reader*, *-er* is used;
- the use of **towards**, instead of the American *toward*.

2. CAPITAL LETTERS

Please note that this entry (like many others in this guide) is not intended as a full treatment of a difficult topic.

2.1 Proper names and the first letters of sentences

A special note on surnames consisting of separate parts: Where initials or first names are omitted, the first separate section starts with a capital, e.g. Vincent **v**an Gogh but **V**an Gogh; Dr Lesley **l**e Grange but Dr **L**e Grange; Ms E **d**u Preez but Ms **D**u Preez; Prof Nic **v**an **d**er **W**alt but Prof **V**an **d**er **W**alt (if surnames consist of three separate parts, the first and last part should start with a capital letter, unless an initial or first name precedes the surname. Please note: the title is not an initial).

However, it becomes more difficult to decide on upper case (capital letters) or lower case (small letters) when a common word functions in the place of a proper name. Authoritative sources recommend using an initial capital letter for specific reference, but a small letter for general reference. It is sometimes difficult to be consistent, but in UJ documentation we should try keep to the guidelines below.

2.1.1 Capitalise the following:

- All **short references** to the University of Johannesburg as *the **U**niversity* (but not the word *institution*).
- All **titles** with **specific reference** (no matter at what organisational level): *Chancellor, Vice-Chancellor, Deputy Vice-Chancellor, Executive Dean, Professor of Geology, Senior Lecturer, Lecturer and Secretary*. (This also holds for references to titles of persons outside the University: *Mr Black, Corporate Development Director of Xyz; Mr Tshabalala, Special Adviser on Tourism to the Premier of Gauteng; In his capacity as Special Adviser, Mr Tshabalala has promoted the cause of tourism in the province.*)
- All **names of organisational units** and shorter forms referring to them: *the Council, the Senate, the Faculty of Science (or the Faculty), the Sports Bureau (or the Bureau)*, as well as the organisational units of other external bodies (*the letter from your Credit Department*).
- **Names of plans, committees, groups or teams**: *the Strategic Plan, the Audit and Corporate Governance Committee of Council, the Employment Equity Work Group, the Master Plan Task Team*. (Once a committee or work group has been named in a document, and if there are no other committees or work groups with which it can be confused, it can simply be referred to as *the Committee, or the Work Group or Group*.)

- **Words followed by a number** indicating a sequence: **Chapter 14, Figure 3.1, Form 6C, Grade 12, Post Level 49, Question 7, Regulation No.7, Room 4156, Rule 5.2, Section 2, Table 6.**
- **Names of fields of study, subjects or disciplines:** *African Languages, Business Management, Geography, History, Optometry, Zoology.*

2.1.2 Try to avoid capitalising words that have a clear general meaning: *several faculties, a faculty matter, a departmental issue, other universities, a number of committees and subcommittees of Senate, all the executive deans, a dean, heads of departments.*

The following rather long lists of examples may help illustrate 'house style'. Note how the indefinite article (*a* or *an*) or plural forms may help to indicate general reference and therefore the preference for lower case.

- *The **Vice-Chancellor** (meaning UJ's vice-chancellor) attended the function, where he met the **Vice-Chancellor** of the **University of Pretoria**. (It would seem discourteous to use capital letters for our Vice-Chancellor, but not for the University of Pretoria's.)*
- *The **Ministry of Education** invited all principals of higher education institutions. Several **vice-chancellors** attended the **Ministry's** function. (Specific reference to the **Ministry**, but general reference to *vice-chancellors*.)*
- *The **Vice-Chancellor** paid a courtesy visit to the **Faculty of Humanities**. The **Faculty's** staff welcomed the opportunity to speak to the **Vice-Chancellor in person** (specific reference to a particular faculty).*
- *The **Vice-Chancellor** paid courtesy visits to several **faculties** and **administrative departments** (general reference).*
- *Our guests, **Gino Olivetti** and **Julia Padresca**, are **professors** from overseas **universities** (general reference).*
- *Our guest, **Professor Olivetti**, from a **university** abroad... (first a specific reference – a title with a name – and then a general reference).*
- *Our guest, **Professor Olivetti**, from the **University of Milan**... (specific references throughout).*
- *The **Executive Dean** of the **Faculty of Science**...*
- *The **Executive Dean** (after an earlier reference to a specific dean, e.g. of the **Faculty of Science**) officiated at the graduation ceremony.*
- *All the **executive deans** were present at the ceremony (general reference, as indicated by the plural forms).*
- *An **executive dean** must chair the meeting (general, for example in academic rules applicable to all faculties. Note that the word *chairs* functions as a verb here).
*The **Dean**, as **Chair of the meeting**... (specific, for example written by a faculty officer in a particular faculty).**
- *The **dean**, as **chair of the meeting**... (general, as in a set of rules, for example).*
- *Prof Jones was appointed as **Chair of the Audit Committee**. The **Chair of the Committee** referred the matter to the **Senate** (specific references throughout, since *Chair of the**

Committee here refers specifically to the *Chair of the Audit Committee*. The word *Senate* always takes a capital). *The chairs of the audit committees of several higher education institutions attended a conference on* (general reference). *We must elect a chair for the Audit Committee* (*Chair* with general reference, but *Audit Committee* with specific reference, which the name *Audit Committee* makes clear).

- *There were several faculty and departmental representatives who submitted reports to the Chair of the Audit Committee. The Chair complimented them on the quality of their work* (with general reference to the representatives, but with specific reference to the Chair).
- *We must elect a chair for the Committee* (meaning the *Audit Committee*, on the assumption that this Committee was referred to earlier in the text).
- *If we establish a new audit committee, we must find a chair for it* (general reference).
- *If we establish new committees, we must elect chairs for them* (general reference).
- *The Xyz Committee is a subcommittee of the Senate* (specific, general, specific).
- *The policy document for academic ethics* (general) but the *Academic Ethics Policy* (specific).

2.1.3 In most of the following cases, news media and other institutions, for example, are likely to use lower case for **academic titles and subjects**, but in UJ documents we use upper case:

- *Ms R Msimang, a Lecturer in Business Economics ... Dr A Maslow, a Senior Lecturer in Psychology ... As a Professor in Industrial Psychology, John Dubois is the ideal person to consult about this problem.* (All of these cases are admittedly anomalous, considering that a lecturer should take lower case. However, a lecturer in **Business Economics** would look peculiar to many – hence the upper case throughout.)
- *Ms S Brown, Secretary of the Department of Labour Law ... The Secretary of the Department has already sent out the guides to all students* (specific reference to the Department of Labour Law).
- *But: All departmental secretaries were invited to the presentation* (general reference).
- *Prof Markham, whose field is Civil Engineering, was involved in several of the city's civil engineering projects.* (*Civil Engineering* is first mentioned in the specific context of being an academic discipline and afterwards in a general sense.)
- *Ms Q Zwane and Mr J Paderewski, students in Jewellery Design and Manufacture, were both winners in the Jewelllex competition* (specific reference to a field of study).
- From an advertisement for the press: **Requirements:** • A Master's degree in **Banking or Monetary Economics** (specific subject names) or any related master's degree with extensive and proven experience in the **banking industry** (general reference).
- *She holds a BA degree in Business Science.*
- *She holds a BA in Business Science.*
- *She holds a bachelor's degree.*
- *She holds an honours degree.*
- *She holds an Honours degree in English.*
- *She holds a National Higher Diploma in Business Administration.*

- She holds a **higher certificate** or a **national diploma** or a **national higher diploma** or a **bachelor's degree** or an **honours degree** or a **master's degree** or a **doctoral degree** or a **doctorate**.
- What kind of support does your **Department** offer to students? (Here a "courtesy capital", similar to the one that we would use in external correspondence: *Thank you for the letter from your **Credit Department**.*)

2.2 UJ campuses

When referring to the various **UJ campuses** by name, **Campus** is spelt in uppercase:

- Auckland Park Bunting Road **Campus** (APB)
- Auckland Park Kingsway **Campus** (APK)
- Doornfontein **Campus** (DFC)
- Soweto **Campus** (SWC)

Once a campus has been named and it is the only campus referred to, it maintains the uppercase. If more than one campus is referred to, then either the name should be used in full before campus, or the abbreviation should be used.

Incidentally, the **preposition** to use when referring to the campuses is '**on**', e.g. *The MEC meeting will be held **on** the Soweto Campus.*

On rare occasions, 'at' can be used, normally when campus is followed by a location, e.g. *We will meet **at** the campus library.*

Please note, **in the campus**, is never used.

2.3 Designated groups

The **designated groups** are spelt as follows:

- **black person** (lower case) (not blacks or Blacks) (Note: **African** is **not** used to denote black, as African may refer to people from Africa, who may be either black or white)
- **white person** (lower case) (not whites or Whites)
- **coloured person/coloured** (lower case)
- **Chinese** (upper case)
- **Indian** (upper case)

2.4 South Africa's nine provinces

According to section 103 of the Constitution of the Republic of South Africa, the official names of the provinces do not contain the word 'province'. The provinces are:

- **Eastern Cape**
- **Free State**
- **Gauteng**
- **KwaZulu-Natal**
- **Limpopo**

- **Mpumalanga**
- **Northern Cape**
- **North West**
- **Western Cape**

If the word 'province' is used after the name, it takes lower case, e.g. *Auckland Park is situated in the Gauteng **p**rovince.*

3. PUNCTUATION

3.1 Ampersand (&)

Avoid using the “and sign” as shorthand for *and* in formal writing (e.g. *Art, Design & Architecture*). Restrict it to the names of companies (e.g. *Lox, Stox & Barrel*), tables in which space may be limited or references (e.g. *Blatherskite & Bletherskate, 1990: 81*).

3.2 And

In administrative writing, we do not use a comma before *and* in lists with three items or more: *peaches, bananas, pears and grapes*. In numbered or bulleted lists, we omit *and* before the last item:

- *peaches*
- *bananas*
- *pears*
- *grapes*

3.3 And/or

Use *and/or* only when it is essential to indicate three possibilities (*A or B or both*). In a sentence such as *All staff and/or students must produce their identity cards when entering the building*, the *or* is clearly unnecessary.

3.4 Brackets and full stops

If bracketed matter forms an integral part of a sentence, place the full stop after the closing bracket. If a full sentence is bracketed, place the full stop inside the closing bracket. For example:

- *Use and/or only when it is imperative to indicate three possibilities (A or B or both).*
- *Note the single t in benefited and benefiting. (American spelling uses a double t.)*

3.5 Full stops

- Use full stops at end of sentences and end of paragraphs. Otherwise use them as little as possible.
- Full stops are not used at the end of headings.
- After full stops, only make one space before the start of a new sentence.
- Do not use full stops in abbreviations for qualifications, e.g. BA, BCom, BEd, LLB, BAHons, BComHons, MA, MCom, DPhil, PhD. (Do not use capitals only when using qualification abbreviations in HEADINGS, e.g. BED should remain BEd.)
- **No full stops after titles**, e.g. Prof, Dr, Mr, Mrs, Ms, Rev
- No full stops (or spaces) after initials, e.g. Prof T Marwala, JM Coetzee, Mrs A White.

3.6 Hyphenation

Because of variability in usage, all one can do is consult a recent dictionary to determine whether a compound word must be written as *life cycle*, *life-cycle* or *lifecycle*.

Although it is customary to omit hyphens after prefixes in modern English (e.g. **antenatal**, **antivivisectionism**, **bioethics**, **cooperation**, **counterirritant**, **hyperphysical**, **interracial**, **minicomputer**, **postgraduate**, **pseudopodium**, **subcommittee** **subheading**, **superinduce**, **ultracentrifuge**), it is impossible to lay down hard-and-fast rules. Consult a dictionary when in doubt.

