



The Presbyterian Church in Canada **Writers' Style Guide and Web Standards**

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The Presbyterian Church in Canada Style Guide and Web Standards manual is a collection of practices and conventions guiding the writing and design of PCC documents, either for print or electronic distribution. The Style Guide provides uniformity in style and formatting within a document, online, and across multiple documents and platforms. The Style Guide's primary focus is to render a work consistent and ensure good grammar. Any work will benefit from its application, including brochures, announcements and blogs.

This guide is intended for use by writers, editors and proofreaders who produce resources, web content and materials for The Presbyterian Church in Canada, as well as the staff at national church offices.

Why Do We Need a Style Guide?

1. Effective communication with our audience
2. Consistency in language and formatting
3. Clarity
4. Professionalism

The PCC Style Guide will help you streamline your work. After you've used these guidelines for a while, the writing process will flow more smoothly since you won't have to stop and deliberate on grammar and style. Your readers will be pleased too, since inconsistency causes confusion.

This guide will not answer some of your editorial questions, and amendments and additions will be made in future editions. In the meantime, you can find more detail in *The Canadian Press Stylebook, Caps and Spelling* (20th edition) and the *Oxford Canadian Dictionary* (second edition).

This guide contains material adapted from the Wood Lake Publishing Style Guide. We are grateful to Wood Lake Publishing for allowing the use of their style guide as the core for the creation of this one.

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Punctuation

Spacing

- ❖ Use one space between words and between sentences. Do a search for all double spaces and replace them with single spaces.
- ❖ Use a space between numerals and unit symbols or abbreviations, except between numerals and the degree symbol used with Celsius.

3 kg	<i>not</i>	3kg
200 km	<i>not</i>	200km
15°C	<i>not</i>	15° C or 15 °C

- ❖ In biblical citations, do not put spaces before or after the colon that separates chapter number and verse (*Matthew 6:26*). “Biblical Citations” (p. 22) for more. In sentences, use one space after a colon and no space before the colon.

Period

- ❖ Use a period to indicate the end of a declarative or imperative sentence.

The car had two flat tires.
Wait here.

- ❖ Omit a period at the end of sentence that is included within another sentence.

The wind (I could feel the whole house shuddering) blew fiercely throughout the evening.

Peter replied, “I don’t know him,” when the centurion asked if he knew Jesus.

- ❖ When a sentence is followed by a biblical or page reference in parenthesis, place the period after the parenthetical reference.

“Then God said, ‘Let there be light’” (Genesis 1:3).

- ❖ See “Punctuation and Capitalization in Vertical Lists” (p. 12) for more.

Comma

❖ The comma serves two basic functions, but it does so in a variety of ways.

❖ Series comma

- Use commas to separate the items in a series. Omit the comma before the final *and* or *or* in a series unless it may cause a misunderstanding.

Dori collects coins, stamps, spoons and postcards.

The flavours of ice cream offered were vanilla, chocolate, rocky road, and pralines and cream. (*The comma before the “and” is necessary here, since the final item is “pralines and cream.”*)

- Commas are not needed when all the items in a series are separated by conjunctions.

Do you get to work by car or public transit or walking?

- A compound sentence is also a series, of two ideas. Therefore, you should always put a comma before an *and* or *but* joining two discrete thoughts into a single sentence.

For this study we require a minimum of information, and documentation can be largely ignored.

- When you start a new sentence with *And* or *But* or *So*, do not immediately insert a comma.

(These first two examples are wrong.)

The dog snuck back into the yard. And, it had its tail between its legs.

Travel always makes me ill. So, I’m staying home.

So, after thinking about it, he decided to continue his journey.

(This sentence is correct, because “after thinking about it” is a parenthetical comment, and so must be isolated by commas on both sides.)

❖ With parenthetical comments

- The comma’s second use is to isolate a parenthetical comment from the rest of the sentence. In this, it functions exactly like the em dash (see p. 10), and, to a lesser extent, like parentheses and brackets (see p. 10). That is, parentheses and brackets always occur in pairs; em dashes and parenthetical commas use only one mark when the piece of sentence they isolate comes at the beginning or end of the sentence. The capital letter at the beginning of the sentence substitutes for a comma in isolating that portion of a sentence; so does the period at the end of a sentence.

The building, unable to withstand the earthquake, collapsed.

Unable to withstand the earthquake, the building collapsed.

The building collapsed, unable to withstand the earthquake.

❖ **With restrictive (essential)/non-restrictive (non-essential) clauses**

- Use commas to isolate non-restrictive (non-essential) clauses.

My mother, Sharon, and I drive the same type of car. (*I have only one mother, so Sharon's name is non-essential to understanding the meaning of the sentence.*)

My sister Sue has taken up rock climbing. (*I have more than one sister, so Sue's name is essential to the meaning of the sentence.*)

We rode to the park, where we had a picnic.

We rode to the park where the festival was taking place.

- Some things are a matter of style. The following parenthetical sentences are all correct. A rule is difficult to apply. The author's intent should be the determining factor into whether commas are used. If the author wishes the reader to pause, to regard an expression as parenthetical, the sentence is set off; if not, the sentence is left unpunctuated.

This is indeed a glaring mistake in your copy.

This is, indeed, a glaring mistake in your copy.

We therefore want you to revise it immediately.

We, therefore, want you to revise it immediately.

Semicolon

- ❖ The semicolon demonstrates a close relationship between two sentences or two independent clauses.
- ❖ The semicolon connects two complete sentences. Usually these two sentences are fairly short and closely linked in meaning. Often, a period could be used instead of a semicolon and the meaning would be the same.

She ordered the pasta; he chose the fish.

I thought my colleague had a problem; this left me in a quandary about what to do.

- ❖ The semicolon breaks up a series or list whose items require internal punctuation.

On our holidays, we visited Paris, France; London, England; and Little Rock, Arkansas.

Colon

- ❖ Use a colon at the end of what could be a sentence on its own, but needs some kind of series or list or additional comment to complete the information.

He was dressed entirely in grey: suit, shirt, tie and socks.

They issued this statement: “Under no circumstances...”

Not

I don’t like camping because: it’s too cold, it’s too wet and it’s mosquito season.

- ❖ Use a colon to emphasize a sequence in thought between two clauses that form a single sentence.

Humanity and death: the two are inseparable.

- ❖ A colon is also used to introduce speech in scripted dialogue.

Karl: That’s how angels pray.

Joe: Hmm, interesting.

- ❖ See “Punctuation and Capitalization in Vertical Lists” (p. 12) for more.

Dashes

❖ Hyphen

- Generally, if you use a phrase before a noun (as an adjective), you would hyphenate it.

Barb and James had a face-to-face meeting.

- If you use that phrase after a verb, you would not hyphenate it.

Barb and James met face to face.

Try to stay up to date by getting up-to-date reports from Barb and James.

- No hyphen is needed when an *-ly* adverb precedes an adjective.

Pat compiled the randomly gathered comments.

Not

Pat compiled the randomly-gathered comments.

Note:

This applies to *-ly* adverbs, not other parts of speech. For example: This is a family-oriented service. The word “family” is a noun, and “oriented” modifies “family.” Together, “family-oriented” modifies “service.” The hyphen is needed.

- Use hyphens for ages.

The 88-year-old woman
She moped around like a two-year-old

But

Trevor is 55 years old

- In hyphenated compound adjectives, where the second part is omitted, retain the hyphen followed by a space.

10- to 12-year-old Scotch whisky; short- and long-term projects

- Use a hyphen to indicate a break in a word at a line break (*back-ground*), to form compound words/adjectives (*self-evaluate*, *three-year-old*), and to emphasize a prefix (*re-creation*, meaning “the act of creating anew”).
- The hyphen always attaches to the part of the word preceding it, so never start a new line with a hyphen.
- As a general rule, if you don’t need a hyphen for meaning or emphasis, don’t use one (*coordinate*, *interfaith*, *multicultural*, *predetermined*, *premarital*, *reassure*). Use the *Oxford Canadian Dictionary* (second edition) as a guide for hyphenated words. Where the *Oxford Canadian Dictionary* lists options, use the first or preferred option given.

Note, however, that hyphenated proper names must retain their hyphen (*Inter-Church Committee on Human Rights*).

- Use hyphens, not parentheses, brackets or periods, to separate the groupings of numbers in a telephone number.

416-441-1111, 1-800-619-7301

Note:

Always use “ext.” to signify a phone extension.

1-800-619-7301 ext. 243

❖ En dash

- Hyphens are used to separate groups of numbers, such as telephone numbers or numbers of financial accounts. But for almost all other cases, the correct punctuation mark is an en dash, which indicates a range or a difference. En dashes are used to indicate a span of years, a range in monetary amounts, sports scores (*Her team won 6–3*) and votes (*City council approved the project with a 5–2 vote*).
- An en dash is a little longer than a hyphen and shorter than an em dash. It is called an en dash because it's the length of the letter *n*, whereas an em dash is the length of the letter *m*. The keyboard command for an en dash is Alt + 0150 in Windows and Option + hyphen on Mac.

- The en dash can be used to attribute a quotation.

“You don’t have to see the whole staircase, just take the first step.”
– Martin Luther King Jr.

- When used with text, always insert a space on both sides of the en dash.
- Use an en dash between numbers to indicate range. Close up spaces on both sides of the dash.

pages 15–20; Luke 5:27–28; 2003–2004

Exception:

When citing a biblical reference that spans more than one chapter or book of the Bible, insert a space on both sides of the en dash. See “Biblical Citations” (p. 22) for more.

Genesis 1:1 – 2:4

- If *from* precedes the first number, do not use an en dash. Use the word *to* instead.

It ran from 15 to 20 pages.

- Use an en dash to connect dates, except when preceded by *from* or *between*.

the 1982–83 tax year
from January to May (not “from January–May”)
between 1970 and 1977 (not “between 1970–77”)

- En dashes are also used to connect a prefix or suffix to an open compound (“post–Second World War” or “New York–based”), to connect two open compounds (“the Bloor Street–Danforth Avenue subway line”), or to connect two hyphenated compounds (“a quasi-good–quasi-bad plan”)

❖ **Em dash**

- An em dash replaces commas, semicolons or colons and represents an abrupt change in thought and parenthetical comments. Spaces are not needed between the text and the em dash. The keyboard command for an em dash is Alt + 0151 in Windows or Shift + Option + hyphen on Mac.

The teacher—a really good instructor—designed an innovative lesson plan.

Note:

In typography, an en dash with spaces on each side is often used in place of the em dash but follows the same principles. Whichever method you choose, consistency is key.

The teacher – a really good instructor – designed an innovative lesson plan.

- In bibliographies, use an em dash followed by a space in place of an author’s name, where there are multiple title entries for the same author.

