STYLE GUIDE

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OF
JOHANNESBURG

ENGLISH STYLE GUIDE

LANGUAGE UNIT

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English Style Guide

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

> - ***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***

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ENGLISH IS HARD

We'll begin with a box, and plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren,
Then the masculine pronouns are he, his and him,
But the plural is not the, this, or thim!

Adapted from an unknown author

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;*

> the use of **-yse** instead of *-yze*, e.g. *analyse;*

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 the **double -l** and not the singular, e.g. ☑ *travelling*, not ☒ *traveling*; *enrol*, but *enrolling/enrolled;*

> 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.

Proper names and the first letters of sentences should take capitals. 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 der Walt but Prof **V**an der **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).

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.

> ➤ 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.*

➢ 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 usage". 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 **c**hairs of the **a**udit **c**ommittees of several higher education institutions attended a conference on…* (general reference).

➤ *We must elect a **c**hair for the **A**udit **C**ommittee* (*Chair* with general reference, but *Audit Committee* with specific reference, which the name *Audit Committee* makes clear).

➤ *There were several **f**aculty and **d**epartmental **r**epresentatives who submitted reports to the **C**hair of the **A**udit **C**ommittee. The **C**hair 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 **c**hair for the **C**ommittee* (meaning the *Audit Committee*, on the assumption that this Committee was referred to earlier in the text)*.*

➤ *If we establish a new **a**udit **c**ommittee, we must find a **c**hair for it* (general reference).

➤ *If we establish new **c**ommittees, we must elect **c**hairs for them* (general reference).

➤ *The **X**yz **C**ommittee is a **s**ubcommittee of the **S**enate* (specific, general, specific).

➤ *Th**e p**olicy **d**ocument for **a**cademic **e**thics* (general) but t*he **A**cademic **E**thics **P**olicy* (specific).

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 **L**ecturer in **B**usiness **E**conomics . . . Dr A. Maslow, a **S**enior **L**ecturer in **P**sychology . . . As a **P**rofessor in **I**ndustrial **P**sychology, 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 **l**ecturer in **B**usiness **E**conomics* would look peculiar to many – hence the upper case throughout.)

➤ *Ms S. Brown, **S**ecretary of the **D**epartment of **L**abour **L**aw . . . The **S**ecretary of the **D**epartment has already sent out the guides to all students* (specific reference to the Department of Labour Law).

➤ But: *All **d**epartmental **s**ecretaries were invited to the presentation* (general reference)*.*

➤ *Prof Markham, whose field is **C**ivil **E**ngineering, was involved in several of the city's **c**ivil **e**ngineering 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 **J**ewellery **D**esign and **M**anufacture, were both winners in the Jewellex competition* (specific reference to a field of study).

➤ From an advertisement for the press: ***Requirements:*** • *A **m**aster's degree in **B**anking or **M**onetary **E**conomics* (specific subject names) *or any related **m**aster's degree with extensive and proven experience in the **b**anking industry* (general reference).

➤ *She holds a **BA d**egree in **B**usiness **S**cience.*

➤ *She holds a **BA** in **B**usiness **S**cience.*

➤ *She holds a **b**achelor's **d**egree.*

➤ *She holds an **h**onours **d**egree.*

➤ *She holds an **H**onours **d**egree in **E**nglish.*

➤ *She holds a **N**ational **H**igher **D**iploma in **B**usiness **A**dministration.*

- *She holds a **h**igher **c**ertificate* or *a **n**ational **d**iploma* or *a **n**ational **h**igher **d**iploma or a **b**achelor's **d**egree* or *an **h**onours **d**egree* or *a **m**aster's **d**egree* or *a **d**octoral **d**egree* or *a **d**octorate.*
- *What kind of support does your **D**epartment 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 **C**redit **D**epartment.*)

When referring to the various UJ campuses by name, **C**ampus is spelt with upper case:

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

Once a campus has been named and it is the only campus referred to, it maintains the upper case. 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.

The designated groups are spelt as follows:
- **b**lack person (lower case) (⊠ not blacks or Blacks)
- **w**hite person (lower case) (⊠ not whites or Whites)
- coloured person (lower case) (Coloureds are sometimes used)
- **C**hinese (upper case)
- **I**ndian (upper case)

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 (or spaces) after initials, e.g. Prof I Rensburg, 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*. (The first form is the one that the *Concise Oxford Dictionary* (*COD*) (2006) prefers.)

Although it is customary to omit hyphens after prefixes in modern English (e.g. **ante***natal*, **anti***vivisectionism*, **bio***ethics*, **co***operation*, **counter***irritant*, **hyper***physical*, **inter***racial*, **mini***computer*, **post***graduate*, **pseudo***podium*, **sub***committee* **sub***heading*, **super***induce*, **ultra***centrifuge*), 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 *superb**ly** written study*; *a formal, careful**ly** 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 word-breaks. (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

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**."***

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, by the way, 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:

➢ *This is a full sentence. And it is followed by another sentence.*
➢ *This is a full sentence.*
➢ *This 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* (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 addresses, the number comes before the name of the street: *473 Jenkins Road*. Note the plural form of *streets* in *cnr Protea and Disa street***s**, as well as the fact that the word **s***treets* then takes a lowercase *-s* – whereas *street* takes a capital letter in *Protea* **S***treet*. (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 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 figures 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 figures in the following cases:

   - ▪ *Chapter 6*
   - ▪ *Question 2.1*
   - ▪ *Table 8*
   - ▪ *Figure 4*
   - ▪ *Post Level 6*
   - ▪ *9%*
   - ▪ *a ratio of 10:3*
   - ▪ *3 × 7 m*
   - ▪ *2 km*
   - ▪ *3 °C*

- ➢ Note the spaces and commas in the following: *3 000* (or *3000*); *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.

- ➢ 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 ☑ *2 March 2012*, not ☒ *the 2nd of March 2012*, but we say *the second of March 2012* when reading it aloud.