A hyphen is sometimes essential to prevent misreading in phrases. There is a difference between *20 odd students* (20 students who appear strange) and *20-odd students* (approximately 20 students). Be on your guard when coming across compound constructions containing the words *high*, *low*, *long*, *short*, *well*, *best*, *little*, *half*, etc. Note the following patterns:

- *Long-term objectives*, but *objectives in the long term*
- *A well-considered opinion*, but *an opinion that is well considered*.
- *First-year students*, but *students in their first year*.
- *Half-hour breaks*, but *phone me every half hour*.
- *A well-built site*, but *the site was well built*.

Other examples that follow this pattern are where **adjectival** use is often hyphenated and **noun** use is not:

- *The decision-making process involves decision making*.
- *The built-in cupboards*, but *the cupboards are built in*.
- *Entry-level requirement*, but *his job is at entry level*.
- *Problem-solving strategies lead to problem solving*.
- *A clear-cut decision*, but *the decision was clear cut*.

Another instance that follows this pattern is where **adjectival or noun** use is often hyphenated (or one word) and **verbal** use is not:

- *Top-up fuel*, but *they top up the fuel*.
- *Make a backup*, but *they back up the files*.
- *The setup was well done*, but *they set up the stage well*.

An adverb ending in *-ly* and preceding an adjective or participle is **never** hyphenated: a *superbly written study*, a *formal, carefully planned programme review*.

It can be difficult to decide where to insert a hyphen to indicate a word-break at the end of a line. The tendency these days is to follow American usage and to break according to syllables, e.g. *stu-dent*, *in-flu-ence*, *let-ter*, *co-op-er-ation*. The safest procedure is to consult a dictionary that indicates wordbreaks. (The *COD* (2006) unfortunately does not, but the *Oxford Advanced Learner's Dictionary (OALD)* (2005) does.)

There is also something called the “suspensive hyphen” that is used as follows:

- *a five- to ten-minute break;*
- *full- and part-time staff;*
- *second- and third-year students.*

But note the form of *sportsmen and women* (no hyphen before *women*).

3.7 Quotations

Note the difference between **smart quotation marks** ('...' or "..."), which are in the shape of the numerals '6' and '9', and **straight quotation marks** ('...'). Select an option, and use it consistently.

A useful rule of thumb for positioning the full stop in quotations is to place the full stop *after* the closing quotation marks if the quoted matter is not a full sentence and *before* the closing quotation marks if the quoted matter is a full sentence. For example:

- *Edison (n.d.) defined genius as “one per cent inspiration and ninety-nine per cent perspiration”.*
- *Newton (n.d.) once wrote, “I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.”*

Other quotation marks (e.g. commas) are placed outside the quotation marks. For example:

- “I’m going to the lecture”, says Mark.

For long quotations (more than 30 words, such as the preceding one), the following layout is better:

Out of the common activities in which groups participate, there develops the means of communication which we call language. The fundamental object is to enable men to apply themselves to a common purpose. Thus the basic notion here is agreement. Likewise, this might well be taken as the starting point of logic. It arises from the fact that in communicating, men eventually come to agree, even if they do no more than agree to differ. When such an impasse was reached our ancestors no doubt settled the matter by trial of strength. Once you dispatch your interlocutor he no longer contradicts you. The alternative sometimes adopted is to pursue the matter by discussion, if it is pursued at all. This is the way of science and philosophy. The reader may judge for himself how far we have progressed in this since prehistoric times (Russell, 1989: 14).

Note the following:

- Quotation marks are omitted.
- The font size of the quoted material is reduced by one to two points (if this is possible).
- Double indentation is used (left and right) to differentiate the quotation from the body of the text.
- Spacing of one line is inserted before and after the quotation.

If the first lines of paragraphs are indented throughout the text as in most published books, the first line of text after the quotation begins flush left. (Also note that a paragraph immediately following a heading, table, figure or list is never indented.)

4. LAYOUT AND TYPOGRAPHY

Typography (i.e. “the style and appearance of printed matter” (COD, 2006)) is an essential device in making a text more accessible to the reader. As a guide to the eye, it becomes a guide to the mind, particularly in learning material.

PCs and word-processing packages have made the old typewriter practice of double spaces after full stops or colons superfluous. **Use only single spacing.**

4.1 Emphasis

The following may be used for emphasis or distinction in ordinary text:

CAPITALS: AVOID CAPITALS FOR EMPHASIS. CAPITAL LETTERS STRAIN THE EYE IF THEY ARE USED TO EMPHASISE LONG LINES OR CHUNKS OF TEXT. (IN NOTICES, FOR EXAMPLE, **rather use upper- and lower-case boldface.**) Remember, too, that capitals in an email can be regarded as impolite SHOUTING if overused.

Underlining: Use underlining only if *italics* are unavailable, or if there is a special reason for doing so.

Italics: Ideal for emphasis in ordinary text. However, never use for large chunks of text because, like capitals, the eyes tire.

Boldface: Preferably to be retained for headings.

Special effects: Never use any of these in ordinary official documentation.

- AVOID **using a MIXTURE of methods FOR emphasis**, unless you have a good reason for doing so. Emphasis should be functional and not merely decorative.
- Do not underline **CAPITALS**, **boldface** or *italics* without good reason. This amounts to double emphasis. Triple emphasis occurs when bold capitals are underlined in subject headings of letters and memoranda, e.g. **SUBJECT: POLICY PROPOSALS**. (Most typographers regard this as an outright error.)

4.2 Lists

It is important to maintain consistency in lists, with regard to structure, grammar and punctuation. Avoid mixing full sentences with phrases or single items in the same list.

Note the lack of consistency (parallelism) in the following:

The successful applicant will have to:

- *manage a large department;*
- *He/she will be expected to possess outstanding interpersonal skills and get along with people.*
- *to be able to give guidance to staff in the use of word-processing packages;*
- *working under pressure.*

Improved:

The successful applicant must:

- *manage a large department;*
- *have outstanding interpersonal skills;*
- *guide staff in word-processing;*
- *be able to work under pressure.*

An example of a list with single items (note the small letters and omission of any punctuation):

A short list consists of:

- *item*
- *item*
- *item*

An example of a list with partial sentences as items (note the small letters and punctuation):

A list may also contain longer items that run on:

- *from the introductory part of the sentence;*
- *from the introductory part of the sentence;*
- *from the introductory part of the sentence.*

(In lists of this type, you may sometimes find that you are compelled to add a full-sentence comment after a particular item. Then use capital letters and full stops for all items as shown below.)

An example of a list with full sentences (note the capital letters and punctuation):

A list with full sentences is presented as follows:

- ***T**his is a full sentence. And it is followed by another sentence.*
- ***T**his is a full sentence.*
- ***T**his is a full sentence.*

Note in particular that the word *and* is omitted at the end of the penultimate item in all of these examples.

Other guides may recommend other approaches, but for the sake of consistency we keep to the above examples in administrative writing at UJ. Faculties should use their own discretion.

5. LETTER WRITING

The following points are a summary of the simple rules for letter writing given in Dear *et al.* (1989: 182-3):

- Because a letter has a specific function, it should be written in a way appropriate to that function. (In other words, you would **not** use an informal/colloquial register when writing to the Vice-Chancellor or the Minister of Education.)
- Start a letter by indicating its main point and purpose. Explanation can be given in the body. End by indicating what you expect to happen next (“I look forward to seeing you next Wednesday”).
- The following paragraph from Dear *et al.* (1989: 182) is extremely important:

Letters, like all other forms of writing, should avoid jargon, repetition, stilted language and pomposity. Do not use long words where short ones would be just as good. Do not write over-long sentences. Say what you mean, simply and straight-forwardly but courteously. Letter writing has developed a curiously pompous language of its own, used particularly by professional people. “We beg to acknowledge receipt of your letter of the 7th inst.” for example, is an abomination which should be replaced by “Thank you for your letter of 7 June”. “I await the pleasure of a reply” is often unnecessary. If a letter needs a reply, it should be self-evident. But, if you want to end in this way, “I look forward to your reply” or “I look forward to hearing from you” is preferable.

- Check your letter for mistakes. Make sure that you have enclosed any accompanying documents and that the letter goes into the right envelope.

Suppose you have to write a reply to somebody who has declined a job offer at UJ but has praised the way in which his or her application and interview had been handled. Compare the following two replies:

1.	2.
We herewith gratefully acknowledge receipt of your letter dated 14 November 2001.	Thank you for your letter of 14 November 2001.
It affords us great pleasure to take note of your satisfaction with your negotiations with UJ, and we profoundly regret your inability to accept the proffered position.	We appreciate your kind remarks, and we are sorry that you were unable to accept the position at UJ.

Version 1 sounds pompous and stilted, whereas Version 2 has a far friendlier tone.

Keep these points in mind:

- If you do not know the recipient's name, use one of the following forms of address: *Dear Sir*, *Dear Madam*, *Dear Sir or Madam*. Close with *Yours faithfully*.
- If you know the recipient's name, use *Dear Mr Black*, *Dear Mrs Green*, *Dear Miss White* or *Dear Ms White*, and close with *Yours sincerely*.
- Titles in English always take capital letters: *Prof*, *Dr*, *Mr*, *Mrs*, *Miss*, *Ms*, *Rev* (note the omission of the full stop).
- If a letter addressed to a company or an institution has been marked for somebody's attention (FOR ATTENTION: MR J JOHNSON), the salutation should be *Dear Sir or Madam*, not *Dear Mr Johnson*.
- In English, the number comes before the name of the street: *473 Jenkins Road*. Note the plural form of *streets* in *cnr Protea and Disa streets*, as well as the fact that the word *streets* then takes a lowercase -s – whereas *street* takes a capital letter in *Protea Street*. (Incidentally, also note that *cnr* stands for “corner” and *c/o* for “care of”.)
The words *street*, *avenue* and *boulevard* can be abbreviated, but only when preceded by a street name and number, e.g. *52 Maple St* *The office is located in Maple St*.
- Postal codes must precede place names if typed on the same line:

0001 PRETORIA
2000 JOHANNESBURG
- Never use *Re:* (“regarding, with regard to”) in a heading to a letter, e.g. *Re: Postponement of meeting*. A centred heading is sufficient by itself. (Never use “re” for “regarding” in the body of the letter.)
- Try to avoid the hackneyed phrase *attached please find*. Simply say *I am attaching* or *I enclose*. In a covering letter for a fax, it is perhaps best to say something like *The document follows on this page* – if this should be considered necessary.

Please note:

If you have access to the Internet, go to <http://www.plainenglish.co.uk>. Under the “Free guides” section, you will find “How to write letters in plain English”. This is an excellent, easy guide that you can download.

6. NUMBER STYLE

6.1 Numbers and figures

It is often not possible to maintain consistency in a number style. Note the following, however:

- In ordinary writing (i.e. non-technical texts), spell out numbers from one to nine: *Of the seven lecturers who applied for the position, only two were suitable.*
- Use numerals for numbers above 10: *Of the 15 students who enrolled, 11 passed.*
- If there is a clash between related numbers in the same sentence, try to follow the example given by Kahn (ed.) in *The Right Word at the Right Time* (1985: 395):

Put all the related numbers in figures: *We need only 8 to 13 volunteers to keep the three day-care centres operating during the summer months.* The number 8 is in figures, since it is paired with 13, but *three* remains spelt out, since it is not related to the number of volunteers.

- Do not forget that numbers between *twenty-one* and *ninety-nine* take hyphens when they are written out.
- Use numerals in the following cases:
 - *Chapter 6*
 - *Question 2.1*
 - *Table 8*
 - *Figure 4*
 - *Post Level 6*
 - *9%*
 - *a ratio of 10:3*
 - *3 x 7 m*
 - *2 km*
 - *3 °C*
- Note the spaces and commas in the following: *3 000; 3 500; 2 354 701; R5,87*. The so-called Continental System (also used in South Africa) requires that the decimal point be replaced by a comma. However, it is not always possible to do this, since many computer programs require a decimal point for calculations.
Note: To avoid numerals breaking over lines, insert a non-breaking space: Ctrl+Shift+Spacebar.