Parentheses and Brackets

- ❖ Parentheses are curved; brackets are square.

- ❖ Use parentheses to indicate a whispered aside, or a bit of supplementary information that is not necessary for the meaning of the sentence. Parentheses may also be used to enclose related or explanatory material.

His skin cancer (medically, a keratosis) was not dangerous. (Other kinds of skin cancer can be quite dangerous.)

- ❖ Use brackets to indicate material inserted by an editor to clarify the writer’s or speaker’s meaning.

The spokesperson said, “They’ve shot [President John F.] Kennedy!”

- ❖ Brackets and parentheses follow exactly the same rules.
 - They always occur in pairs; if you have an opening parenthesis, you must have a closing one, and vice versa.
 - They may have anywhere from one word to several paragraphs within them.
 - Whether punctuation goes inside or outside depends on the meaning of the enclosed material.

It rained cats and dogs (figuratively speaking). *(If you put the period inside the parentheses, the sentence doesn’t end.)*

She promised to write the next day. (She didn’t do it.) *(Period inside the parentheses because the enclosed matter is a full sentence.)*

The farmer grows apples (three varieties), pears and plums. (*The comma follows the parentheses because you'd have a comma there if there were no parentheses.*)

Walter Gretzky (father of NHL legend Wayne Gretzky) was made a member of the Order of Canada in 2007. (*If you removed the parenthetical comment, you wouldn't need any other punctuation in this sentence.*)

He said, "I promise it won't happen again," (while crossing his fingers behind his back). (*The aside is part of the sentence, but not part of the quotation.*)

He said, "I promise it won't happen again, [Jillian]." (*Here the bracketed comment belongs within the quotation.*)

Ellipsis

- ❖ Use the ellipsis mark to indicate the omission of material within quotations, or to suggest a voice trailing off in dialogue. Use the auto format ellipsis, not three periods. The keyboard command for an ellipsis mark is Alt + Ctrl + period in Windows and Option + semicolon on Mac.
- ❖ Do not insert spaces at either end of the ellipsis unless it appears at the end of the sentence, in which case insert one space between the ellipsis and the beginning of the next sentence. Always uses three points, even when the ellipsis appears at the end of a sentence.

In the beginning...the earth was a formless void and darkness covered the face of the deep... Then God said, "Let there be light"; and there was light.

- ❖ An ellipsis is not needed before or after an *obviously* incomplete sentence separately quoted.

He was referred to as "an intensely angry person" by the others in the group.

The same rule applies to biblical quotes.

Original quote: "Then God said, 'Let there be light'; and there was light"
(Genesis 1:3).

Shortened quote: "Then God said, 'Let there be light'" (Genesis 1:3).

- ❖ Use the ellipsis sparingly to represent pauses and unfinished statements in place of an em dash.

He swung with all his might...and missed.
But I thought...

Quotation Marks

- ❖ Use double quotation marks for quoted matter; use single marks when quoted matter appears within a quotation. Always use “smart quotes,” not straight quotes, which are really inch and foot marks.
- ❖ When quoting a single speaker for more than one paragraph, put quote marks at the beginning of each paragraph but at the end of only the last paragraph.
- ❖ Set periods and commas inside quotation marks.
- ❖ Set semicolons and colons outside quotation marks.
- ❖ Set question marks and exclamation marks inside if they apply only to the quoted matter, and outside if they refer to the whole sentence.

“How many people came?” the minister asked.
Do you know who said, “Let them eat cake”?

Slash

- ❖ When using a slash to separate terms or numbers, or in abbreviations or websites, do not put spaces on either side of the slash.

yes/no
Good News Bible/Good News Translation
1/2
01/05/15
\$500/week
60 km/h
presbyterian.ca/gao

- ❖ When running lines of poetry into text, use a slash to mark the end of one line and the beginning of another. For this use, include a single space on either side of the slash.

Andrew Marvell’s praise of John Milton, “Thou hast not missed one thought that could befit, / And all that was improper dost omit.”

Punctuation and Capitalization in Vertical Lists Using Bullets/Numbers

- ❖ When using bullets or numbers, use hanging indents.
- ❖ In numbered or alphabetized lists, either a period or a single parenthesis may be used to separate the number or letter from the text. Whichever method you choose, be consistent throughout the entire document.
 1. *or* 1)
 2. 2)
 - a. *or* a)
 - b. b)

❖ Periods

- Omit periods in a vertical list unless the items are complete sentences. If the vertical list completes a sentence begun with an introductory phrase, the final period is also omitted unless the items in the list are separated by commas, semicolons or periods.

Example 1

The purpose of the event was

- to raise awareness
- to raise funds
- to get youth involved

Example 2

After careful consideration, the advisory committee concluded that

1. the project lacked support from the membership;
2. the project lacked sufficient funding;
3. the project should be cancelled.

❖ Colon

- A colon is commonly used to introduce a list where the introductory sentence is complete.

Example 3

The teacher gave three homework assignments:

- one page of math problems
- a 500-word essay
- a map to label

Note:

If the introductory phrase is incomplete, the colon should be omitted (see Examples 1 and 2, above). A colon is not used to introduce these lists because a colon would not be used if the same lists were written in prose format.

The purpose of the event was to raise awareness, to raise funds and to get youth involved.

- Use a colon after the terms *as follows* or *the following* if followed immediately by the bulleted or numbered list. (A colon would also be used in Examples 3 and 4 if the lists were written in prose format.)

Example 4

The steps involved are as follows:

- Sauté the onions and garlic in melted butter.
- Add the white wine and mussels.
- Steam for ten minutes.

Note:

Elements in a list must be parallel in structure (*sauté, add, steam*, not *sauté, adding, steam*).

- If the introducing statement is complete and stands on its own, a period may be used instead of a colon.

Example 5

The doctor's instructions were clear.

1. Stop smoking.
2. Eat more vegetables and less red meat.
3. Start an exercise routine and stick to it.

❖ **Capitalization**

- If you are creating a vertical list or a numbered or bulleted series in which the items are complete sentences, then each sentence must start with a capital letter and end with a period (see Examples 4 and 5, above).
- Use a lowercase letter to launch items in a list if the items are very short (see Examples 1 and 3, above) or if the vertical list is punctuated as a sentence (see Example 2, above).

Spelling

- ❖ Use Canadian spelling. Use the *Oxford Canadian Dictionary* as your chief guide, but also set your computer spell-checker to “Canadian English.” The second edition of the *Oxford Canadian Dictionary* is preferred, as some spellings have been updated to reflect common use (e.g., *website*, no longer *Web site*).
- ❖ The *Oxford Canadian Dictionary* is a combination of British and American spellings that has become widely adopted as the “Canadian preference.” Most British spelling variants are maintained, such as *ou* (*colour, neighbour*) and *re* (*centre, theatre*). However, several American spellings have been adopted, such as *program* instead of *programme*, *fulfill* instead of *fulfil*, and *skeptic* instead of *sceptic*.
- ❖ Generally, consonants are doubled (*travelled, worshipped*). Where the *Oxford Canadian Dictionary* lists options in terms of doubled consonants, use the first or preferred option given, even if this contradicts the doubled-consonant guideline (*focused*, not *focussed*).

Capitalization

- ❖ Capitalization should be used sparingly and, generally, the lowercase style is preferred. Unnecessary capitalization disrupts flow and can cause a reader to stumble through paragraphs. It can also cause confusion.
- ❖ The list of what should be capitalized is extensive (proper names, trade names, government agencies, companies, places, religions, etc.). When looking for guidance on capitalization not specified in this guide, refer to the *Oxford Canadian Dictionary* (second edition) and *The Canadian Press Stylebook*. In the case of a discrepancy, the PCC style guide is to be followed first.
- ❖ For a list of capitalized and lowercased words of particular relevance to The Presbyterian Church in Canada, see “Specialized Names and Terms” (p. 18).
- ❖ Do not use all caps in text or in titles; the use of all caps in document titles is the choice of the resource designer.
- ❖ Always start a sentence with a capital letter. For that reason, avoid starting a sentence with a numeral; numerals cannot be capitalized. See “Numbers” (p. 28) for more.
- ❖ When a company uses its web address as its corporate name, capitalize the first letter (Amazon.com).
- ❖ For headings and subheadings, you may either capitalize the first letter of the first word only or capitalize the first letter of all nouns, pronouns, adjectives, verbs and adverbs. Consistency is key. Lowercase articles, coordinating conjunctions and prepositions unless they are the first word in a heading or subheading. Also lowercase *to* in infinitives.
- ❖ If any quoted statement can stand on its own as a sentence (whether or not it qualifies fully as a sentence on grammatical grounds), start it with a capital. If it is an excerpt from a sentence or a continuation of a sentence, do not start it with a capital.

I would call this a “highly specialized item.”
Pat said, “This kit is a highly specialized item.”
What are the implications of saying “Yes”?

- ❖ As a general rule, when in doubt, avoid capital letters; this applies especially to religious terms. See “Specialized Names and Terms” (p. 18) for more.

19th century
second world war (but as a proper name, World War II)

Titles and Committees

- ❖ In general, capitalize formal titles that directly precede a name, but lowercase them when they stand alone or are set off by commas.

We invited Moderator David Sutherland to speak at our church.

We invited the moderator to speak at our church.

We invited David Sutherland, the moderator, to speak at our church.

- ❖ In general, lowercase occupational titles and job descriptions.

Robert Faris, convener of the Dr. E. H. Johnson Memorial Fund Committee

Exception:

Exceptions may be made in lists or formal contexts. Also, internally, the preference may be to capitalize occupational titles for staff and positions.

Rick Fee, General Secretary

Principal Clerk Stephen Kendall

- ❖ Capitalize the proper names of committees. Lowercase the word *committee* when it is not part of a proper name.

International Affairs Committee

Committee on History

The committee prepared its report to General Assembly.

Geography

- ❖ Capitalize geographic and widely recognized descriptive regions.

the North, Northern Canada, Western Canada, Maritime provinces

Note:

The Atlantic provinces are Newfoundland and Labrador, New Brunswick, Nova Scotia and Prince Edward Island. The Maritimes consist of New Brunswick, Nova Scotia and Prince Edward Island.

- ❖ Capitalize specific natural features.