In modern style, it is acceptable to omit a comma after the names of days before dates – *Saturday 2 March 2012*. 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, 2 March 2012, that it dawned on me that the following day would be Sunday, 3 March 2012.*

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:

- ➢ 09:00 (nine hours)

- ➢ 13:30 (thirteen hours thirty)

Note that the earlier form of ☒ *09h00* is no longer used. 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.

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) or the *COD* (2006).

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

a lot, allot	*A lot*, meaning a large amount or number of people or things, can be used to modify a noun (e.g. *I need **a lot** of time to develop this website*). Used as an adverb, it means very much or very often (e.g. *I look **a lot** like my sister*). *Allot* is a verb, which means to give, especially a share of something for a particular purpose (e.g. *We were allotted a desk each*).
all ready, already	*All ready* means completely ready (e.g. *Are you all ready for the test?*). *Already* is an adverb that means before the present time or earlier than the time expected (e.g. *Are you buying Christmas cards already? It's only September!*).
allude, elude	*To allude to something* (verb) means to refer to something indirectly. *To elude something* (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. *He eluded the police for 25 years* or *The rules of English spelling continually elude me*).
alternate, alternative	As an adjective, *alternate* (pronounced *all-**tĕr**-nĕt*) should be used in the following senses: "every other (*comes on alternate days*); (of things of two kinds) each following and succeeded by one of the other kind (*alternate joy and misery*)". *Alternative* means "(of one or more things) available or usable instead of another (*an alternative route*)".
altogether, all together	*All together* (adverb) means "together in a single group" *(e.g. The waiter asked if we were **all together**)*. *Altogether* (adverb) means "completely" or "in total" *(e.g. She wrote less and less often and eventually she stopped **altogether**)*.
anticipate, expect	Avoid using a*nticipate* as a synonym for *expect*. 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: *The Department should have anticipated the increase in enrolments for the programme by appointing more lecturing staff.*

any one, anyone	*Any one* means any single person or thing out of a group of people or things (e.g. *I can recommend any one of the books on this site).*
	Anyone means any person. It is always written as one word, (e.g. *Did anyone see that UFO?).*
apart, a part	Apart (adverb) separated by distance or time (e.g. *I always feel lonely when we are apart).*
	A part (noun) means a piece of something that forms the whole of something (e.g. *They made me feel like I was a part of the group*).
appraise, apprise	Remember that *appraise* means to "estimate the value or quality of (*appraised her skills*)."
	Apprise is a very formal word meaning to "inform" (*The Council was apprised of the new policy*).
B	
bald, bold	*Bald* (adjective) is used to describe someone with no hair on their head.
	Bold (adjective) is used to describe someone who is fearless and courageous.
beside, besides	*Beside* is a preposition of place that means at the side of or next to (e.g. *The house was beside the Jukskei River*).
	Besides (an adverb or preposition) means in addition to or also (e.g. *I have no other family besides my parents*).
borrow, lend	You *borrow* something *from* somebody. Somebody *lends* you something.
	"May I borrow your book, please?" *"Sorry, but I don't lend my books out."*
bored, boring	*Bored* (adjective) means "feeling weary and impatient because one is unoccupied or lacks interest in one's current activity (e.g. *She got bored with staring out of the window*). The normal construction for *bored* is *bored **by*** or *bored **with***.
	Boring (adjective) means something or someone is not interesting or exciting (e.g. *The meeting was so boring that I fell asleep*).

C	
captivate, capture	*Captivate* (verb) means to attract and hold the interest and attention of (e.g. *He was captivated by her smile*). *Capture* (verb) describes the action of taking by force or stratagem, to take control of or to record in a lasting form (e.g. *The photograph captured the joy of the graduates*).
complement, compliment	*Complement* means "something that completes or makes perfect" (e.g. *The architectural grace of the building was complemented by a well-designed garden*). The *full complement* is the full number of persons required to carry out a task. *Complementary medicine* is "a wide range of treatments for medical conditions and mental problems which people use as an alternative to ordinary medicine. *Acupuncture, reflexology and homoeopathy are all forms of complementary medicine* (Cambridge International Dictionary of English (*CIDE*), 1996)." *Compliment* means "to praise" (e.g. *The Dean complimented the students on their designs*). *Complimentary* copies of books or *complimentary* tickets are given away free.
continual, continuous	Broadly, *continual* means "going on at regular intervals", and *continuously* means "going on without a pause or break". For example, a telephone that rings *continually*, rings now and then over an extended time. A telephone that rings *continuously*, rings uninterruptedly. *Continuous education* is idiomatically correct.
council, counsel	A *council* is "an advisory, deliberative, or administrative body of people", such as UJ's Council. The members of a council are called *councillors* or *council members* (as we call them at UJ, but avoid the American spelling ☒ *councilmembers*). At UJ we also have *counsellors* who offer *counsel* (advice and guidance) to students.
D	
dependant, dependent	A *dependant* is "a person who relies on another especially for financial support"; e. g. *I have no dependants*. Yet note: *I am dependent on my parents for financial support; I am a dependent child*.

decent, descent	*Decent* (adjective) means socially acceptable or good (e.g. *Everyone should be entitled to a decent standard of living*). *Descent* (noun) means a movement downwards, or your ancestry (e.g. *The plane began its final descent prior to landing. / She found out that she was of French descent).*
desperate, disparate	*Desperate* (adjective) means "a sense of hopelessness that something is very bad or impossible", or "having a great need for" (e.g. *The survivors were desperate for food*). *Disparate* (adjective) means different in every way (e.g. *They came from two disparate cultures*).
discreet, discrete	*Discreet* means to be careful or modest, not to cause embarrassment or attract too much attention, especially by keeping something secret (e.g. *We made some discreet enquiries*). *Discrete* (adjective) means something is distinct and separate or has a clear independent shape or form (e.g. *Speech sounds are produced as a continuous sound signal rather than discrete units*).
E	
e.g., i.e.	*e.g.* stands for *exempli gratia* = for example (e.g. *I like fast cars, e.g. Ferrari and Porsche*). In the sentence one gives an example of the kinds of cars one likes – Ferraris and Porsches. *i.e.* stands for *id est* = that is (in explanation) (e.g. *I like fast cars, i.e. any car that can go over 150km/h*). In this sentence one gives an explanation of what one considers to be fast.
enquiry, inquiry, query	An *enquiry* is a request for information (e.g. *She enquired about the degrees that technikons offer.*) An *inquiry* is an investigation into something (e.g. *The Dean ordered an inquiry into the causes of the accident*). A *query* is a questioning of something or an expression of doubt about it (e.g. *She queried the validity of the statement.*)
every day, everyday	*Every day* means each day without exception (e.g. *You have been late for class every day this week*). *Everyday* (adjective) means ordinary, unremarkable (e.g. *everyday chores like shopping and housework*).