- Write *R5 million to R10 million*, not *R5 to R10 million* or *R5 – R10 million* or *R5 million – R10 million*.
- Write telephone numbers in the following way: *011 489 5555* (without brackets or hyphens).

Bear in mind that the above points are guidelines *for administrative writing*: faculties, for example, may have their own preferences and rules in academic writing (learning guides, conference papers, etc.).

Amounts are sometimes spelled out in very formal financial or legal documents to ensure that no errors or misunderstandings can arise, e.g. *R365 512 (three hundred and sixty-five thousand five hundred and twelve rand)*. Note that the amount in figures comes *before* the spelled-out form. This approach is not necessary in ordinary documents: writing *Three (3) deans were present at the meeting* is an insult to any reader.

6.1.1 Dates

When writing dates in numbers in internal correspondence, use the international dating system sequence as determined by the International Standards Organisation directive ISO 8 601 (2004), which was accepted by South Africa some years ago:

year, month, day

(e.g. *2012-03-02*: 2 March 2012).

Because confusion can easily arise between month and day in the number style, we must write out dates in full in external correspondence.

We write a date as *3 March 2018*, not *the 3rd of March 2018*, but we say *the third of March 2018* when reading it aloud.

In modern style, it is acceptable to omit a comma after the names of days before dates – *Saturday 3 March 2018*. However, if a comma is inserted after the day, a comma must also follow the year in a sentence such as *It was on Saturday, 3 March 2017, that it dawned on me that the following day would be Sunday, 4 March 2017*.

6.1.2 Fractions

Use a **singular verb** with fractions if the **noun** is **singular** (e.g. *Two thirds of the **crop** was destroyed by hail*) and a **plural verb** if the **noun** is **plural** (e.g. *Two thirds of the **apples** were rotten*).

Fractions used to be written with hyphens (see the *Grammar of Contemporary English (GCE)* (1980) by Quirk *et al.* and the editions of the *COD* until the tenth), but the hyphens in the most recent edition of the *COD* (2006) have been dropped: *three quarters, two fifths*.

6.1.3 Time

According to the International Standards Organisation's directive ISO 8 601 (2004), which was accepted by South Africa some years ago, time must be represented numerically as follows, according to the **24-hour clock**:

- 09:00 (nine hours)
- 13:30 (thirteen hours thirty)

In terms of the 24-hour clock, it is a mistake to write 09:00 **a.m.** or 13:30 **p.m.** (the *a.m.* and *p.m.* are superfluous). Further note that any time earlier than 10:00 should have a 0- preceding the number, e.g. 02:45, 07:39, 09:00, 09:59. It is recommended that the **24-clock** is used.

However, if the **12-hour clock** is used, it should be written as follows:

- 9 am/AM (no zero before 9)
- 11:55 am/AM
- 4 pm/PM (no zero before 4)

Note: Select one way of writing time and apply consistently.

6.1.4 Percentages

In administrative documents, we write percentages in figures, e.g. 4%, with no space between the figure and the percentage sign. Also write 9%-16% and not 9-16%.

If it should be necessary to write a percentage out, such as at the beginning of a sentence in non-technical writing, *per cent* must be written as two words: *Four per cent of the company's income is spent on advertising* (American usage has *percent*).

Use a singular verb with percentages when the noun is singular (as in the previous sentence: *Four per cent of the company's income ... is ...*) and a plural verb when the noun is plural (e.g. *Four per cent of the students were absent*).

7. FREQUENTLY CONFUSED WORDS

Definitions of words come from or are paraphrased from the *Oxford Dictionary of English* (2005), the *COD* (2006) or Collins English Dictionary [Online] (2013). The following words are often confused.

A	
accept, except	<i>Accept</i> means “to agree to receive something that is offered”, whereas <i>except</i> usually occurs in the sense of “not including”: Except for Peter, everybody <i>accepted</i> the invitation.
access, assess	<i>Access</i> means “a way of approaching or reaching or entering”. <i>Assess</i> means to “estimate the size or quality of”.
accessary, accessory	<i>Accessary</i> is used in criminal law and describes someone who helps another person commit a crime. <i>Accessory</i> describes something that can be added to a machine or to clothing, which has a useful or decorative purpose.
advice, advise	<i>Advice</i> is a noun: <i>I asked the committee for advice.</i> <i>Advise</i> is a verb: <i>The committee advised me to reapply next year.</i> Avoid using the commercialese <i>advise</i> in the sense of “notify, inform”: <i>Please <input checked="" type="checkbox"/> notify or <input checked="" type="checkbox"/> inform (not <input checked="" type="checkbox"/> advise) us of any change in your address.</i> Also avoid the stilted phrase <input checked="" type="checkbox"/> <i>Please be advised that...</i> Preferable: <input checked="" type="checkbox"/> <i>Please note that...</i>
affect, effect	<i>Affect</i> , a verb, means “cause a change in, has an influence on”: <i>Some plants are easily affected by cold.</i> More often than not, <i>effect</i> occurs as a noun, meaning “result, outcome”: <i>the disastrous effect of acid rain on the environment.</i> In formal English, <i>effect</i> can also be used as a verb meaning “to bring about” or “to accomplish”: <i>The new monetary policy has effected great improvements in the economy.</i> Beware of using <i>affect</i> loosely: <input checked="" type="checkbox"/> <i>The new subsidy formula has affected the university’s finances.</i> Is this for the better or the worse?

a lot, allot	<p>A <i>lot</i>, meaning a large amount or number of people or things, can be used to modify a noun (e.g. <i>I need a lot of time to develop this website</i>).</p> <p>Used as an adverb, it means very much or very often (e.g. <i>I look a lot like my sister</i>).</p> <p><i>Allot</i> is a verb, which means to give, especially a share of something for a particular purpose (e.g. <i>We were allotted a desk each</i>).</p>
all ready, already	<p><i>All ready</i> means everyone is ready (e.g. <i>Are you all ready for the test?</i>).</p> <p><i>Already</i> is an adverb that means before the present time or earlier than the time expected (e.g. <i>Are you buying Christmas cards already? It's only September!</i>).</p>
allude, elude	<p><i>To allude to something</i> (verb) means to refer to something indirectly.</p> <p><i>To elude something</i> (verb) means to escape or evade capture in a clever way, or one can use it to express a lack of understanding of something (e.g. <i>He eluded the police for 25 years</i> or <i>The rules of English spelling continually elude me</i>).</p>
alternate, alternative	<p>As an adjective, <i>alternate</i> (pronounced <i>all-tĕr-nĕt</i>) should be used in the following senses: "every other (<i>comes on alternate days</i>); (of things of two kinds) each following and succeeded by one of the other kind (<i>alternate joy and misery</i>)".</p> <p><i>Alternative</i> means "(of one or more things) available or usable instead of another (<i>an alternative route</i>)".</p>
altogether, all together	<p><i>All together</i> (adverb) means "together in a single group" (e.g. <i>The waiter asked if we were all together</i>).</p> <p><i>Altogether</i> (adverb) means "completely" or "in total" (e.g. <i>She wrote less and less often and eventually she stopped altogether</i>).</p>
anticipate, expect	<p>Avoid using <i>anticipate</i> as a synonym for <i>expect</i>. If you anticipate something, you notice or expect that it is going to happen and you do something to forestall it or to prepare for it: <i>The Department should have anticipated the increase in enrolments for the programme by appointing more lecturing staff</i>.</p>
any one, anyone	<p><i>Any one</i> means any single person or thing out of a group of people or things (e.g. <i>I can recommend any one of the books on this site</i>).</p> <p><i>Anyone</i> means any person. It is always written as one word, (e.g. <i>Did anyone see that UFO?</i>).</p>
apart, a part	<p><i>Apart</i> (adverb) separated by distance or time (e.g. <i>I always feel lonely when we are apart</i>).</p>

	<p>A <i>part</i> (noun) means a piece of something that forms the whole of something (e.g. <i>They made me feel like I was a part of the group</i>).</p>
appraise, apprise	<p>Remember that <i>appraise</i> means to “estimate the value or quality of (<i>appraised her skills</i>).”</p> <p><i>Apprise</i> is a very formal word meaning to “inform” (<i>The Council was apprised of the new policy</i>).</p>
B	
bald, bold	<p><i>Bald</i> (adjective) is used to describe someone with no hair on their head.</p> <p><i>Bold</i> (adjective) is used to describe someone who is fearless and courageous.</p>
beside, besides	<p><i>Beside</i> is a preposition of place that means at the side of or next to (e.g. <i>The house was beside the Jukskei River</i>).</p> <p><i>Besides</i> (an adverb or preposition) means in addition to or also (e.g. <i>I have no other family besides my parents</i>).</p>
borrow, lend	<p>You <i>borrow</i> something <i>from</i> somebody. Somebody <i>lends</i> you something.</p> <p>“<i>May I borrow your book, please?</i>”</p> <p>“<i>Sorry, but I don’t lend my books out.</i>”</p>
bored, boring	<p><i>Bored</i> (adjective) means “feeling weary and impatient because one is unoccupied or lacks interest in one’s current activity (e.g. <i>She got bored with staring out of the window</i>).</p> <p>The normal construction for <i>bored</i> is <i>bored by</i> or <i>bored with</i>.</p> <p><i>Boring</i> (adjective) means something or someone is not interesting or exciting (e.g. <i>The meeting was so boring that I fell asleep</i>).</p>
C	
captivate, capture	<p><i>Captivate</i> (verb) means to attract and hold the interest and attention of (e.g. <i>He was captivated by her smile</i>).</p> <p><i>Capture</i> (verb) describes the action of taking by force or stratagem, to take control of or to record in a lasting form (e.g. <i>The photograph captured the joy of the graduates</i>).</p>
complement, compliment	<p><i>Complement</i> means “something that completes or makes perfect” (e.g. <i>The architectural grace of the building was complemented by a well-designed garden</i>).</p> <p>The <i>full complement</i> is the full number of persons required to carry out a task.</p> <p><i>Complementary medicine</i> is “a wide range of treatments for medical conditions and mental problems which people use as an alternative to ordinary medicine. <i>Acupuncture, reflexology and homoeopathy are all</i></p>

	<p><i>forms of complementary medicine</i> (Cambridge International Dictionary of English (CIDE), 1996)."</p> <p><i>Compliment</i> means "to praise" (e.g. <i>The Dean complimented the students on their designs</i>). <i>Complimentary</i> copies of books or <i>complimentary</i> tickets are given away free. Also "Compliments of the season!"</p>
continual, continuous	<p>Broadly, <i>continual</i> means "going on at regular intervals", and <i>continuously</i> means "going on without a pause or break". For example, a telephone that rings <i>continually</i>, rings now and then over an extended time. A telephone that rings <i>continuously</i>, rings uninterruptedly.</p> <p><i>Continuous education</i> is idiomatically correct.</p>
council, counsel	<p>A <i>council</i> is "an advisory, deliberative, or administrative body of people", such as UJ's Council. The members of a council are called <i>councillors</i> or <i>council members</i> (as we call them at UJ, but avoid the American spelling ☒ <i>councilmembers</i>).</p> <p>At UJ we also have <i>counsellors</i> who offer <i>counsel</i> (advice and guidance) to students.</p>
D	
dependant, dependent	<p>A <i>dependant</i> is "a person who relies on another especially for financial support"; e. g. <i>I have no dependants</i>. Yet note: <i>I am dependent on my parents for financial support; I am a dependent child</i>.</p>
decent, descent	<p><i>Decent</i> (adjective) means socially acceptable or good (e.g. <i>Everyone should be entitled to a decent standard of living</i>).</p> <p><i>Descent</i> (noun) means a movement downwards, or your ancestry (e.g. <i>The plane began its final descent prior to landing. / She found out that she was of French descent</i>).</p>
desperate, disparate	<p><i>Desperate</i> (adjective) means "a sense of hopelessness that something is very bad or impossible", or "having a great need for" (e.g. <i>The survivors were desperate for food</i>).</p> <p><i>Disparate</i> (adjective) means different in every way (e.g. <i>They came from two disparate cultures</i>).</p>
discreet, discrete	<p><i>Discreet</i> means to be careful or modest, not to cause embarrassment or attract too much attention, especially by keeping something secret (e.g. <i>We made some discreet enquiries</i>).</p> <p><i>Discrete</i> (adjective) means something is distinct and separate or has a clear independent shape or form (e.g. <i>Speech sounds are produced as a continuous sound signal rather than discrete units</i>).</p>