Canadian Shield, Gulf Stream, Rocky Mountains, Lake Winnipeg, Great Lakes

- ❖ Lowercase points on the compass, mere direction and location, and descriptive regions not widely recognized.

north, east coast (*shoreline, not region*), southern Sask., northwestern Ontario, downtown Calgary, north-end Toronto

Specialized Names and Terms

- ❖ The following is a list of the departments, organizations and events within The Presbyterian Church in Canada. These names should always be capitalized as shown here. Abbreviations that are commonly used are given in parentheses. Special characteristics to be aware of are noted.
 - The Presbyterian Church in Canada (PCC) – always include the word *The* with a capital *T*; when writing “the PCC,” do not capitalize the word *the*; the correct preposition in the name is *in*, not *of*
 - Atlantic Missionary Society (AMS)
 - Archives and Records Office
 - Canada Youth – capitalize; usually followed by the year of the event; abbreviate as CY plus the year (*CY14* or *CY2014*)
 - Canadian Ministries (CM)
 - Canadian Foodgrains Bank (CFGB) – omit *the*
 - Communications Office
 - Distribution Services (often referred to as the “mailroom”)
 - Financial Services
 - General Assembly (GA) – capitalize; also capitalize *Assembly* when used alone but refers to General Assembly
 - General Assembly Office (GAO)
 - Gifts of Change – not *Something Extra*
 - *Glad Tidings* – italics
 - healing & reconciliation
 - International Ministries (IM)
 - Justice Ministries (JM)
 - KAIROS: Canadian Ecumenical Justice Initiatives – not *kairos*; often referred to as “KAIROS”
 - Life and Mission Agency (LMA)
 - Ministry and Church Vocations (MCV)
 - PCC Resource Centre
 - Pension and Benefits Board
 - Planned Giving Office
 - Presbyterian Church Building Corporation (PCBC)
 - *Presbyterian Record* – italics; if writing “the *Presbyterian Record*” or “the *Record*,” do not capitalize or italicize *the* before the name
 - Presbyterian World Service & Development (PWS&D) – always use the ampersand (&), not the word *and*, in the name; when using the tag line “the development and relief agency of The Presbyterian Church in Canada” the word *development* should always come before *relief*
 - presbyterian.ca – do not include *www* before the website address

- *Presbyterians Sharing* – italics; do not include ellipsis (...) after the name
- Stewards by Design – not *Stewards By Design*
- Stewardship – not *Stewardship and Education for Mission*
- Support Services
- the Trustee Board of The Presbyterian Church in Canada – always include the word *the* before “Trustee Board”; a capital *T* is not required for *the*
- Women’s Missionary Society (WMS)
- Youth in Mission (YIM)

❖ The following is a list of specialized terms and names significant to the PCC.

- Acts and Proceedings – not italics; or the abbreviation A&P; also referred to as the blue book (not capitalized)
- baptism – lowercase
- Bible, biblical – as a proper name *Bible*, capitalize; as an adjective *biblical*, lowercase
- blue book (see *Acts and Proceedings*)
- body of Christ – lowercase *body*
- Book of Common Worship – not italics
- Book of Forms – not italics
- Book of Praise – not italics
- catholic – lowercase when referring to the universal church; uppercase when referring to the Roman Catholic Church
- church – lowercase, except when it is part of the proper name of a local church or national or international denomination (*St. Andrew’s Presbyterian Church, The Presbyterian Church in Canada*)
- clerk – lowercase; capitalize for Clerks of Assembly only
- committee – lowercase, except when it is part of the proper name of a committee (*Committee on History, International Affairs Committee*)
- communion, eucharist – lowercase; but capitalize *Lord’s Supper, Last Supper*
- convener – not *convenor*
- denomination – lowercase
- *Equipping for...* – italics; lowercase *for*; include ellipsis
- God, Christ, Christian – capitalize; however, the pronouns associated with these words are always lowercase (*he, his, you...*); capitalize alternative names for God and Jesus (*Creator, Sustainer, Holy Parent, Trinity, Messiah, Saviour, Prince of Peace...*)
- gospel, good news – lowercase
- heaven – lowercase
- HIV and AIDS – not *HIV/AIDS*
- Holy Spirit – capitalize (see also *spirit*)
- hymnbook – one word, lowercase
- interfaith – one word, not hyphenated
- kingdom of God, God’s kingdom/realm/reign – lowercase *kingdom, realm, reign*
- Leading with Care

- *Living Faith* – italics
- Management team
- minister – lowercase
- minister of Word and Sacraments – lowercase *minister*; capitalize *Word* and *Sacraments*
- moderator – lowercase, except when referring to the moderator of a specific General Assembly or naming the moderator of the General Assembly (*Moderator of the 135th General Assembly, Moderator Harvey Self*)
- national office – not *Church Offices* or *head office*
- Old Testament, New Testament – capitalize
- *The Presbyterian Message* – italics
- presbytery, presbyterial – lowercase, unless it is part of the proper name of a presbytery (*Presbytery of Cape Breton*)
- *PWSDevelopments* – italics
- *ProVisionaries* – italics
- psalm – lowercase, except when naming the book of the Bible
She recited Psalm 23, the only psalm she had memorized.
- resurrection – lowercase
- Reverend (Rev.) – always include *the* before *Reverend*; the abbreviation *the Rev.* may also be used; if the person also has a doctorate, use the abbreviated method (*the Rev. Dr. John Vissers*); use the title with first mention of the person's name, and include the person's first name (do not write *the Rev. Vissers*); after first mention, refer to the minister as Mr., Ms., Miss, Mrs. or Dr. and last name, or by first name only
The Reverend Stephen Kendall works at the national office. Mr. Kendall is also a member of the band called Lost Pilgrims.
We welcomed the Rev. Dr. Rick Fee to our church. Rick said he was happy to join us.
- sacrament – lowercase
- scripture, scriptural – lowercase
- season (Christmas season, season of Lent) – lowercase *season*, but capitalize *Advent, Christmas, Lent, Easter*; lowercase seasons of the year: *spring, summer, fall, winter*
- Session (of a congregation) – capitalize
- shalom – lowercase
- spirit – capitalize only when used in reference to God or as an abbreviated reference to the Holy Spirit; otherwise lowercase
The Spirit of God moved over the face of the waters.
The entire congregation was filled with the Spirit.
Sarah immediately sensed the spirit of the group.
- Sunday school, church school – lowercase all words except *Sunday*
- synod, synodical – lowercase, unless it is part of the proper name of a synod (*Synod of British Columbia*)
- Word, Word of God, God's Word – capitalize *Word* only when used in reference to the Bible or to God the Son (as in John 1:1ff).

❖ The following is a list of words that have been identified as having frequent use in PCC resources. For consistency, follow the styles below.

- email – lowercase, one word, no hyphen
- First Nations, Métis, Inuit, Aboriginal, Indigenous – capitalize
- health care (noun); health-care (adjective)
- home-based – hyphenated, as in *home-based care*
- Internet – capitalize
- live streaming – two words
- online – lowercase, one word, no hyphen
- percent – one word, not *per cent*
- program – not *programme*
- self-help – hyphenated, as in *self-help group*
- water-borne – hyphenated, as in *water-borne diseases*
- web page – lowercase, two words
- website – lowercase, one word, no hyphen
- worldwide – lowercase, one word, no hyphen; but World Wide Web
- web – lowercase

Biblical Citations

- ❖ Capitalize and use roman type (not italics) for all names of the Bible and its books and divisions.
- ❖ Always spell out the name of the book in text. It is also preferred to spell out the name in parenthetical references.
- ❖ Lowercase *book* in *book of Genesis*, or rephrase to avoid using the term.
- ❖ Always use arabic numerals, not roman numerals, for book, chapter and verse numbers.

1 Corinthians
John 2:6–10
Verse 5 says, “He called on the Lord.”

Exception:

Spell out the number at the beginning of a sentence.

First Corinthians...

- ❖ Separate chapter number and verse by a colon, no spaces (John 8:15). Within a chapter, use an en dash between verses (John 8:14–15). From one chapter or book to another, use an en dash with a space on both sides (John 8:14 – 9:3).
- ❖ Include in-text references inside the sentence but outside the quotation marks.

“Those who had arrested Jesus...had gathered” (Matthew 26:57).

- ❖ Spell out *verse* or *verses* in text, but abbreviate (*v.* or *vv.*) in parentheses.

Verse 5 says, “He called on the Lord.”
“So they glorified him...he wiped out his enemies on every side” (vv. 5–6).

- ❖ The New Revised Standard Version (NRSV) is the official Bible standard for The Presbyterian Church in Canada. The following notation should be added to the credits page of every Presbyterian Church in Canada publication that contains biblical quotations, unless the author has purposely chosen another translation.

Unless otherwise cited, all biblical references are from the New Revised Standard Version of the Bible, © 1989 by the Division of Christian Education of the National Council of the Churches of Christ in the United States of America. All rights reserved. Used by permission.

- ❖ Capitalize the names of versions and editions of the Bible. Mark any references other than NRSV with abbreviations of the title in parentheses following the verse(s).

Bible versions

ASV	American Standard Version
CEV	Contemporary English Version
GNB	Good News Bible (Good News Translation/Today's English Version)
JB	Jerusalem Bible
KJV	King James Version
	The Message (<i>no abbreviation</i>)
NASB	New American Standard Bible
NEB	New English Bible
NIV	New International Version
NKJV	New King James Version
NRSV	New Revised Standard Version
Phillips	J. B. Phillips Modern English Version
RSV	Revised Standard Version
TLB	The Living Bible

Abbreviations, Contractions and Possessives

Abbreviations

- ❖ An abbreviation is a deliberate shortening of a longer word, usually a name, to a shorter written form, or often to a set of initials. Some abbreviations that reduce to initials are pronounced as initials, and some become words: DVD, RCMP, USA; but AIDS, NASA, NATO, scuba...

- ❖ Always put a period after those abbreviations that are still pronounced in full.

Dr., Rev., Mrs., Ms., Mr., Jr.

- ❖ Never put periods between abbreviations that are pronounced as words in their own right.

AIDS, NASA, NATO, scuba...

- ❖ Abbreviations that are sounded out as initials require judgement. In general, leave out the periods if possible: HIV, PCC, RCMP, UN. But beware of abbreviations that could be misunderstood; you can write USA without confusing anyone, but US could mean either *United States* or an emphatic *we*.

- ❖ Abbreviations that may be unfamiliar to some readers should be spelled out at first occurrence. In such instances, the abbreviation follows the spelled-out term, in parentheses.

Presbyterian World Service & Development (PWS&D) has launched an urgent appeal. Donations may be made to PWS&D in several ways.

- ❖ See Appendix I (p. 54) for abbreviations commonly used by The Presbyterian Church in Canada.

- ❖ In general, avoid using Latinate abbreviations in text. It is often better to spell out what is intended. When using these abbreviations, be sure you know the meaning (*e.g.* and *i.e.* do not mean the same thing; see p. 41). Set Latinate abbreviations in roman, not italics.

cf. = compare

e.g. = for example

etc. = and so on/and so forth

f. and ff. = and following

i.e. = that is

vs. = versus

Note:

The abbreviations *e.g.* and *i.e.* are always followed by a comma in text.