expand, expend	*Expand* (verb) means to increase in size, number or importance, or to make something increase (e.g. *Their business expanded into other hotels*).
	Expend (verb) means to spend or use up something, especially time, effort or money (e.g. *She expends a lot of effort to help her students*).
H	
heroin, heroine	*Heroin* (noun) is a powerful illegal drug, obtained from morphine and is extremely addictive.
	Heroine is a female person who is admired for having done something very brave or having achieved something great. The male equivalent is hero.
I	
I, me	People often make mistakes with these two pronouns. *I/me* 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.
	"*I*" is used as the subject of the sentence (e.g. *I did the homework* and *It was **I** who did the homework)*, but the object of the sentence is "*me*" (e.g. He gave **me** the book).
	The teacher gave the homework **to my friend and *me***. (Not "*I*"). It becomes easier if one deals with the two people separately: *The lecturer gave the homework to my friend* + *The lecturer gave the homework to **me** = The lecturer gave the homework to my friend and **me**.*
	A further way of testing is to replace 'My friend and I/me' with **we** or **us** (e.g. *My friend and I **(we)** will study; He gave the book to my friend and me **(us).***
incidence, incidents	Because these words sound similar if pronounced fast and carelessly, they are sometimes confused in writing. *Incidence* means "the fact, manner, or rate, of occurrence or action": *A high incidence of asbestosis was found among workers in the mine*.
	Incidents is the plural form of *incident*, which means "an event or occurrence": *Several people died in shooting incidents during the year*.

L	
later, latter	*Later* (adverb) is used to express time in the near future, soon or afterwards (e.g. *I'll see you later).* *Latter (adjective) means near or towards the end of something (e.g. I got tired during the latter part of the walk).* *Latter* can also describe the second thing of two things mentioned (e.g. *He could either study or go to the movies; he chose the latter).*
lay, lie / lay down, lie down	*Lay* (irregular transitive verb – lay / laid / laying) needs a direct object. It means to put something or someone down (e.g. *Lay your head on the pillow).* *Lie* (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. *If you are tired lie here and have a rest* OR *Durban lies towards the east).*
licence, license	*Licence* is a noun (e.g. *a driving licence, a dog licence* or *poetic licence, artistic licence*) and *license* a verb (e.g. *to license a vehicle*). Note also *a licensed restaurant* and *licensing laws.*
M	
moral, morale	*Moral (noun or adjective)* is used to describe standards of good or bad character and behaviour (e.g. *They have a moral obligation to pay the money back*). *Morale* (noun) describes the amount of confidence felt by a person or group of people; especially when in a dangerous or difficult situation (e.g. *The morale of the UJ rugby team was high*).
P	
personal, personnel	*Personal* (adjective) means relating to or belonging to someone (e.g. *Your personal belongings are the things that belong to you*) or designed for or used by one person (e.g. *personal computer or stereo*). *Personnel* (noun) means the people who work for an organisation, i.e. the staff.
practise, practice	*Practise* is a verb; *practice* 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: ➢ James has had a great deal of *practice* in law (experience).

	➢ The cabaret group has four *practices* a week (repeated exercises).
	➢ The team had a *practice* match yesterday.
	➢ John is a well-*practised* guitar player.
	➢ You must *practise* care when handling acid.
	Note: *Good management practice* (singular).
precede, proceed	*Precede* means to be or to go before something or someone in time or space (e.g. *The chemist should take the time to read the chapters that precede the experiments*). *Proceed* means to continue as planned (e.g. *The government has decided not to proceed with the legislation*).
Q	
quiet, quite	*Quiet* (adjective) is used to describe something or someone that makes very little noise (e.g. *During the examination the classroom was very quiet).* *Quite* (adverb) is used to describe when something is a little or a lot but not completely (e.g. *It is quite warm outside*).
R	
rise, raise	When used as a verb they both have the same general meaning of "to move upwards", the main difference is that *rise* is an intransitive verb (it does not take an object), while *raise* is a transitive verb (it requires an object): *Rise* (verb – rose/risen) means something rises by itself (e.g. *The sun rises in the east; I rise early to walk the dog*). *Raise* (verb) means something else is needed to raise something (e.g. *Lynne raised her hand*). *Rise* (noun) describes an upward movement (e.g. *There was a steep rise in drug-related crimes*). *Raise* (noun) describes an increase in salary (e.g. *The staff demanded a 20% raise*).

S	
some time, sometime, sometimes	*Some time* means a period of time (e.g. *It took me some time to notice the mistake*). *Sometime* indicates a time in the future or the past which is not known or not stated (e.g. *They will meet up sometime*). *Sometimes* means on some occasions but not always or often (e.g. *Sometimes she phones too early*).
W	
what, which	*What* is used to ask a question when there are an unknown number or infinite possibilities for an answer (e.g. *What is your name?*). *Which* is used when choosing between two or more items, already defined (e.g. *Which one of the following is the correct answer?*).