E	
e.g., i.e.	<p><i>e.g.</i> stands for <i>exempli gratia</i> = for example (e.g. <i>I like fast cars, e.g. Ferrari and Porsche</i>). In the sentence one gives an example of the kinds of cars one likes – Ferraris and Porsches.</p> <p><i>i.e.</i> stands for <i>id est</i> = that is (in explanation) (e.g. <i>I like fast cars, i.e. any car that can go over 150km/h</i>). In this sentence one gives an explanation of what one considers to be fast.</p>
enquiry, inquiry, query	<p>An <i>enquiry</i> is a request for information (e.g. <i>She enquired about the degrees that technikons offer.</i>)</p> <p>An <i>inquiry</i> is an investigation into something (e.g. <i>The Dean ordered an inquiry into the causes of the accident.</i>)</p> <p>A <i>query</i> is a questioning of something or an expression of doubt about it (e.g. <i>She queried the validity of the statement.</i>)</p>
every day, everyday	<p><i>Every day</i> means each day without exception (e.g. <i>You have been late for class every day this week.</i>)</p> <p><i>Everyday</i> (adjective) means ordinary, unremarkable (e.g. <i>everyday chores like shopping and housework.</i>)</p>
expand, expend	<p><i>Expand</i> (verb) means to increase in size, number or importance, or to make something increase (e.g. <i>Their business expanded into other hotels.</i>)</p> <p><i>Expend</i> (verb) means to spend or use up something, especially time, effort or money (e.g. <i>She expends a lot of effort to help her students.</i>)</p>
H	
heroin, heroine	<p><i>Heroin</i> (noun) is a powerful illegal drug, obtained from morphine and is extremely addictive.</p> <p><i>Heroine</i> is a female person who is admired for having done something very brave or having achieved something great. The male equivalent is hero.</p>
I	
I, me	<p>People often make mistakes with these two pronouns. <i>I/me</i> is difficult when it is coupled with another pronoun or with a noun. It is then necessary to consider the subject/object in a sentence.</p> <p><i>"I"</i> is used as the subject of the sentence (e.g. <i>I did the homework</i> and <i>It was I who did the homework</i>), but the object of the sentence is <i>"me"</i> (e.g. <i>He gave me the book</i>).</p> <p>The teacher gave the homework to my friend and me. (Not <i>"I"</i>). It becomes easier if one deals with the two people separately: <i>The</i></p>

	<p><i>lecturer gave the homework to my friend + The lecturer gave the homework to me = The lecturer gave the homework to my friend and me.</i></p> <p>A further way of testing is to replace 'My friend and I/me' with we or us (e.g. <i>My friend and I (we) will study; He gave the book to my friend and me (us).</i></p>
incidence, incidents	<p>Because these words sound similar if pronounced fast and carelessly, they are sometimes confused in writing. <i>Incidence</i> means "the fact, manner, or rate, of occurrence or action": <i>A high incidence of asbestosis was found among workers in the mine.</i></p> <p><i>Incidents</i> is the plural form of <i>incident</i>, which means "an event or occurrence": <i>Several people died in shooting incidents during the year.</i></p>
L	
later, latter	<p><i>Later</i> (adverb) is used to express time in the near future, soon or afterwards (e.g. <i>I'll see you later</i>).</p> <p><i>Latter</i> (adjective) means near or towards the end of something (e.g. <i>I got tired during the latter part of the walk</i>).</p> <p><i>Latter</i> can also describe the second thing of two things mentioned (e.g. <i>He could either study or go to the movies; he chose the latter</i>).</p>
lay, lie / lay down, lie down	<p><i>Lay</i> (irregular transitive verb – lay / laid / laying) needs a direct object. It means to put something or someone down (e.g. <i>Lay your head on the pillow</i>).</p> <p><i>Lie</i> (irregular intransitive verb – lie / lay / lain – lying) does not take a direct object. It means to rest in a horizontal position or to be located somewhere (e.g. <i>If you are tired lie here and have a rest OR Durban lies towards the east</i>).</p>
licence, license	<p><i>Licence</i> is a noun (e.g. <i>a driving licence, a dog licence or poetic licence, artistic licence</i>) and <i>license</i> a verb (e.g. <i>to license a vehicle</i>). Note also <i>a licensed restaurant and licensing laws</i>.</p>
M	
moral, morale	<p><i>Moral</i> (noun or adjective) is used to describe standards of good or bad character and behaviour (e.g. <i>They have a moral obligation to pay the money back</i>).</p> <p><i>Morale</i> (noun) describes the amount of confidence felt by a person or group of people; especially when in a dangerous or difficult situation (e.g. <i>The morale of the UJ rugby team was high</i>).</p>

P	
personal, personnel	<p><i>Personal</i> (adjective) means relating to or belonging to someone (e.g. <i>Your personal belongings are the things that belong to you</i>) or designed for or used by one person (e.g. <i>personal computer or stereo</i>).</p> <p><i>Personnel</i> (noun) means the people who work for an organisation, i.e. the staff.</p>
practise, practice	<p><i>Practise</i> is a verb; <i>practice</i> a noun. James practises law. His practice is in Cape Town. Or, adjectivally: James, who lives in Cape Town, is a practising lawyer. Also note:</p> <ul style="list-style-type: none"> ➤ James has had a great deal of <i>practice</i> in law (experience). ➤ The cabaret group has four <i>practices</i> a week (repeated exercises). ➤ The team had a <i>practice</i> match yesterday. ➤ John is a well-<i>practised</i> guitar player. ➤ You must <i>practise</i> care when handling acid. <p>Note: <i>Good management practice</i> (singular).</p>
precede, proceed	<p><i>Precede</i> means to be or to go before something or someone in time or space (e.g. <i>The chemist should take the time to read the chapters that precede the experiments</i>).</p> <p><i>Proceed</i> means to continue as planned (e.g. <i>The government has decided not to proceed with the legislation</i>).</p>
Q	
quiet, quite	<p><i>Quiet</i> (adjective) is used to describe something or someone that makes very little noise (e.g. <i>During the examination the classroom was very quiet</i>).</p> <p><i>Quite</i> (adverb) is used to describe when something is a little or a lot but not completely (e.g. <i>It is quite warm outside</i>).</p>
R	
rise, raise	<p>When used as a verb they both have the same general meaning of "to move upwards", the main difference is that <i>rise</i> is an intransitive verb (it does not take an object), while <i>raise</i> is a transitive verb (it requires an object):</p> <p><i>Rise</i> (verb – rose/risen) means something rises by itself (e.g. <i>The sun rises in the east; I rise early to walk the dog</i>).</p>

	<p><i>Raise</i> (verb) means something else is needed to raise something (e.g. <i>Lynne raised her hand</i>).</p> <p><i>Rise</i> (noun) describes an upward movement (e.g. <i>There was a steep rise in drug-related crimes</i>).</p> <p><i>Raise</i> (noun) describes an increase in salary (e.g. <i>The staff demanded a 20% raise</i>).</p>
S	
some time, sometime, sometimes	<p><i>Some time</i> means a period of time (e.g. <i>It took me some time to notice the mistake</i>).</p> <p><i>Sometime</i> indicates a time in the future or the past which is not known or not stated (e.g. <i>They will meet up sometime</i>).</p> <p><i>Sometimes</i> means on some occasions but not always or often (e.g. <i>Sometimes she phones too early</i>).</p>
W	
what, which	<p><i>What</i> is used to ask a question when there are an unknown number or infinite possibilities for an answer (e.g. <i>What is your name?</i>).</p> <p><i>Which</i> is used when choosing between two or more items, already defined (e.g. <i>Which one of the following is the correct answer?</i>).</p>

8. TERMINOLOGY AND SPELLING WITHIN THE UNIVERSITY

Unless otherwise specified, definitions of words come from, or are paraphrased from, the *Oxford Dictionary of English* (2005) and the *COD* (2006).

A	
a, an	<p>Whether to use <i>a</i> or <i>an</i> before a word depends on pronunciation.</p> <ul style="list-style-type: none"> ➤ A is used before consonant sounds (speech sounds made with obstruction) such as <i>b, d, t</i>. ➤ An is used before vowel sounds (speech sounds made without obstruction) such as <i>a, e, i</i>. <p>Because we pronounce <i>MA</i> as “em ay”, we say and write an <i>MA degree</i>. Because we pronounce the <i>m</i> in <i>master’s</i> as “mm”, we say and write a <i>master’s degree</i>.</p> <p>The <i>h</i> is silent in <i>honorarium</i>, and therefore we write an <i>honorarium</i>. In words such as <i>university</i> and <i>union</i>, the <i>u</i> is a consonant sound (“yoo”) and we write a <i>university</i> or <i>union</i>. The same goes for the abbreviation “UJ”: a <i>UJ student</i>.</p> <p>In words such as <i>hotel</i> and <i>historic</i>, the <i>h</i> occurs in an unstressed first syllable but it is not entirely silent: we therefore say and write a <i>hotel</i> and a <i>historic event</i>. (In the distant past, <i>an</i> was used in such cases.)</p>
act, bill	A <i>bill</i> is a draft that has to be approved before it becomes an <i>act</i> (and thus the law).
Accommodation	Note the spelling.
ad hoc	Written with neither a hyphen nor italics.
adviser	Not <input checked="" type="checkbox"/> <i>advisor</i> . However, note the adjective <input checked="" type="checkbox"/> <i>advisory</i> .
aids	Written with small letters in phrases such as <i>educational aids</i> . The acronym for <i>acquired immune deficiency syndrome</i> (AIDS) takes capitals.
affidavit	Note the spelling.
amongst	Amongst is old-fashioned; prefer among.
apparatus	Plural form is <i>apparatus</i> or <i>apparatuses</i> . The <i>Oxford Style Manual</i> (<i>OSM</i>) (2003) prefers the latter and recommends using <i>appliances</i> where possible.