Try learning a winter sport, e.g., skiing or snowboarding.

He returned to his home country, i.e., India.

- ❖ In biblical or page-number citations where *f* or *ff* is used, close up the space between the numeral and *ff*. In these instances, the period may be omitted.

John 5:12ff

- ❖ **Time**

- For time of day, use lowercase with periods for the abbreviations for morning and evening.

9:57 a.m.

6:30 p.m.

Note:

Never write 9:15 a.m. in the morning or 11:10 p.m. at night, as this is redundant. Use one or the other (*9:15 a.m.*, *11:10 at night*).

- *O'clock* means “of the clock,” with all the missing letters represented by the apostrophe. Restrict the use of *o'clock* to rounded hours, usually written out in full.

nine o'clock

- Write 10 a.m., not 10:00 a.m.
- There are six time zones in Canada. Capitalizations and abbreviations are as follows.

Standard Time zones

Newfoundland standard time (NST)
 Atlantic standard time (AST)
 eastern standard time (EST)
 central standard time (CST)
 mountain standard time (MST)
 Pacific standard time (PST)

Daylight Saving Time zones

Newfoundland daylight time (NDT)
 Atlantic daylight time (ADT)
 eastern daylight time (EDT)
 central daylight time (CDT)
 mountain daylight time (MDT)
 Pacific daylight time (PDT)

- Daylight Saving Time begins on the second Sunday in March and ends on the first Sunday in November. Winter/Standard Time runs from the first Sunday in November to the second Sunday in March. Spell out time zones when they are not accompanied by a clock reading.

Newfoundland daylight time
 11 a.m. MST

- Capitalize Newfoundland, Atlantic and Pacific time zones when spelled out. Other time zones – eastern, mountain and central – are lowercase.

There is a three-hour time difference between Atlantic standard time and mountain standard time.

❖ **Provinces/states**

- Use standard postal abbreviations in addresses.

AB, BC, MB, NB, NL, NT, NS, NU, ON, PE, QC, SK, YT

50 Wynford Drive, Toronto, ON M3C 1J7

See usps.com/send/official-abbreviations.htm for a list of state abbreviations.

- For Canadian provinces and territories listed within text, you can write out the full province name, use the abbreviations listed below, or use postal abbreviations. Use abbreviations only after the name of a community. Be consistent within a document.

Alta.	N.B.	N.S.	P.E.I.	Yukon
B.C.	N.L.	Nunavut	Que.	
Man.	N.W.T.	Ont.	Sask.	

- Use a comma to separate the name of a province or state from a city name.

The conference was held in Winnipeg, Man.

- For large, well-known cities, the province or state name may be omitted. It may also be desirable to omit province and state names when numerous city names appear close together.

❖ **Units of measure**

- Do not use a period with abbreviations of units of measure.

3 kg, 200 km, 16°C, 60 km/h

Exception:
m.p.h.

Contractions

- ❖ A contraction is a shortening of two words that reflects common speech patterns: it's (it is), isn't (is not), won't (will not), can't (can not). For this reason, the use of contractions is especially common when writing or reproducing dialogue. However, the use of contractions is permissible in all text where a colloquial style is appropriate for the publication.

- ❖ Some words can be both contracted or abbreviated or spelled out in full. The preference is for words to be spelled out in full.

television	<i>preferred to</i>	TV
okay	<i>preferred to</i>	OK

Possessives

- ❖ Almost all singular nouns become possessive by adding apostrophe *s*, including singular nouns that end in *s*.

the man's hat, Mary's purse, James's coat, the witness's testimony

Note:

Do not add apostrophe *s* to biblical and classical names that end in *s*, such as Jesus, Moses, Socrates and Ulysses; use Jesus', Moses', Socrates' and Ulysses'.

- ❖ Most plural nouns already have an *s* on the end, so you simply add an apostrophe after the *s*. For plural nouns that do not end in an *s*, add apostrophe *s*.

citizens' rights, kittens' toys, elders' meeting
children's time, men's breakfast, people's choice

- ❖ Where the usage is more descriptive than possessive, omit the apostrophe.

a board of directors meeting

- ❖ Use a single apostrophe for joint possession, separate apostrophes for separate possession.

Bill and Susan's store, Pierre's and Marie's shoes

- ❖ A group of words used to express a single idea takes an apostrophe on the last word only, although many such phrasings should be avoided.

the government of Canada's policy, her mother-in-law's car

- ❖ Do not use an apostrophe when creating the possessive form of the pronoun *it*.

Each toy came in its own little box.

- ❖ In general, inanimate objects take an *of* phrase rather than an apostrophe.

the colour of the coat, *not* the coat's colour
the time of the meeting, *not* the meeting's time

Numbers and Letters

Numbers

- ❖ In general, spell out zero and whole numbers from one to nine in full (the “spell-out rule”). Use arabic numerals for 10 and above.

There were nine girls and 11 boys in the class.

- ❖ In numbers of four or more digits, use a comma between groups of three digits, counting from the right.

1,000; 50,000; 2,450,000

Do not use commas in addresses, page numbers or years.

1422 Yonge Street; page 1037 of the report; born in 2005

- ❖ The spell-out rule varies with large numbers, as follows:
 - Always spell out the words *hundreds* and *thousands* (i.e., when the words are used in their plural form).

People gathered in the hundreds and thousands.
The project cost the company tens of thousands of dollars.

- Spell out *thousand* (singular) only when an author writes “a thousand.”

One picture is worth a thousand words.

- Otherwise always use numerals.

1,000; 50,000; 950,000

- Use the spell-out rule with *million* and *billion*.

six million, 15 billion

- ❖ Do not start a sentence with a numeral. If it’s a simple number, spell it out. If the number is complex or a year, rewrite the sentence to avoid having to start with a number.

Twenty exceptions tend to test any rule.

- ❖ In a colloquial or folk saying, it is permissible to spell out numerals, even if doing so conflicts with the general rules outlined here.

Four and twenty blackbirds baked in a pie.
The years of a man's life are four score and twenty.

- ❖ Ordinals: apply the spell-out rule. Ordinals should be set in the same size and font as the body text. Do not use superscript.

eighth century, 18th century
fifth position, 50th position
Canada finished 27th in the international marathon.
Canada finished seventh in men's hockey.

Many software programs automatically convert an ordinal into superscript. This setting can be easily adjusted. In Microsoft Word, on a PC, go to Word Options > Proofing > Auto Correct Options > Auto Format. Uncheck the box for ordinals. On a Mac, go to Preferences > AutoCorrect > AutoFormat as You Type. Uncheck the box for ordinals.

- ❖ If you abbreviate a number (such as a decade or year), use an apostrophe to indicate the missing numbers.

That happened in the '60s; the summer of '98

Exception:

Mary and her youth group attended CY14 at Brock University.

- ❖ If you make a number plural, do not insert an apostrophe immediately after the number.

That happened in the 1960s.

Fractions and Percentages

- ❖ The preference is to use metric measurements in PCC resources.
- ❖ Spell out amounts less than one, using hyphens between the words.

two-thirds; four-fifths; one-half

If your keyboard has a $\frac{1}{2}$ or $\frac{1}{4}$ key, do not use them. Instead use numerals 1/2, 1/4, etc. Many software programs automatically convert fractions into fraction characters. This setting can be easily adjusted. In Microsoft Word, on a PC, go to Word Options > Proofing > Auto Correct Options > Auto Format. Uncheck the box for fractions. On a Mac, go to Preferences > AutoCorrect > AutoFormat as You Type. Uncheck the box for fractions.

- ❖ For decimal fractions, use numerals regardless of the size of the number.

two parents and 2.3 children

- ❖ When dealing with percentages, you may either spell out the word *percent* or use a percent sign. If you spell out the word percent, apply the spell-out rule to the number.

six percent, 53 percent

If you use a percent sign, always use a numeral with it, regardless of the number size.

6%, 53%

Currency

- ❖ If a currency symbol is used, the numeral is also used, regardless of the size of the number.

\$8; \$17.50; \$7,000; \$3 million; \$75 million

Note:

Whenever possible, convert amounts to Canadian dollars. The C\$ is usually only necessary on first reference. Use US\$ for U.S. dollar figures.

- ❖ If the currency or unit of currency is spelled out, apply the spell-out rule to the number.

eight cents, eight dollars, three million dollars, 75 million dollars

- ❖ Add decimal points for cents; do not add them if there are no cents involved. If the price involves cents only, do not use either a dollar sign or a cents sign; write out the word *cents*.

The GST on that came to \$7.89.

The tickets cost \$18.

The oranges cost 27 cents each.

Exception:

In a series where one number must include decimal points, include decimals in all the numbers in the series.

They earned \$6.00 more than her earnings of \$55.90.

Units of Measure

- ❖ When dealing with units of measure, you may either spell out the unit or use an abbreviation. If you spell out the unit of measure, apply the spell-out rule to the number.

two kilometres	200 kilometres
three degrees	15 degrees

If you abbreviate the unit of measure, always use numerals regardless of the size of the number.

2 km	200 km
3°C	15°C

Dates

- ❖ For months used with a specific date, abbreviate only *Jan.*, *Feb.*, *Aug.*, *Sept.*, *Oct.*, *Nov.* and *Dec.*

Oct. 1, 1999, was a Friday.
January 2006 was wet.

- ❖ In a tabular manner, use these forms without periods:

Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

- ❖ Days of the week are abbreviated only in tabular matter and without periods. Avoid using *Sun.*, *Mon.*, *Tues.*, etc.

Sun, Mon, Tue, Wed, Thu, Fri, Sat

- ❖ Use commas to separate day, month and year, and after the year, but not when only the month and year are stated.

January 21, 1997, in St. Paul
January 1997

- ❖ Do not use *th*, *st*, *nd* with dates.

January 16 *not* January 16th
March 1 *not* March 1st
April 2 *not* April 2nd

- ❖ When using the all-numeral style of writing dates, put the month first followed by the day and then the year (MM/DD/YY).

01/22/15 (January 22, 2015)
09/03/2017 (September 3, 2017)

- ❖ “AD” is acceptable in all references for “anno Domini” (Latin for *year of the Lord*) and “BC” is acceptable for “before Christ.” AD precedes the year; BC follows it.

AD 410, 300 BC *but* 12th century AD

Time

- ❖ For time of day, any of the following styles are permissible.

nine o'clock
9:57 a.m.
6 p.m.

Use lowercase with periods for the abbreviations for morning and evening. Restrict the use of *o'clock* to rounded hours, usually written out in full.

- ❖ For a span of time, include zeros for even hours and include *a.m.* or *p.m.* only once, as needed.

6:00 – 6:30 a.m.
9:00 a.m. – 5:00 p.m.
6:45 to 7:15 p.m.