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	Whether to use *a* or *an* before a word depends on pronunciation. ➢ **A** is used before consonant sounds (speech sounds made with obstruction) such as *b, d, t*. ➢ **An** is used before vowel sounds (speech sounds made without obstruction) such as *a, e, i*. Because we pronounce *MA* as "em ay", we say and write **an** *MA degree.* Because we pronounce the *m* in *master's* as "mm", we say and write **a** *master's degree.* The *h* is silent in *honorarium*, and therefore we write **an** *honorarium*. In words such as *university* and *union*, the *u* is a consonant sound ("yoo") and we write **a** *university* or *union*. The same goes for the abbreviation "UJ": **a** *UJ student.* In words such as *hotel* and *historic*, the *h* occurs in an unstressed first syllable but it is not entirely silent: we therefore say and write **a** *hotel* and **a** *historic event*. (In the distant past, *an* was used in such cases.)
act, bill	A *bill* is a draft that has to be approved before it becomes an *act* (and thus the law).
accommodation	Note the spelling.
ad hoc	Written with neither a hyphen nor italics.
adviser	Not ☒ *advisor*. However, note the adjective ☑ *advisory*.
aids	Written with small letters in phrases such as *educational aids*. The acronym for *acquired immune deficiency syndrome* (AIDS) takes capitals.
affidavit	Note the spelling.

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amongst	Amongst is old-fashioned; prefer among.
apparatus	Plural form is *apparatus* or *apparatuses*. The Oxford Style Manual (*OSM*) (2003) prefers the latter and recommends using *appliances* where possible.
appendix	Plural is *appendices* for matter added to books or documents.
artefact	Note the spelling.
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 *awarding* a degree to a candidate, which is *conferred* at a graduation ceremony.
B	
bachelor's degree	Remember the apostrophe -*s*, even if *degree* is left off e.g. *She obtained her bachelor's from UJ.* Abbreviated as BA, BEd, BCom, BSc, etc.
bacteria	This is the plural of *bacterium* and therefore takes the plural form e.g. *The bacteria are…*
basis	Cut this tag from sentences. *The course is offered on a part-time basis* becomes *The course is offered part-time.*
biannually, biennially; bimonthly, biweekly	*Biannually* means "occurring or appearing twice a year", whereas *biennially* 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 *biannually*, or "every two years" for *biennially* in administrative documents. Because *bimonthly* 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".. *Biweekly* poses the same problem; rather use "twice-weekly, twice a week" or "two-weekly, every two weeks". *Fortnightly* is also a useful word for "every two weeks".

billion	In both the US and the UK, *billion* now means "a thousand million" (10^9). A *trillion* means "a million million" (10^{12}) (OSM: 170).
C	
calendar	Note the spelling.
campus	Plural form is *campuses*.
cellphone	Use this form instead of longer variants. Written as one word.
chairperson, chair	☒ *Chairman* has been replaced by ☑ *chairperson*, or simply ☑ *chair*, to avoid gender bias.
Christian name	Rather use ☑ *first name* or ☑ *forename* to avoid religious implications.
clawback	No hyphen.
commence	Restrict this word to very formal contexts. Most often *begin* or *start* is fine.
committee	Note the spelling.
compare/comparison with	Always *compare/in comparison* ☑ *with* (similarities and differences), e.g. *Compared with last year, more learners have visited UJ's mini Open Days …* Compare to = to liken to, e.g. *Ostriches are descendants of dinosaurs, and the researchers compare (liken) ostrich movements to those of bipedal dinosaurs.*
consist of/comprise	☑ *The committee* **comprises** *three sections*. Not ☒ *comprises* **of**. OR *The committee* **consists of** *three sections.*
consensus	The *South African Labour Glossary* (1996) defines the word as "a general agreement on a matter" (a meaning that the *COD* (2006) underscores: "general agreement"). Be careful not to use the word in the sense of unanimous agreement.
convener	Preferable to *convenor*. See *COD* (2006).
Council, the	In internal correspondence it is quite appropriate to write *Council* without *the* when referring to the UJ Council – we have "our" Council in mind. In external correspondence, however, it is preferable to use *the Council of the University of Johannesburg* when it is first mentioned and *the Council*, *the University Council* or *the UJ Council* after that. The same principle applies to *Senate* (with or without *the*).
course-goers	Often preferable to *participants* or *attendees*.
coursework	One word.
creditors' clerk	Note the position of the apostrophe.

criteria	*Criteria* is the plural form (*the criteria are…*). The singular form is *criterion*.
curriculum	Plural form is *curricula*.
D	
data	Strictly speaking, the word *datum* is a singular noun that takes a singular verb (***this** datum **is***) and *data* is a plural noun taking a plural verb (***these** data **are***). However, in computing it has become standard to treat *data* as singular: *the data is transferred across the network....* 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 *data* as a plural form (*The experimental data **were** unreliable*). So, if you are writing for any academic publication, use the plural form.
day house	Two words, not hyphenated.
decision maker (n), decision making (n) and decision-making (adj.)	When used as a noun, no hyphen, e.g. *His decision making was stressful.* When used as an adjective, hyphenated, e.g. *His decision-making ability was poor.*
Department	Note that *Department* must take *of* in ☑ *the Department **of** Chemistry* (not ☒ *the Department Chemistry*). Although less formal ☑ t*he Chemistry Department* is also acceptable.
diagram	*Diagram* does not take an extra -*me*, but the *m* is doubled in *diagrammed*, *diagramming* and *diagrammatic*.
different	Always ☑ *different from*; never ☒ *different to*.
diplomate, diploma candidate	Students who have passed their final diploma examinations and are about to receive their diplomas, are called *diploma candidates*. After receiving their diplomas at a diploma or graduation ceremony, they become *diplomates* (not ☒ *diplomats*).

disc, disk	A troublesome spelling like *program*/*programme* because of the influence of computer language. *Disc* is the normal spelling for "a flat thin circular object" – *the sun disc symbol in Egyptian art* – or "a layer of cartilage between vertebrae" – *he injured a disc.* In computer context the spelling is very often *disk* – *magnetic disk.* Although the Oxford English Dictionary Online (2006) notes that "*disk* is commoner [in computing] as a result of US influence", it uses the disc spelling in all of its examples: *compact disc, floppy disc, hard disc, optical disc,* etc. It seems best to disregard the *disk* spelling and to use ☑ *disc* for all occurrences of the word in whatever context.
doctoral degree, doctorate	Note that either a ☑ *doctorate* or a ☑ *doctoral degree* is used, but not a ☒ *doctorate degree*. 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. ☑ E-commerce but not ☒ e-Commerce.
economic, economical	*Economic* has to do with the "wealth and resources of a community", e.g. the "government's economic policy". *Economical* has to do with "avoiding waste, using resources sparingly", e.g. *An economical recipe uses inexpensive ingredients*, or it has to do with "giving good value or return on money spent".
education, educational	Drop the "*-al*" affix when the word *higher* appears in an adjectival phrase: ➢ *higher education institutions;* ➢ *national higher education plan;* ➢ *higher education campuses.* In other cases, use *educational*: ➢ *educational institutions;* ➢ *educational plans;* ➢ *educational standards.*
educator	Rather than *educationalist* or *educationist*.