appendix	Plural is <i>appendices</i> for matter added to books or documents.
artefact	Note the spelling.
artificial intelligence (AI)	Lower case when used within a sentence.
award	The Higher Education Act (No. 101 of 1997) states: “A public higher education institution may, subject to its institutional statute and this Act, award diplomas and certificates and confer degrees” [emphasis added]. It is a distinction that we could try to adhere to at UJ. However, assessors (examiners) consider <i>awarding</i> a degree to a candidate, which is <i>conferred</i> at a graduation ceremony.
B	
bachelor’s degree	Remember the apostrophe -s, even if <i>degree</i> is left off e.g. <i>She obtained her bachelor’s from UJ.</i> Abbreviated as BA, BEd, BCom, BSc, etc.
bacteria	This is the plural of <i>bacterium</i> and therefore takes the plural form e.g. <i>The bacteria are...</i>
basis	Cut this tag from sentences. <i>The course is offered on a part-time basis</i> becomes <i>The course is offered part-time.</i>
biannually, biennially; bimonthly, biweekly	<i>Biannually</i> means “occurring or appearing twice a year”, whereas <i>biennially</i> means “lasting two years” or “recurring or taking place every two years”. Since students can easily be confused by these two words, use “twice a year”, “twice-yearly” or “every six months” for <i>biannually</i> , or “every two years” for <i>biennially</i> in administrative documents. Because <i>bimonthly</i> can be taken to mean either “occurring twice a month” or “occurring every two months”, it is safer to use “twice-monthly, twice a month” or “two-monthly, every two months”.. <i>Biweekly</i> poses the same problem; rather use “twice-weekly, twice a week” or “two-weekly, every two weeks”. <i>Fortnightly</i> is also a useful word for “every two weeks”.
big data	Lower case when used in a sentence.
billion	In both the US and the UK, <i>billion</i> now means “a thousand million” (10 ⁹). A <i>trillion</i> means “a million million” (10 ¹²) (OSM: 170).
blockchain	Lower case when used in a sentence.
C	
calendar	Note the spelling.
campus	Plural form is <i>campuses</i> .
cellphone	Use this form instead of longer variants. Written as one word.

chairperson, chair	<input type="checkbox"/> <i>Chairman</i> has been replaced by <input checked="" type="checkbox"/> <i>chairperson</i> , or simply <input checked="" type="checkbox"/> <i>chair</i> , to avoid gender bias.
Christian name	Rather use <input checked="" type="checkbox"/> <i>first name</i> or <input checked="" type="checkbox"/> <i>forename</i> to avoid religious implications.
clawback	No hyphen.
The cloud	Lower case when used in sentence; used together with 'the' if a noun; when used as an adjective, then no 'the', e.g. cloud computing.
commence	Restrict this word to very formal contexts. Most often <i>begin</i> or <i>start</i> is fine.
committee	Note the spelling.
compare/comparison with	Always <i>compare/in comparison</i> <input checked="" type="checkbox"/> <i>with</i> (similarities and differences), e.g. <i>Compared with last year, more learners have visited UJ's mini Open Days ...</i> <i>Compare to = to liken to</i> , e.g. <i>Ostriches are descendants of dinosaurs, and the researchers compare (liken) ostrich movements to those of bipedal dinosaurs.</i>
consist of/comprise	<input checked="" type="checkbox"/> <i>The committee comprises three sections.</i> Not <input type="checkbox"/> <i>comprises of.</i> OR <i>The committee consists of three sections.</i>
consensus	The <i>South African Labour Glossary</i> (1996) defines the word as "a general agreement on a matter" (a meaning that the <i>COD</i> (2006) underscores: "general agreement"). Be careful not to use the word in the sense of unanimous agreement.
convener	Preferable to <i>convenor</i> . See <i>COD</i> (2006).
Council, the	In internal correspondence it is quite appropriate to write <i>Council</i> without <i>the</i> when referring to the UJ Council – we have "our" Council in mind. In external correspondence, however, it is preferable to use <i>the Council of the University of Johannesburg</i> when it is first mentioned and <i>the Council, the University Council</i> or <i>the UJ Council</i> after that. The same principle applies to <i>Senate</i> (with or without <i>the</i>).
course-goers	Often preferable to <i>participants</i> or <i>attendees</i> .
coursework	One word.
creditors' clerk	Note the position of the apostrophe.
criteria	<i>Criteria</i> is the plural form (<i>the criteria are...</i>). The singular form is <i>criterion</i> .
curriculum	Plural form is <i>curricula</i> .

D	
data	<p>Strictly speaking, the word <i>datum</i> is a singular noun that takes a singular verb (this datum is) and <i>data</i> is a plural noun taking a plural verb (these data are).</p> <p>However, in computing it has become standard to treat <i>data</i> as singular: <i>the data is transferred across the network...</i> This is quite acceptable in administrative documentation at UJ, but we must bear in mind that many technical style guides or professional journals insist on treating <i>data</i> as a plural form (<i>The experimental data were unreliable</i>). So, if you are writing for any academic publication, use the plural form.</p>
day house	Two words, not hyphenated.
decision maker (n), decision making (n) and decision-making (adj.)	<p>When used as a noun, no hyphen, e.g. <i>His decision making was stressful</i>.</p> <p>When used as an adjective, hyphenated, e.g. <i>His decision-making ability was poor</i>.</p>
Department	Note that <i>Department</i> must take <i>of</i> in <input checked="" type="checkbox"/> <i>the Department of Chemistry</i> (not <input type="checkbox"/> <i>the Department Chemistry</i>). Although less formal <input checked="" type="checkbox"/> <i>the Chemistry Department</i> is also acceptable.
diagram	<i>Diagram</i> does not take an extra <i>-me</i> , but the <i>m</i> is doubled in <i>diagrammed</i> , <i>diagramming</i> and <i>diagrammatic</i> .
different	Always <input checked="" type="checkbox"/> <i>different from</i> ; never <input type="checkbox"/> <i>different to</i> .
diplomate, diploma candidate	Students who have passed their final diploma examinations and are about to receive their diplomas, are called <i>diploma candidates</i> . After receiving their diplomas at a diploma or graduation ceremony, they become <i>diplomates</i> (not <input type="checkbox"/> <i>diplomats</i>).
disc, disk	<p>A troublesome spelling like <i>program/programme</i> because of the influence of computer language.</p> <p><i>Disc</i> is the normal spelling for “a flat thin circular object” – <i>the sun disc symbol in Egyptian art</i> – or “a layer of cartilage between vertebrae” – <i>he injured a disc</i>.</p> <p>In computer context the spelling is very often <i>disk</i> – <i>magnetic disk</i>. Although the Oxford English Dictionary Online (2006) notes that “<i>disk</i> is commoner [in computing] as a result of US influence”, it uses the <i>disc</i> spelling in all of its examples: <i>compact disc</i>, <i>floppy disc</i>, <i>hard disc</i>, <i>optical disc</i>, etc.</p> <p>It seems best to disregard the <i>disk</i> spelling and to use <input checked="" type="checkbox"/> <i>disc</i> for all occurrences of the word in whatever context.</p>

doctoral degree, doctorate	Note that either a <input checked="" type="checkbox"/> <i>doctorate</i> or a <input checked="" type="checkbox"/> <i>doctoral degree</i> is used, but not a <input checked="" type="checkbox"/> <i>doctorate degree</i> . Abbreviated as DLit et Phil, PhD, DEd, LLD, etc.
E	
“e-” words (like e-commerce, e-business)	Hyphenated; the “E-” is capitalised when necessary, not the letter after the hyphen, i.e. <input checked="" type="checkbox"/> E-commerce but not <input checked="" type="checkbox"/> e-Commerce; <input checked="" type="checkbox"/> e-books but not <input checked="" type="checkbox"/> eBooks or e-Books.
economic, economical	<i>Economic</i> has to do with the “wealth and resources of a community”, e.g. the “government’s economic policy”. <i>Economical</i> has to do with “avoiding waste, using resources sparingly”, e.g. <i>An economical recipe uses inexpensive ingredients</i> , or it has to do with “giving good value or return on money spent”.
education, educational	Drop the “-al” affix when the word <i>higher</i> appears in an adjectival phrase: <ul style="list-style-type: none"> ➤ <i>higher education institutions</i>; ➤ <i>national higher education plan</i>; ➤ <i>higher education campuses</i>. <p>In other cases, use <i>educational</i>:</p> <ul style="list-style-type: none"> ➤ <i>educational institutions</i>; ➤ <i>educational plans</i>; ➤ <i>educational standards</i>.
educator	Rather than <i>educationalist</i> or <i>educationist</i> .
Ellen Kuzwayo (Council, Awards etc.)	Not <input checked="" type="checkbox"/> Khuzwayo.
email	Written as one word and only takes a capital if used at the beginning of a sentence.
England	<i>England</i> should not be used to refer to the <i>United Kingdom</i> (UK) as a whole, since England forms only one part of the UK. The other parts are Scotland, Wales, Northern Ireland, and the Orkney and Shetland Islands. <i>Britain</i> or <i>Great Britain</i> does not include Northern Ireland.
enrol/enrolment	A singular – <i>l</i> , but <i>enrolled</i> and <i>enrolling</i>
exam	This “clipped” form should be written out – <i>examination</i> – in formal contexts.
exemption	<i>Exemption</i> is followed by <input checked="" type="checkbox"/> <i>from</i> , not <input checked="" type="checkbox"/> <i>for</i> . <i>The student was granted exemption from several subjects</i> .
extension	Often misspelled as <input checked="" type="checkbox"/> <i>extention</i> .
extra-curricular	Hyphenated.
extramural	One word.

F	
few, a few	As a statement about number, <i>Few members of staff are able to give first aid</i> has a negative feel about it (the implication is that there should be more of them). <i>A few members of staff can give first aid</i> is a more neutral statement (the implication is that there are enough of them, although there should be more).
First year/ second year/ third year etc.	<i>He is in his first year (or second year/third year, etc.) of studies.</i> (two words) However, when first year takes on an adjectival position, it is hyphenated, e.g. <i>First-year (second-year/third-year) students must report ...</i> ✘ 1 st -year/2 nd -year/3 rd -year students, following the rule of writing out numerals from one to nine.
First Year Experience (FYE)	Universities all over the world use this programme. Some hyphenate it and others not. At UJ this term is not hyphenated.
focus	Note the single <i>s</i> in <i>focuses</i> , <i>focused</i> and <i>focusing</i> . (American spelling prefers a double -s.)
foreign plurals	<p>“Foreign plurals” refer to plural forms of words from languages such as Latin, Greek and French. For instance, must we use <i>memoranda</i> or <i>memorandums</i>? Such plurals are problematic, as the <i>GCE</i> (1980: 181) points out, suggesting that a dictionary must be consulted for plural formation. “One rule of thumb,” it remarks, “is that foreign plurals often occur in technical usage, whereas the -s plural is the most natural in everyday language; cf.: <i>formulas</i> (general) – <i>formulae</i> (in mathematics), <i>antennas</i> (general and in electronics) – <i>antennae</i> (in biology).”</p> <p>The following forms are recommended (only or preferable form as given by the <i>COD</i> (2006)):</p> <ul style="list-style-type: none"> ➤ <i>addenda, memoranda, curricula, symposia, alumni, atria;</i> ➤ but <i>campuses, prospectuses, forums, stadiums, arenas.</i> <p>Although the <i>COD</i> (2006) gives <i>syllabuses</i> as a first choice, we must use <i>syllabi</i>. (It is highly likely that <i>curricula</i> and <i>syllabi</i> will occur together in the same context, and <i>curricula</i> in close proximity to <i>syllabuses</i> would look odd.)</p>
foreword, preface	A <i>foreword</i> to a book is an introduction written by a person other than the author. A <i>preface</i> is an introduction written by the author.
fulfil	Ends on a singular – <i>l</i> , but <i>fulfilled</i> and <i>fulfilling</i> .
full-time, part-time	Note the use of the hyphen, when used as an adjective.
fund-raising	Hyphenated.