- ❖ Hours and minutes should be separated by a colon, with no space following. This distinguishes time from decimal points.

Pi equals 3.14159.
Pie will be served at 6:30 p.m.

Page Citations

- ❖ Always use numerals and include in-text page number citations inside the sentence but outside the quotation marks. Use *p.* to cite a single page (*p. 88*) and *pp.* to cite multiple pages (*pp. 88–92*).

“In God’s service true freedom is to be found” (p. 7).

Letters

- ❖ When referring to a letter as an alphabetical character in print or online, style it in italics and use uppercase or lowercase forms as appropriate. An apostrophe is used for the plural form (“When you wrote *ballot* you included three *l’s*”) but is generally not necessary when using uppercase, except when “s” alone would be confusing.

The two *Vs* look like a *W*
She got eight A’s and two B’s on her last report card.

Note:

For idioms (“mind your p’s and q’s”), grade letters in educational contexts and musical pitches (“This song is in D”), italics are not generally used.

Formatting

Italics

- ❖ Non-English words and phrases and transliterations that are commonly used and understood in English should be set in roman type, not italics. Generally, if the word or phrase is listed in the *Oxford Canadian Dictionary* in roman type, do not italicize. Use italics for unfamiliar non-English words or phrases that are not listed in *Oxford Canadian Dictionary* or that appear in italics in the listing.

ad hoc, agape, á la carte, en masse, raison d’etre
objet d’art, nec tamen consumebatur

- ❖ Use italics for titles of books, periodicals, movies, plays and television series.
- ❖ Use italics for emphasis.

She is a *remarkably* intelligent woman.

- ❖ Use italics for words as words. Alternatively, quotation marks may be used, in which case, do not use italics.

Creator refers to one who creates.
“Creator” refers to one who creates.

- ❖ When discussing translations of non-English terms, use italics for the non-English word and put the English translation in quotation marks.

The Greek word *logos* translates as “word.”

- ❖ If text is already set in italics, then revert to roman type to set apart the word or phrase.

She is a remarkably intelligent woman.

- ❖ All punctuation marks should appear in the same font – roman or italic – as the main text surrounding it, not simply the preceding word. Therefore, punctuation should be set in italics only when it belongs to a title or an exclamation. This includes question marks, exclamation points, colons, semicolons, parentheses and quotation marks.

Have you read *Ender’s Game*?
Blade Runner was inspired by the novel *Do Androids Dream of Electric Sheep*?
She hasn’t been home in *three years*!
Suddenly he yelled, “*Ouch!*”
The national church fund (*Presbyterians Sharing*) supports many ministries.

- ❖ See “Specialized Names and Terms” (p. 18) for particular uses of italics within The Presbyterian Church in Canada.

Bold

- ❖ Use bold only for titles and subheadings.
- ❖ Do not use bold for emphasis. Use italics.

Underlining

- ❖ Avoid underlining text. Underlining may be used as an indication to the designer that the underlined text is to appear in italics, but avoid this method unless it is the only option.
- ❖ Do not underline website addresses. Online, web addresses appear as coloured text with an underline only on the rollover.

Quotations

- ❖ Reproduce quotations exactly, even though spelling and style may differ from this style guide. If something within the quote is in error, place the word “[sic]” in italics and brackets immediately after the error. It is permissible, however, to change initial letters to lowercase or uppercase as the syntax demands. It is also permissible to change the final punctuation to fit the text. (In legal and scholarly works, any change in capitalization is indicated by brackets: *[R]evolution*. Avoid this method.)
- ❖ Put quotation marks around unfamiliar terms on first reference.
- ❖ Put quotation marks around words used ironically.

The “friendly” soccer game ended with two players injured.

Prose

- ❖ As a general guideline, set off as a “block quotation” prose quotations of three or more lines. Set first line flush left, and do not use a hanging indent. Do not use quotation marks around a block quotation. If there are quotations within the excerpt, use double quotation marks (and single within those, if necessary). Insert a blank line space before and after.
- ❖ Quotations of fewer than three lines in length should be embedded within the text. Place quotation marks around the entire quotation, and punctuate according to the style outlined above.

Poetry/Song Lyrics

- ❖ When quoting a single line from a poem or song, run the line into the body text and enclose the line in quotation marks.

Dylan Thomas remembered his childhood: “About the lilting house and happy as the grass was green.”

- ❖ If running one or two lines into the text, use a slash (/), with a single space on either side, to mark the end of one line and the beginning of another.

Andrew Marvell’s praise of John Milton, “Thou hast not missed one thought that could befit, / And all that was improper dost omit.”

- ❖ Set off three or more lines of poetry (or song lyrics) as an excerpt. Reproduce faithfully all line indentions, spelling, capitalization and punctuation. If line width does not permit this, then use a short indent for run-on lines.

The time will come when,
with elation,
You will greet yourself arriving
at your own door...

Language and Word Usage

Inclusive Language

- ❖ “Justice opposes prejudice in every form. It rejects discrimination on such grounds as race, sex, age, status, or handicap...[and]...stands with our neighbours in their struggle for dignity and respect...” (*Living Faith* 8.4.6). Acknowledging this, great care should be taken to avoid language that is demeaning or that stereotypes others on the basis of sex, race, ethnicity, sexual orientation, class, income, geography, mental and physical characteristics, and age. The language we use not only reflects our thinking but also shapes it.
- ❖ It is the policy of the national office of The Presbyterian Church in Canada that inclusive language is to be used in reports, presentations, worship resources and official communications.
- ❖ For more information, consult The National Office Inclusive Language Guidelines.
- ❖ The use of masculine pronouns when referring to God should be avoided where possible so that an image of God that is exclusively male is not cultivated. In many cases, the word *God* can be substituted for the masculine pronoun. Otherwise, rewrite the sentence to avoid the masculine pronoun.

God is good; his love endures forever.

becomes

God is good; God’s love endures forever.

In his Holy Word, God says that he has redeemed us and called us by name.

may be rewritten as

In scripture, God says, “I have redeemed you; I have called you by name.”

Isaiah records that God redeems us and calls us by name.

- ❖ Metaphors used in reference to God should reflect the variety of language found in the scriptures. While the term “Father” is the most employed metaphor and title for God in worship, it is not the most frequently used in the Bible. Among the more frequently used images for God in the Bible are Creator, Light, Strength, Power, Healing One, Tower of Strength, Mighty One, Shepherd, Deliverer, Loving Kindness, Potter, Dwelling Place, Redeemer, Radiant, God of Peace, Living God, Lawgiver, Consuming Fire, Almighty. Aside from Father, King and Lord, there are many other non-gender-specific biblical images that can be used when referring to God, such as Guide, Judge, Healer, Advocate, Friend and Saviour.

❖ Personal pronouns

Avoid gender-exclusive words and pronouns when referring to human beings broadly as a group. Whenever possible, rewrite the sentence to make the pronoun plural or omit the pronoun altogether.

A good teacher learns from his students.
The supervisor consults with his staff.

may be rewritten as

Good teachers learn from their students.
The supervisor consults with the staff.

- The alternative constructions of *he or she/she or he* and *his or her/her or his* are acceptable. The formal usage of *one* should be avoided. Some authors choose to switch between the masculine and feminine throughout the document, though this can be confusing to the reader.

A good teacher learns from his or her students.
In everything the supervisor does, she or he must act with integrity.

However, as these constructions make the text awkward and wordy, they should be avoided. Consider rewriting.

Good teachers learn from their students.
In everything, the supervisor must act with integrity.

- Personal pronouns should agree in number with their antecedents.

Each student must complete his or her own work.
Students must complete their own work.

An exception to this rule occurs in informal speech: plural pronouns (*they, them, their, theirs, themselves*) are frequently used as common-gender singular pronouns to refer back to indefinite pronouns (*everyone, everybody, anyone, someone, somebody, no one, nobody*).

Anyone who goes on this trip must pay their own way.

While technically incorrect, authors and editors may use this device sparingly.

Preferred:

All who go on this trip must pay their own way.

Split Infinitives

- ❖ Avoid splitting infinitives (*to wait, to go, to listen*) with adverbs when it is not necessary.

I asked you to wait patiently for me.

not

I asked you to patiently wait for me.

However, it is acceptable to use split infinitives where rephrasing to avoid them would render the sentence awkward or change its meaning.

Learning how to truly listen involves a whole lot more than simply developing a few skills.

Learning how truly to listen involves a whole lot more than simply developing a few skills. (*This version is awkward.*)

Learning how to listen truly involves a whole lot more than simply developing a few skills. (*This version changes the meaning of the sentence.*)

Ending a Sentence with a Preposition

- ❖ Most of us were taught to never end a sentence with a preposition, but this is an unnecessary restriction. Ending a sentence with a preposition often sounds more natural and may even improve the clarity of the sentence.

This is the moment we've been waiting for.

Showing integrity is something to be proud of.

This experience will give you something to talk about.

not

This is the moment for which we've been waiting.

Showing integrity is something of which to be proud.

This experience will give you something about which to talk.

Simplifying Text

- ❖ Avoid using unnecessarily complicated words or phrases in favour of simpler, well-established terms.

use	<i>not</i>	utilize
before	<i>not</i>	prior to
later	<i>not</i>	subsequently
amid	<i>not</i>	amidst
among	<i>not</i>	amongst
prevent	<i>not</i>	preclude

- ❖ Be careful with using the plural form of certain words when the singular should be used instead.

a criterion	<i>not</i>	a criteria
a phenomenon	<i>not</i>	a phenomena

- ❖ Avoid redundant phrases.

collaborate	<i>not</i>	collaborate together
unanimous	<i>not</i>	completely unanimous
end	<i>not</i>	end result
bonus	<i>not</i>	extra bonus
at present/now/at this time	<i>not</i>	at the present time
notice	<i>not</i>	advance notice
outcome	<i>not</i>	final outcome
because	<i>not</i>	due to the fact that

- ❖ Avoid extraneous prepositions.

That's too small *of* a shirt for you.