Ellen Kuzwayo (Council, Awards etc.)	Not K**h**uzwayo.
email	Written as one word and only takes a capital if used at the beginning of a sentence.
England	*England* should not be used to refer to the *United Kingdom* (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. *Britain* or *Great Britain* does not include Northern Ireland.
Enrol/enrolment	A singular *–l,* but *enrolled* and *enrolling*
exam	This "clipped" form should be written out – *examination* – in formal contexts.
exemption	*Exemption* is followed by ☑ *from*, not ☒ *for. The student was granted exemption from several subjects.*
extension	Often misspelled as ☒ *exten**t**ion*.
extra-curricular	Hyphenated.
extramural	One word.
F	
few, a few	As a statement about number, *Few members of staff are able to give first aid* has a negative feel about it (the implication is that there should be more of them). *A few members of staff can give first aid* 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.	*He is in his first year (or second year/third year, etc.) of studies.* (two words) However, when first year takes on an adjectival position, it is hyphenated, e.g. *First-year (second-year/third-year) students must report* … ☒ 1st-year/2nd-year/3rd-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 *s* in *focuses*, *focused* and *focusing*. (American spelling prefers a double *-s.*)
foreign plurals	"Foreign plurals" refer to plural forms of words from languages such as Latin, Greek and French. For instance, must we use *memoranda* or *memorandums*? Such plurals are problematic, as the *GCE* (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.: *formulas* (general) — *formulae* (in mathematics), *antennas* (general and in electronics) — *antennae* (in biology)."
	The following forms are recommended (only or preferable form as given by the *COD* (2006)):
	➢ *addenda, memoranda, curricula, symposia, alumni, atria*; ➢ but *campuses, prospectuses, forums, stadiums, arenas.*
	Although the *COD* (2006) gives *syllabuses* as a first choice, we must use *syllabi.* (It is highly likely that *curricula* and *syllabi* will occur together in the same context, and *curricula* in close proximity to *syllabuses* would look odd.)
foreword, preface	A *foreword* to a book is an introduction written by a person other than the author. A *preface* is an introduction written by the author.
fulfil	Ends on a singular –*l,* but *fulfilled and fulfilling*.
full-time, part-time	Note the use of the hyphen.
fund-raising	Hyphenated.
G	
gas	The -*s* is not doubled in the plural *gases*. The -*s* also remains single in *gasify*, *gasification* and *gaseous*, but *gassy* takes a double -*s*.
government	Use a capital letter for *Government* when referring to the South African Government.
graduand, graduate	Whereas a *graduand* is "a person about to receive an academic degree", a *graduate* is "a person upon whom an academic degree has been conferred".
H	
handbook, textbook	A *handbook* is "a short manual or guidebook", and a *textbook* 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	It can be difficult to avoid *he/him/his* as pronouns of common gender (in other words, when referring both to males and to females). The following solutions can be considered:
	➢ Use *he/she, him/her*, etc. (*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.)
	➢ Use *you/your/yours* (*You must prepare yourself for...*).
	➢ Use plural forms throughout (*Candidates must prepare themselves...*).
	➢ Rewrite the text to avoid pronouns (*Preparation for a selection test is necessary, after which an interview will follow...*).
	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.
	In formal, older English, pronouns such as *someone, somebody, no one, nobody*, etc., were considered strictly singular and were usually followed by "male" pronouns: *Someone **has** left **his** bag behind.* However, note the following from the *OALD* (2005): *Someone's [someone **has**] left **their** bag behind.* The *OALD* (2005) also defines "charlatan" as follows: ***A person** who **claims** to have knowledge or skills that **they do not** really have.* The *CIDE* (1996) follows the same approach: ***charlatan: .... a person** who **pretends** to have skills or knowledge that **they do not** have...*
	The *OSM* (2003: 105) remarks that this usage is common in speech, but still considers it substandard in formal writing.
Holland	*Holland* is only part of *the Netherlands,* which must be used for referring to the country.
home page	Two words.

homoeopathy	Earlier editions of the *COD* marked *hom**eo**pathy* as American English, but the most recent *COD* (2006) gives this form as first choice and *hom**oeo**pathy* as an alternative spelling. At UJ we should retain the -***oeo***- spelling, as it is the one used by the Homoeopathic Association of South Africa.
honours degree	*Honours* with a capital is for the actual name of a degree, e.g. *Honours degree in Mathematics*. It is used with no capital when referring to the type of degree or students in general, e.g. *UJ has a number of honours students*. Abbreviated as BAHons, BScHons, BComHons, etc.
human resource/resources	At UJ, we refer to *Human Resource Management* for the course offered, but our Department is called the *Human Resource**s** Division* (no apostrophe) or simply *Human Resources*.
I	
institution	Be careful of overusing this word when referring to UJ (*This* or *the institution*...). Our intention may be to create a formal impression, but we may be considered pompous if we seem unwilling to call to the UJ by its name, whether in full or abbreviated form. We can also use *University* (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	*Led*, the past and past perfect form of the verb "to lead" (e.g. *He was ☑ led by the nose*), is often misspelled as ☒ *lead* because the name of the metal sounds the same.
life cycle	Two words
lifestyle	One word
loan	An NSFAS *loan* is an amount ☑ *lent* (not ☒ *loaned*) to a student.
lot, lots of	Preferably to be avoided in formal style. Use a *great* or *good deal of, many* or *much*.
M	
maintenance	Often misspelled as ☒ *maint**ai**nance*.