G	
gas	The -s is not doubled in the plural <i>gases</i> . The -s also remains single in <i>gasify</i> , <i>gasification</i> and <i>gaseous</i> , but <i>gassy</i> takes a double -s.
government	Use a capital letter for <i>Government</i> when referring to the South African Government.
graduand, graduate	Whereas a <i>graduand</i> is “a person about to receive an academic degree”, a <i>graduate</i> is “a person upon whom an academic degree has been conferred”.
H	
handbook, textbook	A <i>handbook</i> is “a short manual or guidebook”, and a <i>textbook</i> is “a book for use in studying, esp[ecially] a standard account of a subject”. In other words, a handbook is less comprehensive than a textbook.
hard copy	Two words.
he/she	<p>It can be difficult to avoid <i>he/him/his</i> as pronouns of common gender (in other words, when referring both to males and to females). The following solutions can be considered:</p> <ul style="list-style-type: none"> ➤ Use <i>he/she, him/her, etc.</i> (<i>The candidate must prepare himself/herself for a selection test, after which he/she will be interviewed. He/she must remember to bring his/her own drawing instruments along.</i>) ➤ Use <i>you/your/yours</i> (<i>You must prepare yourself for...</i>). ➤ Use plural forms throughout (<i>Candidates must prepare themselves...</i>). ➤ Rewrite the text to avoid pronouns (<i>Preparation for a selection test is necessary, after which an interview will follow...</i>). <p>The first option is awkward in even a short paragraph. The second may be too informal in some contexts. The third and fourth options are the most practical.</p> <p>In formal, older English, pronouns such as <i>someone, somebody, no one, nobody, etc.</i>, were considered strictly singular and were usually followed by “male” pronouns: <i>Someone has left his bag behind.</i> However, note the following from the <i>OALD</i> (2005): <i>Someone's [someone has] left their bag behind.</i> The <i>OALD</i> (2005) also defines “charlatan” as follows: <i>A person who claims to have knowledge or skills that they do not really have.</i> The <i>CIDE</i> (1996)</p>

	<p>follows the same approach: charlatan: a person who pretends to have skills or knowledge that they do not have...</p> <p>The OSM (2003: 105) remarks that this usage is common in speech, but still considers it substandard in formal writing.</p>
Holland	<i>Holland</i> is only part of <i>the Netherlands</i> , which must be used for referring to the country.
home page	Two words.
homoeopathy	<p>Earlier editions of the COD marked <i>homeopathy</i> as American English, but the most recent COD (2006) gives this form as first choice and <i>homoeopathy</i> as an alternative spelling.</p> <p>At UJ we should retain the -oeo- spelling, as it is the one used by the Homoeopathic Association of South Africa.</p>
honours degree	<p><i>Honours</i> with a capital is for the actual name of a degree, e.g. <i>Honours degree in Mathematics</i>. It is used with no capital when referring to the type of degree or students in general, e.g. <i>UJ has a number of honours students</i>.</p> <p>Abbreviated as BAHons, BScHons, BComHons, etc.</p>
human resource/resources	At UJ, we refer to <i>Human Resource Management</i> for the course offered, but our Department is called the <i>Human Resources Division</i> (no apostrophe) or simply <i>Human Resources</i> .
I	
institution	An alternative for referring to UJ. Note the spelling – initial lower case. We can also use <i>University</i> (note the capital letter if we mean “our” University) – the form that is officially preferred in policy documents.
Internet	The word is capitalised.
L	
led	<i>Led</i> , the past and past perfect form of the verb “to lead” (e.g. <i>He was <input checked="" type="checkbox"/> led by the nose</i>), is often misspelled as <input checked="" type="checkbox"/> <i>lead</i> because the name of the metal sounds the same.
life cycle	Two words
lifestyle	One word
loan	An NSFAS <i>loan</i> is an amount <input checked="" type="checkbox"/> <i>lent</i> (not <input checked="" type="checkbox"/> <i>loaned</i>) to a student.
lot, lots of	Preferably to be avoided in formal style. Use a <i>great or good deal of, many or much</i> .
M	
maintenance	Often misspelled as <input checked="" type="checkbox"/> <i>maintainance</i> .
master’s	<i>Master’s</i> with a capital is for the actual name of a degree, e.g. <i>Master’s degree in Philosophy</i> . It is used with no capital when referring to the type of degree or students in general, e.g. <i>UJ has too few master’s students</i> . It always has an apostrophe.

media	<i>Media</i> is the plural form of <i>medium</i> and must take a plural verb: <i>The media were present at the event</i> . Accordingly, the singular noun <i>medium</i> must agree with the singular verb <i>is</i> : <i>Television is a powerful communication</i> ✓ <i>medium</i> (not ✗ <i>media</i>).
Miss, Ms	The form of address <i>Ms</i> (pronounced <i>miz</i>) is used to refer to a woman irrespective of her marital status: in other words, whether she is married or not. Although we use <i>Ms</i> at UJ, we must remain sensitive to the fact that some women prefer <i>Mrs</i> or <i>Miss</i> .
N	
National Plan	Not the <i>National Plan</i> ✗ <i>on Higher Education</i> but the <i>National Plan</i> ✓ <i>for Higher Education</i> (NPHE).
nature	This word is often unnecessary. <i>Problems of a serious nature</i> are simply <i>serious problems</i> .
O	
ongoing	One word, no hyphen.
online	One word, no hyphen.
orientated, oriented	Both forms are correct, but <i>oriented</i> is preferable (<i>career-oriented education</i>).
outcomes-based education	Note the -s in <i>outcomes</i> .
P	
Pan-African/ pan-African	Always hyphenated and capital A for African. Pan can be either upper case (Pan-) or lower case (pan-) – however, choose one and be consistent.
population groups	Statistics sometimes require that population (not ✗ <i>racial</i>) groups be specified. Statistics South Africa (Stats SA) use the following: <ul style="list-style-type: none"> ➤ Black ➤ Coloured ➤ Indian ➤ White If it is essential to use <i>black</i> , <i>white</i> and <i>coloured</i> in relation to population groups, do not use capital letters.
postdoctoral	One word, not hyphenated.
postgraduate	One word, not hyphenated.
professor	Note the spelling.
Pro Vice-Chancellor	Note the use of only one hyphen.
provinces	South Africa's provinces are: <ul style="list-style-type: none"> ➤ Eastern Cape ➤ Free State ➤ Gauteng ➤ KwaZulu-Natal (note the spelling) ➤ Limpopo ➤ Mpumalanga

	<ul style="list-style-type: none"> ➤ Northern Cape ➤ North West ➤ Western Cape
Q	
qualitative	Note the spelling.
quantitative	Note the spelling.
questionnaire	Note the spelling.
R	
remuneration	The letters are often transposed, and the word is misspelled as <input type="checkbox"/> <i>renumeration</i> .
S	
SMS	Plural SMSs, but SMSed, SMSing
staff, personnel	At UJ, we have been using <i>staff</i> in general correspondence because of the more personal touch. We have also used it with a plural pronoun (“they”), a plural possessive (“their”) and a plural verb (e.g. “are”). For example: <i>Staff are satisfied with their new offices, which they find a great improvement on the previous ones.</i> The reason for using plural forms is that careless writers may start off with “staff”/“it”, but invariably slip into using “they”/“their” after a sentence or two. Note the spelling of <i>personnel</i> .
Student Representative Council	Not <input type="checkbox"/> <i>Students’ Representative Council</i> .
study guide	Use <i>learning guide</i> .
study leader	Rather use <i>supervisor</i> .
T	
tertiary institutions	In the past, this term served as a kind of shorthand for <i>tertiary educational institutions</i> . However, the current term is <i>higher education institutions</i> – abbreviated as HEIs. Note that no apostrophe is used in the <i>plural form</i> of the abbreviation.
thesis	Plural form is <i>theses</i> .
time frame	Two words.
timetable	One word.
U	
undergraduate	One word.
University	Always use a capital letter when the word <i>university</i> refers to the University of Johannesburg.
V	
Vice-Chancellor	Note the hyphen.
W	
whilst	<i>Whilst</i> is old-fashioned; prefer <i>while</i> .
web page	Two words and not capitalised in a sentence.
website	One word and not capitalised in a sentence.

Western	Capitalised when referring to “Western countries” or “Western culture”; not capitalised when referring to the geographical direction.
whistle-blower; whistle-blowing	Hyphenated.
Windows	Only capitalised when referring to the operating system.
World Wide Web	The Web is capitalised in a sentence in the sense of the World Wide Web.

9. ABBREVIATIONS, ACRONYMS AND INITIALISMS

Initialisms and acronyms are special kinds of abbreviations:

- An initialism (or alphabetism) is an abbreviation put together from the first letters of words and these letters are pronounced separately, e.g. “S-A-B-C” or “R-S-A”. Initialisms are written in capitals without spaces or full stops.

Initialisms usually take the definite article, the, if they take it in the full form and if they refer to institutions or organisation, e.g. the SABC, the BBC.

Please note, however, that **initialisms** that refer to **tertiary institutions**, **do not** take a definite article, e.g. UJ and **not** the UJ; UFS and **not** the UFS.

- An acronym is also put together from the first letters of words, but these letters are pronounced as a word, e.g. *laser* (*light amplification by stimulated emission of radiation*) or *Cosatu* (*Congress of South African Trade Unions*). These acronyms can be written using solely capital letters (*UNISA*) or using a capital letter only for the first letter of the acronym (*Unisa*); the latter is the preferred usage at UJ.
- The plural forms of initialisms and all-capital acronyms do not take an apostrophe -s, e.g. CDs, NGOs, SMSs (**not** SMSes, SMS’s, but SMSing and SMSed).

9.1 Full stops and spaces

- Use full stops in ordinary small-letter abbreviations such as e.g., i.e., etc., et al., p. and p.a. as recommended by the OSM (2003).
- Do not use full stops in **titles**, **between initials**, or in the **names of qualifications**, e.g.:
 - **Titles:**

Singular	Plural
Rev	Revs
Prof	Profs
Dr	Drs
Mr	Messrs (Messieurs – French)
Mrs	Mmes (Mesdames – French)
Ms	Mss
Miss	Misses
 - **Initials:** Mr TD Stokes; Prof IP Small
 - **Qualifications:** NDip, NHDip, BTech, MTech, HDipEd, BEd, BAHons, BScHons, BComHons, MA, MSc, MCom, MEd, PhD, but note the spaces in DLitt et Phil, MB ChB. (Also note the use of capitals).
- Do not use full stops if the abbreviation ends on the same letter with which the word ends, e.g. *Proprietary Limited* ends on -y and -d, so no full stops are used in *Pty Ltd*; *Monday* ends on a -y and *Mon.* does not, so it takes a full stop.

- Do not use full stops or spaces between letters in **acronyms** and **initialisms** such as *NATO, RSA, UK and USA*.
- Abbreviations of **metric symbols (weights and measures)** are an exception, since they never take full stops: *kg, g (gram), km, m (metre)*. Also note, insert a space between the numeral and the symbol: *36 kg, 50 km*. Do not use the plural -s as in *kgs* or *kms*.
- If *m* is used as an abbreviation for **million** in financial amounts, the space must be omitted: *R5m*. Because this may be confusing in general correspondence, *R5 million* should preferably be written out.
- Do not use full stops in **headings**.

9.2 Campus abbreviations

We use the following abbreviations for the names of UJ's campuses:

- Auckland Park Kingsway Campus – APK
- Auckland Park Bunting Road Campus – APB
- Doornfontein Campus – DFC
- Soweto Campus – SWC

Please restrict campus abbreviations to *internal* correspondence, because people outside the University may find these “shorthand” forms confusing.

9.3 Full form first, then abbreviation

It is not necessary to write out the full form of a common abbreviation such as *USA* or *UK* when it occurs the first time. However, less familiar abbreviations must be preceded by the full form on first appearance in a text: *South African Society for Cooperative Education (SASCE)*. After that, the abbreviation only is sufficient.

Avoid putting the abbreviation first and the full form second (unless you have good reason for doing so):

- SASCE (South African Society for Cooperative Education)*
- South African Society for Cooperative Education (SASCE)*

Try not to drown the reader in “alphabet soup” as in this tongue-in-cheek example by Breier (1994: 7):

If more people receive FECs and GCEs drawn up by the NICD, they could boost GNP. However, the RDP should channel more funds to NGOs. The role of the IDT is less certain...