Commonly Misused Words

- ❖ The following words are commonly misused. For a more extensive list of commonly misused words, refer to the *Chicago Manual of Style*.

affect/effect – *Affect* is a verb meaning to influence or have an effect on; *effect* is a noun meaning the result or consequence of an action.

altar/alter – The *altar* is the table used for sacramental purposes; to *alter* something is to change it.

compliment/complement – A *compliment* means a kind word, or praise. To *complement* means to match, correspond or complete. An editor *compliments* a writer on a good job; the editor's skills *complement* those of the writer.

counsellor/councillor – A *counsellor* is an advisor or person who gives guidance. A *councillor* is a member of a council.

discreet/discrete – *Discreet* is to be circumspect or tactful, as in keeping a *discreet* silence; *discrete* means separate or distinct, as in having three *discrete* chores to do. Keep in mind that *discreet* can have connotations of secretive or surreptitious behaviour.

ensure/insure – You *ensure* that you have enough gas in your car to get to work, but you *insure* your car against collision damage.

ex-patriot/expatriate – Using the text *ex-patriot* would refer to someone who is no longer patriotic. An *expatriate* is someone who lives outside his or her native country.

farther/further – Use *farther* for a physical distance and *further* for a figurative distance. The *farther* I get from home, the *further* I sink into depression.

hoard/horde – *Hoard* refers to treasure. *Horde* connotes to a throng, mob or rabble.

i.e./e.g. – *i.e.* means “that is”; *e.g.* means “for example.” Always put a comma after either of them.

immigrate/emigrate – To *immigrate* is to come as a permanent resident to a country, leaving a home country; to *emigrate* is to leave a home country to go live in another. A person who left India to come live in Canada is an *immigrant* here, and an *emigrant* there.

imply/infer – The writer or speaker *implies*; the reader or listener *infers*. If I were to *imply* that you should read this style guide, you might *infer* that there were mistakes in your recent publication.

its/it’s – *Its* is a possessive; *it’s* is the contraction of “it is.”

lay/lie – *Lay* means to put or to place; it is something done to something else. *Lay* the book on the table. (Past tense: *laid*. He *laid* the book on the table. Past participle: *laid*. He had *laid* the book on the table.) *Lie* means to recline or be at rest. *Lie* down for a nap. (Past tense: *lay*. She *lay* down for a nap. Past participle: *lain*. She had *lain* down for a nap.)

less/fewer – Use *less* to refer to amounts, and *fewer* to refer to countable things. There would be *less* traffic congestion if *fewer* people drove to work.

pour/pore – You *pour* water; readers *pore* over a manuscript.

principal/principle – *Principal* is the first in order of importance (*the country’s principal cities*) or in reference to money it means the original sum invested or lent (*principal investment*). A *principle* is a fundamental truth or defining concept.

prophecy/prophecy – *Prophecy* is the verb; *prophecy* is the noun. Many pundits have *propheied* Apple’s demise, but their *prophecies* have not materialized.

reign/rein/rain – A monarch *reigns*. You use *reins* to *rein* in a horse, or, perhaps, an economy. *Rain* falls from clouds.

sight/site/cite – A *sight* is something worth seeing; a *site* is a place or location. *Cite* means to quote a passage or summon to court.

there/their/they’re – *There* refers to a place; *their* is a possessive; *they’re* is the contraction of “they are.”

whose/who’s – *Whose* is a possessive; *who’s* is the contraction of “who is.”

your/you’re – *Your* is a possessive; *you’re* is the contraction of “you are.”

Troubleshooting

❖ The following words/phrases can be particularly problematic.

a while vs. awhile

“A while” is a time meaning “a length of time” and is a noun. “Awhile” means “for a time” and is an adverb. You can replace “a while” with another article-noun combination, such as “a year.”

I slept for a while.

You can replace “awhile” with another adverb such as “briefly” and the sentence still makes sense.

I slept awhile before dinner.

affect vs. effect

Generally, “affect” is a verb and means “to influence” (*The rain affected my hairdo*) or “to act in a way that you don’t feel” (*Jessica affected an air of superiority*). The word “effect” is a noun that means “a result.”

The effect was eye-popping.

The sound effects were incredible.

The weather had no effect on the performance.

amount vs. number

Use *number* when referring to things that can be counted individually, and *amount* when referring to mass or volume or things that can’t be quantified. You can count the *number* of tires on a truck, and measure the *amount* of air in them.

amount of water, money, time, noise, work, joy...

number of drops, coins, hours, birds, students, calls...

bad vs. badly

“Badly” is an adverb (*She handled the news badly*). “Bad” is most familiar as an adjective but it can also be an adverb and therefore cause confusion. In adjectival form, “bad” provides detail about the noun it modifies (*I have a bad feeling about this*). As an adverb, “bad” modifies the preceding verb (*Now I don’t feel so bad about it*).

Quick tip:

Test which adverbial form to use by replacing “badly” with a synonym, such as “poorly” (*She handled the news poorly*). If it sounds correct, you can use it. If you replaced “badly” with “poor,” the sentence wouldn’t make sense (*She handled the news poor*).

The same works for “bad” if you try it with another synonym. “Now I don’t feel so *terribly* about it” or “Now I don’t feel so *terrible* about it.” The correct word would be “bad.”

I vs. me

I is the subject of the sentence, the doer; *me* is the object of the sentence, having something done to me. Mistakes are most often made when talking about more than one person. To check which to use, listen if the sentence sounds right with a single pronoun. You wouldn’t write “Me is going home,” so don’t write “Me and Tom are going home.” You wouldn’t write, “Come with I,” so don’t write, “Come with Tom and I.”

Prepositions (such as *above*, *about*, *across*, *beneath* and *between*) can confuse things. Pronouns become objects of the prepositions they follow and that is why a sentence like “Just between you and me” is correct.

more than vs. over

Generally, “more than” is preferred with numerals; “over” is preferred with spatial relationships.

He made more than \$100 in sales.

She jumped over the hole.

that vs. which

Use *that* and *which* when referring to places, objects and animals. *That* introduces a clause that defines its antecedent (restrictive/essential clause); the clause should never be set off by commas.

This is the house that Jack built.

Which introduces a non-restrictive clause, which is one that adds information but is not necessary to understanding the meaning of the main clause; a non-restrictive/non-essential clause is always set off by commas.

Jack’s house, which he built himself, is much admired by his neighbours.

who vs. whom

Who is a subject and the pronoun used for reference to human beings and animals with names.

Who is coming to the party?

The woman who called me was my friend.

Whom is used when someone is the object of a verb or preposition.

With whom do you wish to speak?

The girl to whom the car was given drove it to the store.

Quick tip:

Try substituting *he* (subject) and *him* (object) to determine which pronoun makes more sense. For example, “Who/whom were you yelling at?”

I was yelling at *he*.

I was yelling at *him*.

The correct choice is “him” (which ends in *m*, like “whom”) so the question should be, “Whom were you yelling at?”

“Who/whom won the award in 2013?”

He won the award.

Him won the award.

The correct choice is “he” so the question should be, “Who won the award in 2013?”

Voicemail and Email Best Practices

Voicemail

- ❖ It is preferred that you update your voicemail on a daily basis to alert callers as to whether or not you are in the office. Always leave a voicemail message indicating if you are available and whether or not you are checking messages. Also include instructions on what to do if the caller needs immediate assistance.
- ❖ A good voicemail message needs to say who you are (so the caller knows they have reached the right person), say that you are not available and remind the caller to leave their name and phone number along with a message about why they are calling.
- ❖ It is helpful to tailor your voicemail for the occasion. Have you simply stepped away from your desk? Are you out of the office for a month? Are you attending meetings all day? Adjust your voicemail accordingly so callers can understand if they should speak to someone else or briefly wait for your return.
- ❖ In your voicemail message, assist callers by giving them options. The following options are helpful to include:
 - *8 to transfer from one extension to another
 - 0 or *0 to go back to the switchboard
- ❖ The new phone system enables you to receive an email notice every time a voicemail message is left for you. Speak to the Computer Systems Manager to activate this feature.
- ❖ Speak clearly and be brief and to the point. Avoid background noise and don't talk too quickly. Listen to your message after you have recorded it. Re-record if necessary.
- ❖ Check your voicemail regularly and respond to callers promptly.
- ❖ Always let reception know when you will be out of the office and/or travelling for a period of time and where calls should be directed while you are away.
- ❖ Sample voicemail message for external/all calls:

You've reached the voicemail for Barb Summers in the Communications Office of The Presbyterian Church in Canada. I'm in the office today but will be attending a number of meetings. Please leave me a detailed message including your name and phone number, and I'll get back to you as soon as possible. If you would like immediate assistance, you can speak to Pat Martin by pressing star-eight (*8) followed by three-three-zero (330). If you would like to return to the switchboard, please press zero.

Email

- ❖ Electronic mail (email) is a frequently used and preferred communication tool. When handled properly, email improves productivity and allows staff to work more efficiently. Improper use of email can lead to confusion and create more work. It is the responsibility of every staff member to use email appropriately and professionally.
- ❖ Remember that when you are communicating with our constituency, you are representing The Presbyterian Church in Canada. Your email may be the recipient's only "face" to the national office.
- ❖ As much as possible, refrain from using your work email account for personal email.
- ❖ Remember that email is not private. Choose your words carefully, especially around sensitive, controversial or emotional issues. Email on your office account is considered the property of The Presbyterian Church in Canada and can be retrieved even after it has been deleted.
- ❖ The size of attachments able to be shared by email is limited. If you need to send/receive large email attachments, speak to the Computer Systems Manager or Communications Office for assistance.

Note:

Special care should be taken to safeguard the integrity of the computers and computer systems at national office. Emails that contain attachments (especially with programs) and files downloaded from the Internet may be susceptible to viruses. If you are unsure or suspicious about an email message, attachment or file, delete it immediately and contact the Computer Systems Manager.

- ❖ Consult the Computer Policy for more information.
- ❖ **Do:**
 - Make subject lines clear and specific. If a deadline is involved, include it in the subject line. If you're tagging on from an older email, update the subject line and remove unnecessary information to keep it clean and succinct. Avoid using a blank subject line, as this isn't helpful to the reader.
 - Ensure the email is easy to read. Use a font size of at least 10 pt; 12 pt is preferred, as are standard black fonts. Consider breaking up the text into short paragraphs, using sub-headings and lists to make the text easier to read. Large paragraphs in email are difficult to read.
 - Be aware of your tone. Email is quick and efficient, but sometimes it is difficult to convey tone in a message. The recipient of your message cannot hear or see you, so check to make sure your tone won't come across as aggressive or defensive.

- Be conscious of sensitive information. The PCC can deal with delicate personnel issues and confidential material – it is important you are careful about who receives the email and how the information is handled.
- Always proof your email message for spelling and other errors. It is easy to hit “Send” but difficult to retract your message, so take the time necessary to ensure your email is free from mistakes and confusing or inaccurate information. Check to make sure you have included the appropriate recipients and any attachments.
- Be careful with using “Reply All,” “Cc” (Carbon Copy), “Bcc” (Blind Carbon Copy) and “High Priority.” These features all have specific purposes and should not be overused. In an email message, the “To:” field is for those you want a response from. The “Cc:” or “Bcc:” field is for those you want to keep in the loop. (The email addresses in blind carbon copies are not revealed to others.) “Reply All” is only used when you want everyone to be aware of your response. Only mark your message as high priority when it truly is.