master's	*Master's* with a capital is for the actual name of a degree, e.g. *Master's degree in Philosophy*. It is used with no capital when referring to the type of degree or students in general, e.g. *UJ has too few master's students*. It always has an apostrophe.
media	*Media* is the plural form of *medium* and must take a plural verb: *The media were present at the event*. Accordingly, the singular noun *medium* must agree with the singular verb *is*: *Television is a powerful communication* ☑ *medium* (not ☒ *media*).
Miss, Ms	The form of address *Ms* (pronounced *miz*) is used to refer to a woman irrespective of her marital status: in other words, whether she is married or not. Although we use *Ms* at UJ, we must remain sensitive to the fact that some women prefer *Mrs* or *Miss*.
N	
National Plan	Not the *National Plan* ☒ *on Higher Education* but the *National Plan* ☑ *for Higher Education* (NPHE).
nature	This word is often unnecessary. *Problems of a serious nature* are simply *serious problems*.
O	
ongoing	One word, no hyphen.
online	One word, no hyphen.
orientated, oriented	Both forms are correct, but *oriented* is preferable (*career-oriented education*).
outcomes-based education	Note the *-s* in *outcomes*.
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 ☒ *racial*) groups be specified. Statistics South Africa (Stats SA) use the following: ➢ Black African ➢ Coloured ➢ Indian ➢ White If it is essential to use *black* and *white* 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: ➢ Western Cape ➢ Eastern Cape ➢ Northern Cape ➢ KwaZulu-Natal (note the spelling) ➢ Free State ➢ North West ➢ Gauteng ➢ Mpumalanga ➢ Limpopo (formerly Northern Province)
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 ☒ *renumeration*.
S	
sms	Plural smses
staff, personnel	At UJ, we have been using *staff* 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: *Staff **are** satisfied with **their** new offices, which **they** find a great improvement on the previous ones.* 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 *personnel*.
Student Representative Council	Not ☒ *Student**s'** Representative Council.*
study guide	Use *learn**ing** guide*.
study leader	Rather use *supervisor*.
T	
tertiary institutions	In the past, this term served as a kind of shorthand for *tertiary educational institutions*. However, the current term is *higher education institutions* – abbreviated as HEIs. Note that no apostrophe is used in the *plural form* of the abbreviation.
thesis	Plural form is *theses*.
time frame	Two words.
timetable	One word.
U	
undergraduate	One word.

University	Always use a capital letter when the word *university* refers to the University of Johannesburg.
V	
Vice-Chancellor	Note the hyphen.
W	
whilst	*Whilst* is old-fashioned; prefer *while*.
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*".

> ➢ An acronym is also put together from the first letters of words, but these letters are pronounced as a word, e.g. *laser* (*l*ight *a*mplification by *s*timulated *e*mission of *r*adiation) or *Cosatu* (*C*ongress *o*f *S*outh *A*frican *T*rade *U*nions). These acronyms can be written using solely capital letters (*UNISA*) or using a capital letter only for the first letter of the acronym (*Unisa*).

Full stops and spaces

Do not use full stops if the abbreviation ends on the same letter with which the word ends e.g. *Mister* ends on an *-r* and *Mr* ends on an *-r*, so no full stop is used. *Monday* ends on a *-y* and *Mon.* does not, so it takes a full stop.

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 or spaces between letters in acronyms and initialisms such as *NATO* and *RSA*.

Abbreviations of weights and measures are an exception, since they never take full stops: *kg, g* (gram), *km, m* (metre). Also note the use of spaces: *36 kg*, *50 km*. Do not use the plural –s as in ☒ *kgs* or ☒ *kms.*

If we use *m* as an abbreviation for *million* in financial amounts, we must omit the space: *R5m.* Because this may be confusing in general correspondence, we should preferably write *R5 million*.

Omit full stops and spaces in abbreviations for diplomas and degrees: *NDip*, *NHDip, BTech, MTech, HDipEd, BEd, BAHons, BScHons, BComHons, MA, MSc, MCom, MEd, PhD,* but note the spaces in *DLit et Phil, MB ChB. (Also note the use of capitals).*

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.

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*.

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***;
> ☑ *NGO**s**, 1990**s***.

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.*

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*).

9.1 Commonly Used Acronyms and Initialisms

A	
AA	Affirmative Action
AAT	Association of Accounting Technicians
ABE(T)	Adult Basic Education (and Training)
ACE	Advanced Certificate in Education
ADC	Academic Development Centre (UJ)
ADS	Academic Development and Support (UJ)
AFIM	African Facility for Inclusive Markets
AGM	annual general meeting
AHI	Afrikaanse Handelsinstituut
AIDS	Acquired Immune Deficiency Syndrome
AMSCO	African Management Services Company
ANC	African National Congress
ANCYL	African National Congress Youth League
APB	Auckland Park Bunting Road Campus (UJ)
APK	Auckland Park Kingsway Campus (UJ)
APQC	Academic Planning Committee (UJ)
APS	Admission Point Score (formerly *M-score*)
ASD	academic staff development
AUT	Advisory Council for Universities and Technikons
B	
BBBEE	broad-based black economic empowerment
BCEA	Basic Conditions of Employment Act (No. 75 of 1997)
BEE	black economic empowerment
BISCOM	Business Information Systems Committee (UJ)
BMF	Black Management Forum
BMO	Business Membership Organisations
BSA	Business South Africa