It is, for example, all too easy to overload a document with *HEIs* and *HE*. *HEIs* as an abbreviation for *higher education institutions* is very useful, but it is better to write out *HE* as *higher education*.

9.4 Plural forms

Plural forms of capital-letter abbreviations (or years, for that matter) must **not** be written with an “apostrophe -s” (-’s):

NGO’s, 1990’s;

NGOs, 1990s.

Only use the –’s to avoid confusion, e.g. *Mind your p’s and q’s and cross your t’s and dot your i’s.*

9.5 Avoiding tautology

We may easily fall into the trap of adding an unnecessary word to an abbreviation that already contains the word in question:

- ATM machine (ATM = automated teller *machine*);
- APS score (APS = Admission Point *Score*)
- CD-ROM disc (CD-ROM = compact *disc* read-only memory);
- HIV virus (HIV = human immunodeficiency *virus*);
- ISBN number (ISBN = international standard book *number*);
- PIN number (PIN = personal identification *number*).

9.6 Commonly used acronyms and initialisms

See Addendum A for latest acronyms used in 2019 UJ Annual Report.

10. SOURCES

Please note: At UJ, many referencing methods are used – some being department-specific. A very good guide to the commonly used Harvard and APA methods can be found on the UJ Library portal on the UJ website (www.uj.ac.za).

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ADDENDUM A – 2019 UJ ANNUAL REPORT – LIST OF ACRONYMS AND INITIALISMS

AAMP	Accelerated Academic Mentorship Programme
ABLU	Annual Banking Law Update
ACCA	Association of Chartered Certified Accountants
ACCORD	African Centre for the Constructive Resolution of Disputes
ACFE	Association of Certified Fraud Examiners
ACSSE	Academy of Computer Science and Software Engineering
ACT	Arts and Culture Trust
ACTSA	Association of Corporate Treasurers of Southern Africa
ACU	Association of Commonwealth Universities
ADAPTT	Academic Doctoral Acceleration Programme Towards Transformation
ADC	Academic Development Centre
ADEA	Association for the Development of Education in Africa
ADI	Academic Development Innovation
ADS	Academic Development and Support
AFS	Annual Financial Statements
AIDS	Acquired Immune Deficiency Syndrome
AHPCSA	Allied Health Professionals Council of South Africa
AIEA	Association of International Education Administrators
AIESEC	International Association of Students in Economic and Commercial Sciences
AL	assistant lecturer
ALC	African Laser Centre
ALD	Academic Literacies Development
AP	Academic Partnerships
APAIE	Asia-Pacific Association for International Education
APB	Auckland Park Bunting Road Campus
APK	Auckland Park Kingsway Campus
APP	Annual Performance Plan
APQC	Academic Planning and Quality Committee

APRM	African Peer Review Mechanism
APS	Admission Point Score
APTS	Academic Programme Tracking System
ARCC	Audit and Risk Committee of Council
ARP	Academic Recovery Plan
ARS	Application Rating System
ART	antiretroviral treatment
ARWU	Academic Ranking of World Universities
ASJC	All Science Journal Classification
ASSA	Actuarial Society of South Africa
ASSAf	Academy of Science of South Africa
ASRT	Academy of Scientific Research and Technology
ATD	Achieving the Dream
AU	African Union
BA	Bachelor of Arts
BA Ed	Bachelor of Arts in Education
BASA	Business and Arts South Africa
B-BBEE	broad-based black economic empowerment
BCEA	Basic Conditions of Employment Amendment Act
BCP	business continuity planning
BCWIP	Business Communications and Writing for Intergovernmental Professionals
BGUR	Best Global Universities Rankings
BI	business intelligence
BIS	Business intelligence systems
BMS	Building Management System
BRI	building-related illnesses
BRICS	Brazil, Russia, India, China and South Africa
BSc	Bachelor of Science
BTech	Bachelor of Technology

CA	chartered accountant
CAA	Central Academic Administration
CAB	Centre for African Business
CANSA	Cancer Association of South Africa
CAPQP	Centre for Academic Planning and Quality Promotion
CASD	Centre for Academic Staff Development
CASE	Council for the Advancement and Support of Education
CALT	Centre for African Languages Teaching
CAT	Centre for Academic Technologies
CATHSSETA	The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CAWE	Community, Adult and Worker Education
CBE	College of Business and Economics
CBL	Centre for Banking Law
CBO	community-based organisation
CBR	community-based research
CCM	Council for Communication Management
CCRED	Centre for Competition Regulation and Economic Development
CE	Community Engagement
CEAB	Community Engagement Advisory Board
CEB	Central Executive Board
CENLED	Centre for Local Economic Development
CEP	Continuing Education Programme
CEPR	Centre for Education Practice Research
CERA	Community Engagement Recognition Awards
CERT	Centre for Education Rights and Transformation
CESM	Classification of Educational Subject Matter
CEU	Community Engagement Unit
CFA	chartered financial analyst
CfAR	Centre for Anthropological Research

CFCR	Centre for Constitutional Rights
CFMS	Computerised Facilities Management System
CGE	Commission for Gender Equality
CHE	Council on Higher Education
CHELSA	Committee for Higher Education Librarians of South Africa
CHET	Centre for Higher Education Transformation
CIC	Commercial Investment Committee
CICLASS	Centre for International Comparative Labour and Social Security Law
CIF	Community Innovation Fund
CIS	Council of International Schools
CIMA	Chartered Institute of Management Accountants
CIMERA	Centre of Excellence of Integrated Mineral and Energy Resource Analysis
CIPC	Companies and Intellectual Property Commission
CIPS	Chartered Institute of Purchasing and Supply
CIS	Council of International Schools
CISI	Chartered Institute for Securities and Investments
CLASA	Corporate Lawyers Association of South Africa
CMC	Council Membership Committee
CO ₂	carbon dioxide
COC	certificate of compliance
CoE	Centre of Excellence
CoP	Community of Practice
CORE	Centre for Operations Research and Econometrics
CPASD	Centre for Professional Academic Staff Development
CPMG	Centre for Public Management and Governance
CPD	continuous professional development
CPUT	Cape Peninsula University of Technology
CPWD	Committee for People with Disabilities
CSDA	Centre for Social Development in Africa

CR	Community Research
CSESE	Centre for Social Entrepreneurship and Social Economy
CSBD	Centre for Small Business Development
CSI	Corporate Social Investment
CSIR	Council for Scientific and Industrial Research
CSO	Career Services Online
CSR	Centre for Sociological Research
CSRC	Central Student Representative Council
CTG	Clinical Training Grant
CTS	Central Technical Services
CUCSA	Confederation of University and Colleges Sports Association
CUT	Central University of Technology
CWUR	Center for World University Rankings
DAPQPASD	Division of Academic Planning, Quality Promotion and Academic Staff Development
DBE	Department of Basic Education
DCDT	National Department of Communications and Digital Technologies
DCE	Department of Childhood Education
DCDT	National Department of Communications and Digital Technologies
DCES	Department of Civil Engineering
DEES	Department of Electrical and Electronic Engineering Science
DEFSA	Design Education Forum of South Africa
DIES	Dialogue on Innovative Higher Education Strategies
DELM	Department of Education Leadership and Management
DESIS	Design for Social Innovation and Sustainability
DFC	Doornfontein Campus
DHET	Department of Higher Education and Training
DHIS	District Health Information System
DIPEM	Division for Institutional Planning, Evaluation and Monitoring
DoE	Department of Education

DOH	Department of Health
DSD	design society development
DST	Department of Science and Technology
DTI	Department of Trade and Industry
DVC	Deputy Vice-Chancellor
EAIE	European Association for International Education
EAP	Employee Assistance Programme
ECCE	European Council on Chiropractic Education
ECSA	Engineering Council of South Africa
ED	executive director
Edcom	Education Sector Committee
EDP	Equity Development Programme
EDRMS	Electronic Document and Records Management System
EE	employment equity
EEA	Employment Equity Amendment Act
EFL	English for Law
EI	Education International
ELG	Executive Leadership Group
ELI	Education Leadership Institute
EMC	Emergency Medical Care
EMLA	European Medical Laser Association
EMS	emergency medical services
ER	Employment Relations
EPR	Enterprise Resource Planning
ISEP	International Student Exchange Programme
ESM	Executive Strategy Management
ESPC	Engineering Science Programme Committee
EU	European Union
Exco	Executive Committee

FADA	Faculty of Art, Design and Architecture
FASSET	Finance and Accounting Services Sector Education and Training Authority
FCC	Finance Committee of Council
FDHC	Faculty Higher Degrees Committee
FEBE	Faculty of Engineering and the Built Environment
FELMC	Faculty of Education Leadership and Management Committee
FERL	Food Evolution Research Laboratory
FES	First Year Seminar
FET	Further Education and Training
FELMC	Faculty of Education Leadership and Management Committee
FHDC	Faculty Higher Degrees Committee
FIDH	International Federation for Human Rights
FP	family planning
FPI	Financial Planning Institute of Southern Africa
FRC	Faculty Research Committee
FSC	Faculty Strategy Committee
FSCC	Financial Sustainability Committee of Council
FTE	full-time equivalent
FYE	First Year Experience
FwCI	field-weighted citation impact
GALA	Gay and Lesbian Archives
GBV	gender-based violence
GDID	Gauteng Department of Infrastructure Development
GDOH	Gauteng Department of Health
GDE	Gauteng Department of Education
GDSACR	Gauteng Department of Sports Arts, Culture and Recreation Department
GES	Global Excellence and Stature
GIBS	Gordon Institute of Business Science
GRAS	Global Ranking of Academic Subjects

GSA	Graduate School of Architecture
GSACR	Gauteng Sport, Arts, Culture and Recreation
GTEA	Global Teaching Excellence Award
HACCP	hazard analysis and critical control point
HCT	HIV counselling and testing
HEAD	Health Environment and Development
HEAIDS	Higher Education HIV and AIDS Programme
HEDA	Higher Education Data Analyser
HEDSA	Higher Education Disability Services Association
HEFMA	Higher Education Facilities Management Association
HEI	higher education institution
HEMIS	Higher Education Management Information System
HEPSA	Higher Education Partners South Africa
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub-Framework
HESA	Higher Education South Africa
HFA	Head of Faculty Administration
HIV	Human Immunodeficiency Virus
HC	house committee
HOD	Head of Department
Hons	Honours
HPCC	high performance computing cluster
HPCSA	Health Professions Council of South Africa
HR	human resources
HR&T	Human Resources and Transformation
HRBP	Human Resources Business Partner
HRIS	Human Resources Information System
HRSEC	Human Resources and Social Ethics Committee of Council
HTC	Health Training Centre

HVAC	heating, ventilation, and air conditioning system
IAEA	International Atomic Energy Agency
IAESB	International Accounting Education Standards Board
IALS	International Association of Law Schools
IAS	Institute for Advanced Study
ICS	Information and Communication Systems
ICAS	Independent Counselling and Advisory Services
ICC	International Criminal Court
ICCC	Investment and Commercialisation Committee of Council
ICITP	Institute of Chartered IT Professionals
ICT	Information and Communications Technology
IDEP	Institute for Economic Development and Planning
IDP	Independent Development Plan
IEASA	International Education Association of South Africa
IEDC	International Economic Development Council
IES	International Education Studies
ISEP	international student exchange programmes
IF	Institutional Forum
IFAC	International Federation of Accountants
IFRS	International Financial Reporting Standard
IGD	Institute for Global Dialogue
IIS	Institute for Intelligent Systems
ILMS	Integrated Library Management System
IMS	International Metabolomics Society
IOHA	Institutional Office for HIV and AIDS
IP	intellectual property
IPATC	Institute for Pan-African Thought and Conversation
IPDE	Initial Professional Development of Educators
(IPET)	Initial Professional Education of Teachers