Note:

Avoid sending messages that say things like “Thanks!” using Reply All. This can clutter the mailboxes of others.

❖ **Don’t:**

- Don’t send large attachments, whenever possible. This can clog up recipients’ mailboxes and slow down the system. Contact the Computer Systems Manager or Communications Office for assistance with sharing large attachments.
- Don’t use all capitals or an overly large font. It can come across as shouting.
- Don’t use coloured backgrounds or watermarks on emails as this often shows up incorrectly in different email programs, appearing as an unusual email attachment. The same issue happens with images in auto signatures, so it is best to avoid inserting them.
- Don’t use a “read recipient” for every message. This can be annoying for recipients and offensive to some.
- Don’t send an email when meeting in person or a phone call would be more appropriate and helpful.

❖ **Smart phones**

- Handling emails on your smart phone can be quick and easy, but this is often when mistakes are made. A hastily written message can cause problems for others. Although you may be in a rush when you compose the message, either take the time necessary to ensure your message is clearly written and helpful, or respond later.

❖ Signatures

- Your email signature should provide sufficient information for readers to know your name, title, the organization you work for and how to contact you. You can set a variety of email signatures.

- Sample email signature:

Barb Summers
Associate Secretary, Communications
The Presbyterian Church in Canada
50 Wynford Drive, Toronto, ON M3C 1J7
1-800-616-7301 or 416-441-1111 ext. 243
bsummers@presbyterian.ca
presbyterian.ca

❖ Out of office

- It is important to use your Out of Office Assistant when you are out of the office, engaged in meetings for most or all of the day, or when you are unable to check messages for an extended period, so others aren't waiting for a response from you. Be sure to indicate the name and extension of someone available who can provide assistance. Remember to set the timeframe for how long the notice should be used or remove it when you are back in the office.

- Sample Out of Office response for external emails:

Thank you for your message. I am currently out of the office, returning Monday, July 29. I will have limited access to email but will respond to your message as soon as I can.

For web-related questions, please contact James Laursen (ext. 268) at jlaursen@presbyterian.ca.

For design and resource-related questions, contact Pat Martin (ext. 330) at pmartin@presbyterian.ca.

Barb Summers
Associate Secretary, Communications
The Presbyterian Church in Canada
50 Wynford Drive, Toronto, ON M3C 1J7
1-800-619-7301 or 416-441-1111 ext. 243
presbyterian.ca

Web Standards

The following information details standards for content published on The Presbyterian Church in Canada's official website at presbyterian.ca.

The objective of web standards is to ensure that the PCC's website has a consistent look and feel by defining quality standards that will be used for all web content. These standards help to ensure that information is presented in a professional, consistent and accessible way.

Questions about the website and/or these guidelines should be directed to the PCC Communications Office.

Writing for the Web

- ❖ People rarely read text presented on the web word for word: they tend to scan through a page and select individual words and sentences. The correct use of bullet points, headings and summary paragraphs throughout a piece of content will ensure that the maximum number of site visitors will read and better understand the information presented.
 - Use plain language.
 - Use short sentences that convey a single idea.
 - Use lists and bullet points whenever possible.
 - Keep text concise and simple.
 - Include the main idea in the first paragraph, and use following text to expand the main point.
 - Avoid using colons and semicolons within a sentence.
 - Always avoid using extraneous, complicated and overly long words.
 - Always include summaries or highlights for longer sections.
 - Use concepts and terminology consistently.
 - Standards of English that are suitable for printed documents are not always suitable for the web. Text should be simpler and easier to digest, ensuring that every user can fully understand the information presented.
 - Use spell-check as a first defense against mistakes. All content (both online and in an attachment) must use the correct grammar and spelling.
 - Avoid having the same information on more than one page. Instead of re-entering information, provide a link back to the original.

Formatting

- ❖ Font size, style and HTML coding is handled automatically by WordPress.
- ❖ Moving and scrolling text should not be used. This does not apply to words that are presented in a graphics format.
- ❖ Setting text in all capitals should not be used. Bolding, bullet points or headings are better for drawing attention to text.

- ❖ Avoid the use of italics, as it can be difficult to read on screens.
- ❖ Links should not appear as underlined except on the mouse rollover. They are identified by a change in font colour.
- ❖ It is not necessary to include “http://” or “www” for web addresses except for less familiar forms such as “ftp://”. When a company uses its web address as its corporate name, capitalize the first letter (Amazon.com). The Presbyterian Church in Canada website should be referenced as “presbyterian.ca.”
- ❖ **Headings/subheadings**
 - Header tags should be used in order to give a document clear and concise structure: <h2> for main headings, <h3> and <h4> for subheadings.
 - The default font should always be used, with the exception of graphic formats.
 - Headings should never be in all capitals. Capitalize principal words and acronyms.
 - Headings and subheadings must clearly reflect content.
- ❖ **Attachments and downloads**
 - Attachments submitted for posting on the website must never contain symbols, such as an apostrophe, in the filename.
 - Word and Excel files should always be saved in the .doc and .xls formats, not .docx or .xlsx
- ❖ **Spacing**
 - Use a single space between sentences.
 - The default text in WordPress handles line spacing automatically, so always use a single hard return between paragraphs.
 - Do not use hanging paragraph indents or first-line indents on regular body text.
- ❖ **Provinces**
 - Use standard postal abbreviations.
AB, BC, MB, NB, NL, NT, NS, NU, ON, PE, QC, SK, YT
- ❖ **Bulleted lists**
 - Use bulleted lists to make long segments of text easier to read, call attention to certain text and help the reader better understand information.
- ❖ **Numbers**
 - See the section on “Numbers” (p. 28).
- ❖ **Dates**
 - Dates must be written in the order month, day, year, e.g., *September 20, 2013*.
 - Do not use “st” “th” or “rd” as in “21st” or “3rd”
 - Always include the year in the first reference or when it is needed for clarity.
 - See p. 31 for more information.

❖ **Congregation name**

- When referring to a congregation within The Presbyterian Church in Canada, always use the format “Name-of-church, location-of-church, province abbreviation,” e.g., *Glenview Presbyterian Church, Toronto, ON*.

❖ **Phone numbers**

- Phone numbers should use hyphens (*1-416-441-1111 ext. 243*). Do not use periods or parentheses to separate numbers.
- Always include the country code for international phone numbers.

❖ **Email addresses**

- Email addresses should appear as a link over regular text or a link using the following anti-spam format: “bsummers [at] presbyterian [dot] ca”

Link Management

- ❖ Links that direct to websites outside the PCC site are to open in a new window, when possible.
- ❖ When text references another page on the site, a link should be available to that page.
- ❖ A broken link appears as strikethrough text. Notify the Communications Office if a broken link is found.

News Items

- ❖ There are three kinds of news items on the PCC website: national news, regional news and obituaries. Submissions are made by completing an online form found on the Contact web page at presbyterian.ca/contact.
- ❖ Refer to the Website Newsfeed Policy for more information.

Posting and Publishing Content

- ❖ It is the responsibility of each department to maintain their section of the PCC website and ensure content is up to date and accurate. It is each department’s job to notify the Communications Office of content they would like updated, added or removed.
- ❖ **Disaster response and presbyterian.ca**
 - If there is a major disaster to which PWS&D and/or the PCC has decided to respond, and this happens on a weekend or during a holiday, the appropriate Associate Secretary/Director will contact the Associate Secretary, Communications, so that a suitable message may be posted on the PCC website in a timely manner.
 - The online donation system will be operational at all times.

Endnotes and Bibliographies

Note:

For reports presented to the General Assembly, the General Assembly Office discourages the use of endnotes, preferring instead that references to scripture, Acts and Proceedings or the Book of Forms be embedded directly in the text.

Endnotes

- ❖ Endnotes may be placed either at the end of each chapter or at the end of the book in a section of their own.
- ❖ If a book includes both endnotes and a bibliography, and the endnotes are placed in a section of their own at the back of the book, they must precede the bibliography.
- ❖ Endnote text is typically set two point sizes smaller than body text.
- ❖ Restart endnote numbering with each chapter. For endnote numbers, use the same font and point size as the endnote text, but set as *superscript* (see first example below).

Sample Endnotes

Here is the preferred endnote style. (Examples are based on *The Chicago Manual of Style*. Consult *The Chicago Manual of Style* for full presentation.)

❖ **Book with one author**

¹ Robert L. Lugen, *Great Preachers: Past and Present* (New York: Pocket Books, 1992), 27.

Note: The endnote number in this example is for illustrative purposes only.

❖ **Book with two authors**

Bernie Friesen and Susan Gilligan, *How America Survived* (Sonoma, CA: Historical Press, 1997), 280–282.

❖ **Book with three or more authors**

Bernie Friesen et al., *How America Rebuilt Itself* (Detroit: Freedom Press, 1959), 389.

❖ **Book with an editor**

Henry F. Gilbert, ed., *Airplanes from the Past* (Detroit: Wayne Publishing, 1979), 65.

❖ **Book with two editors**

Arthur J. Magida and Stuart M. Matlins, eds., *How to Be a Perfect Stranger Vol. 1* (Kelowna, BC: Northstone, 1999), 250.

❖ **Book with more than two editors**

Marilyn Perry et al., eds., *Worship for All Ages* (Kelowna, BC: Wood Lake Books, 2005), 19.

❖ **Book with anonymous author**

Merriam-Webster's Collegiate Dictionary, 10th ed. (Springfield: Merriam-Webster, 1993).

❖ **Later-edition book**

David A. Keller, *Acquiring Language*, 3rd ed. (New York: Bantam Books, 1997), 25.

❖ **Multivolume book**

Edward Bosell, *A History of Minnesota*, vol. 2 (St. Paul, MN: University of Minnesota Press, 1998), 89.

❖ **Magazine/journal article**

Susan Commers, "Lowering Your Expectations," *Parenting*, December 15, 1997, 25.

❖ **Specialized journal article**

Mary Davis, "Procrastination Analyzed," *Therapist Today* 8, no. 4 (1997): 25–26.

❖ **Newspaper article**

Tony Ramons, "Computing Taxes," *Minneapolis Tribune*, December 1, 1997, sec. A, p. 7.

❖ **Websites**

Do not underline or italicize websites. Do not include "http://" or "www" in the web address except for less familiar forms such as "ftp://". When a company uses its web address as its corporate name, capitalize the first letter (*Amazon.com*).

presbyterian.ca/worship

❖ For two or more citations from same source, use *ibid.* (roman type).

❖ For any source already cited in your notes, but not the source immediately before, use the author's name and a shortened form (Lugen, *Great Preachers*, 29).

Bibliographies

❖ Note the differences between bibliographic and endnote forms.

❖ Bibliographic text is typically set two point sizes smaller than body text and is always the same size as endnote text, if any.