C	
Camprosa	Campus Protection Society of South Africa
CASS	continuous assessment
CAT	common assessment task
CBE	computer-based education
CBOs	community-based organisations
CCMA	Commission for Conciliation, Mediation and Arbitration
CEEQ	Centre for Evaluation of Education Qualifications
CenTAL	Centre for Technology-Assisted Learning (UJ)
CEPR	Centre for Education Practice Research
CESM	Classification of Educational Subject Matter
CFA	commercial and financial accountant
CFA-SA	Institute of Commercial and Financial Accountants of Southern Africa
CHE	Council on Higher Education
CIMA	Chartered Institute of Management Accountants
CIOB	Chartered Institute of Building
CIPS	Chartered Institute of Purchasing and Supply
CITP	Chartered Information Technology Professional
CODESA	Convention for a Democratic South Africa
COID	Compensation for Occupational Injuries and Diseases
COJ	City of Johannesburg
COREs	Centres of Research Excellence
COSATU	Congress of South African Trade Unions
CPPP	Community Public Private Partnership Programme
CPSF	Consultation and Problem-Solving Forum (UJ)
CPU	Cooperative Education and Placement Unit (UJ)
CREST	Centre for Research on Science and Technology
CSBD	Centre for Small Business Development
CSD	Centre for Science Development
CSDA	Centre for Social Development in Africa (UJ)
CSi	chartered scientist
CSI	corporate social investment
CSIR	Council for Scientific and Industrial Research
CSMED	Centre for Small and Medium Enterprise Development (UJ)
CSR	Centre for Sociological Research (UJ)
CSS	Central Statistical Services (now Stats SA)
CTA	Certificate in the Theory of Accountancy
CTP	Committee of Technikon Principals
CUP	Committee of University Principals (later SAUVCA)
CUT	Central University of Technology

D	
DAC	Department of Arts and Culture
DFC	Doornfontein Campus (UJ)
DHET	Department: Higher Education and Training
DMS	data management system
DoE	(National) Department of Education
DoH	(National) Department of Health
DoL	(National) Department of Labour
DPE	(National) Department of Public Enterprise
DST	(National) Department of Science and Technology
DTI	(National) Department of Trade and Industry
E	
ECSA	Engineering Council of South Africa
EDD	Economic Development Department
EDTP-SETA	Education, Training and Development Practices Sector Education and Training Authority
EEA	Employment Equity Act (No. 55 of 1998)
ELG	Executive Leadership Group (UJ)
ELRA	Education Labour Relations Act (No. 146 of 1993)
ELRC	Education Labour Relations Council
EMC	emergency medical care
EMS	Economic and Management Sciences
ERC	East Rand Campus (UJ)
Eskom	Electricity Supply Commission
ETB	Education and Training Board
ETD(P)	education, training and development (practices)
EU	European Union
Exco	Executive Committee
F	
FADA	Faculty of Art, Design and Architecture (UJ)
FASSET	Financial and Accounting Services Sector Education and Training Authority (or SETA for Finance, Accounting, Management Consulting and other Financial Services)
FEBE	Faculty of Engineering and the Built Environment (UJ)
FEFS	Faculty of Economic and Financial Sciences
FET(C)	Further Education and Training (Certificate)
FOTIM	Foundation of Tertiary Institutions of the Northern Metropolis
FRD	Foundation for Research Development
FTE	full-time equivalent
FYE	First Year Experience (UJ)
G	
GAAP	generally accepted accounting practice
GCIS	Government Communication and Information System
GDE	Gauteng Department of Education

GDP	gross domestic product
GEP	Gauteng Economic Propeller
GES	Grade Eleven Score
GET(C)	general education and training (certificate)
GNP	gross national product
H	
HE	higher education
HEAIDS	higher education sector's HIV and AIDS programme
HEDA	Higher Education Data Analyser
HEI	higher education institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
HIV	Human Immunodeficiency Virus
HOD	Head of Department; Plural HODs
HPCSA	Health Professions Council of South Africa
HR	human resources
HSS	humanities and social sciences
I	
IAAF	International Association of Athletics Federations
ICAS	Independent Counselling and Advisory Services
ICS	Information and Communication Systems (UJ)
ICT	Information and Communications Technology
IDC	Industrial Development Corporation od South Africa
IDRC	International Development Research Centre
IEB	Independent Examinations Board
IEEE	Institute of Electrical and Electronics Engineers
IF	Institutional Forum
IKS	indigenous knowledge systems
IOHA	Institutional Office for HIV and AIDS (UJ)
IP	intellectual property
IPAP	Industrial Policy Action Plan
ISASA	Independent Schools' Association of South Africa
ISC	Independent Schools' Council
IT	information technology
J	
JMPD	Johannesburg Metropolitan Police Department
JSE	Johannesburg Stock Exchange
K	
KPA	key performance area
KPI	key performance indicator
KRD	key results document

L	
LAC	Learning Area Committee
LANGTAG	Language Plan Task Group
LIC	Library and Information Centre (UJ)
LLC	language, literacy and communication
LoA	letter of agreement
M	
MAPS	mastering academic and professional skills
MB	Matriculation Board
MBA	Master of Business Administration
MCBG	Molecular and Cell Biology Group (at various HEIs)
MEC	Management Executive Committee (UJ)/ Member of the Executive Council
MECA	Management Executive Committee: Academic (UJ)
MECO	Management Executive Committee: Operations (UJ)
MerSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MIS	Management Information System
MOA	memorandum of agreement
MOU	memorandum of understanding
MRC	Medical Research Council
N	
NAMAC	National Manufacturing Advisory Centre
NBFET	National Board for Further Education and Training
NCA	National Credit Advisor
NCDC	National Curriculum Development Committee
NCHE	National Commission on Higher Education
NCPS	National Crime Prevention Strategy
NCS	National Curriculum Statement
NEHAWU	National Education, Health and Allied Workers' Union
NGO	non-governmental organisation
NGP	New Growth Path
NGSP	Next Generation Scholars Programme (UJ)
NICD	National Institute for Curriculum Development/ National Institute for Communicable Diseases
NMMU	Nelson Mandela Metropolitan University
NPHE	National Plan for Higher Education
NQF	National Qualifications Framework
NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NTEU	National Tertiary Education Union
NWU	North-West University (hyphenated)

O	
OBE(T)	outcomes-based education (and training)
OHS	Occupational Health and Safety
OHSA	Occupational Health and Safety Act (No. 85 of 1993)