IRMSA	Institute of Risk Management South Africa
IRP	Intensive Revision Programme
ISA	International Study Abroad
ISSA	International Information Security South Africa
ISEP	International Student Exchange Programs
ISPL	International Survey of Peer Leadership
ISS	Institute for Intelligent Systems
ISSI	Integrated Student Success Initiative
IT	Information Technology
ITC	Initial Test of Competence
ITE	initial teacher education
ITLS	Institute of Transport and Logistics Studies
ITP	Institutional Transformation Plan
JBS	Johannesburg Business School
JBCC	Joint Buildings Contracts Committee
JDA	Johannesburg Development Agency
JIAS	Johannesburg Institute for Advanced Study
JRA	Johannesburg Roads Agency
JSE	Johannesburg Stock Exchange
JYOC	Johannesburg Youth Orchestra Company
KPA	key performance area
KPI	key performance indicator
LEAD	Legal Education and Development
LGBTI	lesbian, gay, bisexual, transsexual and intersex
LINK	Student Peer Education Programme
LLM	Master of Law
LMS	Learning Management System
LPF	Legal Practitioners' Forum
LRAA	Labour Relations Amendment Act

LRC	Laser Research Centre
LSS	Language and Skills for Science
LTSM	learning and teacher support material
MAMS	Management of Assessment of Marks System
MANCO	Management Committee
MAPS	Mastering of Academic and Professional Skills
MEC	Management Executive Committee
MECA	Management Executive Committee: Academic
MEC CC	Management Executive Committee: Commercialisation Committee
MECO	Management Executive Committee: Operations
MECPWD	Management Executive Committee: People with Disabilities
MECRMC	Management Executive Committee: Risk Management Committee
MECTC	Management Executive Committee: Transformation Committee
MERSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MOA	memorandum of agreement
MOOC	massive online open courses
MOU	memorandum of understanding
MQC	Mining Qualifications Authority
MRC	Medical Research Council
MSDS	material safety data sheets
MTEF	Medium-term Expenditure Framework
NAFSA	National Association of Foreign Student Advisors
NASDEV	National Association of Student Development
NBV	net book value
NCD	non-communicable disease
NDP	National Development Plan
NECSA	Nuclear Energy Corporation of South Africa
NEHAWU	National Education, Health and Allied Workers' Union
NEPAD	New Partnership for Africa's Development

nGAP	New Generation of Academics Programme
NGO	non-governmental organisation
NIPMO	National Intellectual Property Management Office
NMMU	Nelson Mandela Metropolitan University
NPO	non-profit organisation
NRF	National Research Foundation
NSC	National Senior Certificate
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NSP	National Strategic Plan
NSTF	National Science and Technology Programme
NTEU	National Tertiary Education Union
NTU	Nanyang Technological University
NUMSA	National Union of Metalworkers in South Africa
NWU	North-West University
OAU	Organisation of African Unity
OGC	Office of the General Counsel
OHP	Occupational Health Practice
OHS	Occupational Health and Safety
OJS	Open Journal System
OO	organised outreach
OROSS	Online Research Output Submission System
ORRU	Off Road Rescue Unit
OSD	Occupational Safety Department
OTACS	Online Temporary Appointment and Claims System
PASD	Professional Academic Staff Development
PDP	Professional Development Plan
PDRF	Postdoctoral Research Fellowship
PEAR	Professional Evaluation and Research

PED	Provincial Education Department
PEERC	Public and Environmental Economics Research Centre
PET	positron emission tomography
PFS	Postgraduate Funding Section
PG	postgraduate
PGC	Postgraduate Centre
PGCE	Postgraduate Certificate in Education
PGWF	Postgraduate Writing Fellows
PHC	Primary Healthcare
PHCNP	primary healthcare nurse practitioners
PLHIV	People Living with HIV
PMS	Performance Management System
POPI Act	Protection of Personal Information Act, 2013
POSA	privately owned student accommodation
PPE	personal protective equipment
PQM	programme qualification mix
PRCC	Projects and Resourcing Committee of Council
PRP	Peer Review Panel
PRR	Peer Review Report
PSET	post-school education and training
PSIRA	Private Security Industry Regulatory Authority
PsyCaD	Centre for Psychological Services and Career Development
PTC	Professional Test of Competency
PTIP	photovoltaic technology intellectual property
PURCO	Purchasing Consortium Southern Africa
PWD	People with Disabilities
PWG	Programme Working Group
PYU	Pan-African Youth Union
QE	Qualifying Examination

QEP	Quality Enhancement Project
QK	Qoboza/Klaaste Building
QS WUR	Quacquarelli Symonds World University Rankings
QVS	Qualification Verification System
RAA	residence academic advisors
RAU	Rand Afrikaans University
RAUM	Researching Architecture as Urban Method
RC	Resolution Circle
RCD	Research Capacity Development
RDA	Resource Description and Access
RDG	Research Development Grant
RID	Reading in the Discipline
RIMS	Research Information Management System
RMC	Risk Management Committee
RPO	Radiation Protection Officer
RSB	risky student behaviour
SA	South Africa
SAAB	South African Association of Botanists
SAACHS	South African Association of Campus Health Services
SAAIR	Southern African Association for Institutional Research
SAAMA	South African Asset Management Association
SAASTA	South African Agency for Science and Technology
SABS	South African Bureau of Standards
SAC	Student Advisory Council
SACAP	South African Council for the Architectural Profession
SACPCMP	South African Council for Project and Construction Management Professions
SACPLAN	South African Council for Planners
SACQSP	South African Council for the Quantity Surveying Profession
SADC	Southern African Development Communities

SAFMA	South African Facilities Management Association
SAGC	South African Geomatics Council
SAHRC	South African Human Rights Commission
SAIAT	South African Institute of Architectural Technologists
SAICA	South African Institute of Chartered Accountants
SAICE	South African Institution of Civil Engineering
SAIFAC	South African Institute for Advanced Constitutional, Public, Human Rights and International Law
SAJCE	South African Journal of Childhood Education
SALDA	South African Law Deans Association
SANAS	South African National Accreditation System
SANAVA	South African National Association for the Visual Arts
SANC	South African Nursing Council
SANCA	South African National Council on Alcoholism and Drug Dependence
SANORD	Southern African-Nordic Centre
SANRC	South African National Resource Centre
SAPA	South African Payroll Association
SAPOA	South African Property Owners Association
SAPS	South African Police Services
SAPSS	Submission of Assessment Papers Secured System
SAPTU	South African Parastatal and Tertiary Institutions Union
SAQA	South African Qualifications Authority
SAQAN	South African Quality Assurance Network
SARL	Student Accommodation and Residence Life
SARChI	South African Research Chairs Initiative
SARS	South African Revenue Services
SARSYC	South African Regional Students and Youth Conference
SARUA	Southern African Regional Universities Association
SARWEB	Southern African Regional Web for Life
SASCO	South African Students' Congress

SASCOC	South African Confederation and Olympic Committee
SASOHN	South African Society of Occupational Health Nursing Practitioners
SASPEN	Southern African Social Protection Experts Network
SASSDA	South African Stainless Steel Association
SATICA	South African Tertiary Institutions Coral Association
SATLAB	Simulation Assessment Tool to Limit Assessor Bias
SAULCA	South African Universities Law Clinic Association
SAULT	Southern African Learning and Teaching
SAUPEA	South African Universities Physical Education Association
SAWISA	South African Woman in Science Awards
SAYAS	South African Young Academy of Science
SCEBE	School of Civil Engineering and the Built Environment
SCiS	School of Consumer Intelligence and Information Systems
SDC	Student Disciplinary Committee
SDG	sustainable development goal
SEJS	Student Ethics and Judicial Services
Senex	Senate Executive Committee
SER	Self-Evaluation Report
SET	Science, Engineering and Technology
SeTAR	Centre for Sustainable Energy Technology and Research
SETAs	Sector Education and Training Authorities
SFP	Special Financial Projects
SHDC	Senate Higher Degrees Committee
SHRM	Society for Human Resources Management
SL	service learning
SLA	service level agreement
SLG	Student Life and Governance
SLP	short learning programme
SLPS	Service Level Performance Score

SMMCE	School of Mining, Metallurgy and Chemical Engineering
SMME	small, medium and micro enterprises
SMRI	Sugar Milling Research Institute
SOEE	School of Electrical Engineering
SOMIE	School of Mechanical and Industrial Engineering
SOP	standard operating procedure
SoTL	Scholarship of Teaching and Learning
SQP	Staff Qualifications Programme
SRC	Student Representative Council
SRH	sexual reproductive health
SRHR	sexual reproductive health and rights
SRSA	Sports and Recreation South Africa
SSC	Soweto Science Centre
SSC	Student Services Council
SSCI	Social Sciences Citation Index
SSD	Sport for Students with Disabilities
SSE	Senior Student Experience
SSGBV	social, sexual and gender-based violence
STAND	Scholarly Teaching and Art, Architecture and Design
Statkon	Statistical Consultation Service
STH	School of Tourism and Hospitality
STI	sexually transmitted infection
STLC	Senate Teaching and Learning Committee
SU	Stellenbosch University
SVCP	Student Volunteer Champion Programme
SWC	Soweto Campus
SWD	Students with Disabilities
SYE	Senior Year Experience
TDG	Teaching Development Grant

THE	Times Higher Education
THE EEUR	Times Higher Education Emerging Economies University Rankings
THE WUR	Times Higher Education World University Rankings
THE YUR	Times Higher Education Young University Rankings
THRIP	Technology and Human Resources for Industry Programme
TIA	Technology Innovation Agency
TIF	Teaching Innovation Fund
TL&A	teaching, learning and assessment
TM	talent management
TMF	Transformation Managers' Forum
TMS	Time Management System
TOP	termination of pregnancy
TPC	Technical Programme Committee
TSAR	Tydskrif vir die Suid-Afrikaanse Reg
TSG	Transformation Steering Group
TTO	Technology Transfer Office and Commercialisation
TUT	Tshwane University of Technology
TWAS	The World Academy of Science
TWR	Technikon Witwatersrand
U21	Universitas 21
UCCF	University Chairs of Council Forum
UCDG	University Capacity Development Grant
UCT	University of Cape Town
UDG	Unit for Data Governance
UFS	University of the Free State
UG	undergraduate
UJ	University of Johannesburg
UJCE	UJ Centre for Entrepreneurship
UJELP	University of Johannesburg English Learning Programme

UJICE	UJ Institute for Childhood Education
UJILP	University of Johannesburg International Learning Programme
UJPS	University of Johannesburg Postgraduate School
UJSRC	University of Johannesburg Student Representative Council
UJMA	University of Johannesburg Metropolitan Academy
UJWLDP	UJ Women Leadership Development Programme
UJWICEEP	UJ Women in Community Engagement Empowerment Programme
UJYLDP	UJ Young Leaders Development Programme
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UMP	University of Mpumalanga
UNESCO	United Nations Educational, Scientific and Cultural Organisation
Unisa	University of South Africa
UOFS	University of the Orange Free State
UP	University of Pretoria
UQP	Unit for Quality Promotion
URAP	University Ranking by Academic Performance
URC	University Research Council
US	University of Stellenbosch
USAf	Universities South Africa
USSA	University Sport South Africa
UWI	University of the West Indies
VFS	Visa Facilitation Service
VIAD	Visual Identities in Art and Design Research Centre
WHRC	Water and Health Research Centre
WID	writing in the discipline
WIL	work-integrated learning
WISA	Women in Science Award
Wits	University of the Witwatersrand

WRHI	Wits Reproductive Health Institute
WRC	Water Research Commission
YDISA	Youth Development Institute of South Africa
YWSA	Young Women for STEM in Africa