P	
PAB	Professional Accreditation Body
PanSALB	Pan-South African Language Board
PASA	Publishers' Association of South Africa
PAYE	pay as you earn (a form of tax)
PEG	Professional Editors' Group
PGCE	Postgraduate Certificate in Education
PQM	programme qualification mix
PRISA	Public Relations Institute of Southern Africa
PRISEC	Private Sector Educational Council
PSSA	Pharmaceutical Society of South Africa
PsyCaD	Centre for Psychological Services and Career Development (UJ)
PsySSA	Psychological Society of South Africa
PTEEP	Placement Test in English for Educational Purposes
Purco	Purchasing Consortium of Southern African
PwC	PricewaterhouseCoopers (Note that it is one word.)
PWD	People with Disabilities (UJ)

Q	
QA	quality assurance
QC	Qualifications Council
QE	Qualifying Examination (SAICA)
QMS	quality management system
QVS	Qualification Verification System

R	
R&D	research and development (Note that the abbreviation has no spaces between the letters and the ampersand (&).)
RAU	Rand Afrikaans University
RCL	Representative Council for Learners
RDP	Reconstruction and Development Programme
RGD	Research Grants Division
RIMS	Research Information Management System
RNA	research niche area
RNCS	Revised National Curriculum Statement

S	
S&T	science and technology (Note that the abbreviation has no spaces between the letters and the ampersand (&).)
S•DIAT	Sport in Development Impact Assessment Tool (UJ)
SAAA	South African Association for Accountants
SAACE	South African Association of Consulting Engineers
SAAE	South African Association of Engineers

SAAFECS	South African Association for Family Ecology and Consumer Sciences
SAAFoST	South African Association for Food Science and Technology
SAAIR	Southern African Association for Institutional Research
SAARDHE	South African Association for Research and Development in Higher Education
SAARET	South African Association of Registrable Engineering Technologists
SAARF	South African Advertising Research Foundation
SAAS	Statements of Accepted Auditing Standards/ (Statements of) South African Auditing Standards
SABC	South African Broadcasting Corporation
SABS	South African Bureau of Standards
SABINET	South African Bibliographic and Information Network
SACOB	South African Chamber of Business
SACPCMP	South African Council for Project and Construction Management Professions
SADC	Southern African Development Communities
SADTU	South African Democratic Teachers' Union
SAELA	South African Education Law Association
SAFCEC	South African Federation of Civil Engineering Contractors
SAHRC	South African Human Rights Commission
SAICA	South African Institute of Chartered Accountants
SAICE	South African Institution of Civil Engineering
SAICET	South African Institute of Civil Engineering Technicians and Technologists
SAIChE	South African Institution of Chemical Engineers
SAIEE	South African Institute of Electrical and Electronic Engineers
SAIFAC	South African Institute for Advanced Constitutional, Public, Human Rights and International Law
SAIIE	Southern African Institute for Industrial Engineering
SAIMechE	South African Institution of Mechanical Engineering
SAIMM	South African Institute of Mining and Metallurgy
SAMAF	South African Micro-Finance Apex Fund
SANC	South African Nursing Council
SANPAD	South Africa-Netherlands Research Programme on Alternatives in Development
SANTED	South Africa-Norway Tertiary Education Development
SAPC	South African Pharmacy Council
SAPS	South African Police Services
SAPTU	South African Parastatal and Tertiary Institutions Union
SAPU	South African Police Union
SAQA	South African Qualifications Authority
SARS	South African Revenue Service/ Severe Acute Respiratory Syndrome
SASA	Sociology Association of South Africa/ South African Schools Act (No. 84 of 1996)
SASCO	South African Students' Congress

SASP	South African Society of Physiotherapy
SASSU	South African Student Sports Union
SAT	Standardised Assessment Task
SATI	South African Tourism Institute OR South African Translators' Institute
SATs	scholastic aptitude tests
SAUVCA	South African Universities Vice-Chancellors Association
SCAE	Senate Committee for Academic/Research Ethics
SCAG	Student Chiropractic Association of Gauteng
SDA	Skills Development Act (No. 97 of 1998)
SDI	Spatial Development Initi=tives
SEDA	Small Enterprise Development Agency
SEFA	Small Enterprise Finance Agency
Senex	Senate Executive Committee (UJ)
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SIS	Standard Institutional Statute
SITE	standard income tax on employees
SME	Small Medium Enterprise
SMMEs	small, medium and micro enterprises
SOEs	state-owned enterprises (or national public entities as defined in the Public Finance Management Act No. 1 of 1999)
SRC	Student Representative Council
SSHL	Social Sciences, Humanities and Law
Statkon	Statistical Consultation Services (UJ)
Stats SA	Statistics South Africa (formerly Central Statistical Services)
STH	School of Tourism and Hospitality (UJ)
STI	sexually transmitted infection
SUN	Stellenbosch University
SWC	Soweto Campus (UJ)
SWOT	strengths, weaknesses, opportunities and threats (analysis)
T	
TEFL	Teaching English as a Foreign Language
TETA	Transport Education and Training Authority
THETA	Tourism, Hospitality and Sport Education and Training Authority
TOEFL	Test of English as a Foreign Language
TUT	Tshwane University of Technology
TWR	Technikon Witwatersrand
U	
UCT	University of Cape Town
UFH	University of Fort Hare

UFS	University of the Free State
UIF	Unemployment Insurance Fund
UJ	University of Johannesburg
UJICE	University of Johannesburg Institute for Childhood Education
UK	United Kingdom – no full stops
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
ULP	unfair labour practice
Umalusi	Council for Quality Assurance in General and Further Education and Training ("derived from the Nguni 'uMalusi' meaning 'shepherd' or, in the African context, 'guardian of the family assets'" (Umalusi, 2000))
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
UP	University of Pretoria
URC	University Research Committee (UJ)
URDP	University Research Development Programme
USA	United States of America (the country) – no full stops
US	United States (often used in an adjectival position) – no full stops
USSA	University Sport South Africa
W	
WBL	web-based learning
WebCT	Web Course Tools (UJ)
WHO	World Health Organisation
WHOCCUH	World Health Organisation Collaborating Centre for Urban Health
WIL	work-integrated learning
WiR	women in research
Wits	University of the Witwatersrand
WTO	World Trade Organisation

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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