❖ For successive works by the same author, use an em dash in place of the author's name after the first appearance.

❖ For lesser-known cities, cite province/state abbreviations.

Sample Bibliographic Entries

❖ Book with one author

Lugen, Robert L. *Great Preachers: Past and Present*. New York: Pocket Books, 1992.

❖ Book with two authors

Friesen, Bernie, and Susan Gilligan. *How America Survived*. Sonoma, CA: Historical Press, 1997.

❖ Book with three or more authors

Friesen, Bernie, et al. *How America Rebuilt Itself*. Detroit: Freedom Press, 1959.

❖ Book with an editor

Gilbert, Henry F., ed. *Airplanes from the Past*. Detroit: Wayne Publishing, 1979.

❖ Book with two editors

Magida, Arthur J. and Stuart M. Matlins, eds. *How to Be a Perfect Stranger Vol. 1*. Kelowna, BC: Northstone, 1999.

❖ Book with more than two editors

Perry, Marilyn et al., eds., *Worship for All Ages*. Kelowna, BC: Wood Lake Books, 2005.

❖ Book with no author

Merriam-Webster's Collegiate Dictionary. 10th ed. Springfield: Merriam-Webster, 1993.

❖ Later-edition book

Keller, David A. *Acquiring Language*. 3rd ed. New York: Bantam Books, 1997.

❖ Multivolume book

Boswell, Edward. *A History of Minnesota*. Vol. 2. St. Paul, MN: University of Minnesota Press, 1998.

❖ Popular magazine/journal article

Commers, Susan. "Lowering Your Expectations." *Parenting*, December 15, 1997.

❖ Specialized journal article

Davis, Mary. "Procrastination Analyzed." *Therapist Today* 8, no. 4 (1997).

❖ Websites

Do not underline or italicize websites.

presbyterian.ca/worship

Appendix I – Abbreviations

A

A&P	Acts and Proceedings – also “blue book” (PCC)
AACC	All Africa Conference of Churches
AACT	AIDS Affected Children’s Taskforce
ACC	Anglican Church of Canada
ACGJ	Alberta Council for Global Justice (formerly DECCA)
ACIC	Alberta Council for International Cooperation
ACT	Action by Churches Together
ADRA	Adventist Development and Relief Agency
AICT	Africa Inland Church of Tanzania
AIM	Africa Inland Mission
AMREF	African Medical Research Foundation
AMMID	Maya-Mam Association of Research and Development (Guatemala)
AMS	Atlantic Missionary Society (PCC)
ANC	African National Congress
AOG	Assembly of God
APCE	Association of Presbyterian Church Educators
ASDNA	New Dawn Association for Community Health and Development (Guatemala)

B

BCOQ	Baptist Convention of Ontario and Quebec
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C

C&MA	Christian and Missionary Alliance
CADEC	Christian Action for Development in the Caribbean
CAINN	Children and AIDS International NGO Network
CANACOM	Caribbean and North American Council for Mission
CARE	Cooperative of American Remittances to Europe
CASA	Church’s Auxiliary for Social Action (India)
CBF	Canadian Baptist Federation

CCA	Canadian Churches in Action
CCAP	Church of Central Africa Presbyterian (Malawi)
CCC	Canadian Council of Churches Caribbean Council of Churches
CCCB	Canadian Conference of Catholic Bishops
CCDA	Committee to Help Guatemalan Refugees
CCF	Christian Children’s Fund
CCFC	Christian Children’s Fund of Canada
CCFGM	Canadian Churches’ Forum for Global Ministries
CCIA	Commission of Churches on International Affairs (WCC)
CCIC	Canadian Council for International Cooperation
CCJC	Canada Council on Justice and Corrections
CCM	Christian Council of Mozambique or Christian Council of Malawi
CCODP	Canadian Catholic Organization for Development and Peace
CCPD	Commission on Churches’ Participation in Development (WCC)
CCS	Consultation on Church and Society
CCTE	Churches’ Council on Theological Education: an Ecumenical Foundation
CCZ	Christian Care Zimbabwe
CEDEPCA	Evangelical Centre for Pastoral Education in Central America
CEIDEG	Centre for Integrated Studies in Community Development
CEPAD	Comite Evangelico Pro-Ayuda al Desarrollo (Nicaragua)
CEPROVA	Council of Evangelical Churches of Nicaragua
CESO	Canadian Executive Service Organization
CFGB	Canadian Foodgrains Bank
CICARWS	Commission on Inter-Church Aid, Refugee and World Service (WCC)
CIDA	Canadian International Development Agency – now “DFATD”
CIEDEG	Guatemalan Conference of Evangelical Churches
CLAI	Latin American Council of Churches
CLWR	Canadian Lutheran World Relief
CM	Canadian Ministries (PCC)
CMA	Christian & Missionary Alliance

CMC	Christian Medical Commission
CNI	Church of North India
CNZ	Church of the Nazarene
COCAMO	Cooperation Canada Mozambique
CPHA	Canadian Public Health Association
CRWRC	Christian Reformed World Relief Committee – now “World Renew”
CSC	Christian Service Committee (Malawi)
CUFID	Canadian United Fund for International Development
CWG	Caribbean Working Group
CWME	Commission on World Mission and Evangelism (of the WCC)
CWS	Church World Service (USA)
CWS – P/A	Church World Service – Pakistan/Afghanistan
CY	Canada Youth (PCC)

D

DAY	Development Aid for Youth
DFATD	Foreign Affairs, Trade and Development Canada – formerly “CIDA”
DWO	Division of World Outreach (UCC)

E

EAA	Ecumenical Advocacy Alliance
EAPPI	Ecumenical Accompaniment Program in Palestine and Israel
ECHO	Education Concerns for Hunger Organisation
ECLOF	Ecumenical Loan Fund (WCC)
ECPAT	End Child Prostitution in Asian Tourism
ECUSA	Episcopal Church (USA)
EDCS	Ecumenical Development Cooperative Society (WCC)
EECMY	Ethiopian Evangelical Church McKane Yesus
EFC	Evangelical Fellowship of Canada
ELCA	Evangelical Lutheran Church of America
ELCIC	Evangelical Lutheran Church in Canada
EMC	Evangelical Missionary Church of Canada
EOC	Ethiopian Orthodox Church

E&R	Committee on Education and Reception
EWGRS	Ecumenical working Group on Residential Schools

F

FAO	Food and Agriculture Organisation (UN)
FAR	Fellowship of African Relief
FFD	Food for Development
FFW	Food For Work
FIEC	Fraternidad de Iglesias Evangelicos de Costa Rica (Fraternity of Evangelical Churches Costa Rica)

G

GAO	General Assembly Office (PCC)
GL	General Ledger

H

HAPG	Horn of Africa Policy Group
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I

IAC	International Affairs Committee (PCC)
ICAD	Interagency Coalition on Aids and Development
ICRC	International Committee of the Red Cross
IFDE	Institute For Development Education (India)
IM	International Ministries (PCC)
IMF	International Monetary Fund
IMU	Instituto de la Mujer (Institute for Women – El Salvador)
INF	International Nepal Fellowship
INPRHU	Instituto de Promocion Humano (Institute for Human Promotion – Nicaragua)
IRIRC	International Refugee Integration Resource Centre
IRSSA	Indian Residential Schools Settlement Agreement
ISARC	Interfaith Social Assistance Reform coalition

K

KAIROS	KAIROS: Canadian Ecumenical Justice Initiatives
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L

LMA	Life & Mission Agency (PCC)
LWF	Lutheran World Federation

M

MAC	Mines Action Canada
MCC	Mennonite Central Committee
MCCC	Mennonite Central Committee Canada
MCIC	Manitoba Council for International Cooperation
MCV	Ministry and Church Vocations (PCC)
MECC	Middle East Council of Churches
MEDA	Mennonite Economic Development Assistance
MNEC	Madurai Non-Formal Education Centre (India)
MSF	Medecins sans Frontieres (Doctors Without Borders)

N

NCCCUSA	National Council of Churches of Christ in the U.S.A.
NCM	Nazarene Compassionate Ministries Canada
NCOORD	National Coordination Office on Refugees and Displaced Peoples (Guatemala)
NSCC	New Sudan Council of Churches

O

OCIC	Ontario Council for International Cooperation
ODA	Overseas Development Assistance
OECD	Organization for Economic Cooperation and Development
OMS	Overseas Mission Society
OXFAM	Oxfam – Canada

P

PAC	Partnership Africa Canada
PACO	Project Accompaniment Committee of Ottawa
PAOC	Pentecostal Assemblies of Canada
PAR	Pre-Authorized Remittance
PC	Presbyterian College

PCBC	Presbyterian Church Building Corporation
PCC	The Presbyterian Church in Canada
PCC	Pacific Conference of Churches
PCEA	Presbyterian Church of East Africa
PCG	Presbyterian Church of Ghana
PCN	Presbyterian Church of Nigeria
PCR	Programme to Combat Racism
PC(USA)	Presbyterian Church (U.S.A.)
PWRDF	Primate's World Relief and Development Fund – ACC
PWS&D	Presbyterian World Service & Development (PCC)

R

R & R	Reconstruction and Rehabilitation Committee (CCIC)
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S

SACC	South African Council of Churches
SCC	Sudan Council of Churches
SCIC	Saskatchewan Council for International Cooperation
SIETAR	Society for Inter-Cultural Education Training & Research
SIETAR	Societe pour L'Education , La Formation et La Recherche Interculturelles
SIM	Society of International Missionaries
SIO	Social Investment Organisation
SKI	Street Kids International

T

TRC	Truth and Reconciliation Commission
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U

UCC	United Church of Canada
UMN	United Mission to Nepal
UN	United Nations
UNDP	United Nations Development Programme
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund

UNV	United Nations Volunteers
URM	Urban Rural Mission (WCC)
USC	Unitarian Service Committee

V

VST	Vancouver School of Theology
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W

WACC	World Association for Christian Communications
WCC	World Council of Churches
WCRC	World Council of Reformed Churches
WFP	World Food Programme
WGRR	Working Group on Refugee Resettlement
WHO	World Health Organisation
WMS	Women's Missionary Society (PCC)
WRC	World Relief Canada
WSCF	World Student Christian Federation
WUSC	World University Service of Canada
WVC	World Vision Canada
WVI	World Vision International

Y

YIM	Youth in Mission (PCC)
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Appendix II – Definitions of Terms

attachment	more information about a news/event, usually in the form of a PDF or Word document, uploaded to the Download Manager or inserted into a web page through the “Add Media” function
content	anything published on the presbyterian.ca website
.doc/.docx	a document created in Word
HTML	acronym for Hypertext Mark-up Language, the computer language used to create web pages
image	any illustration, clipart, stock photo or graphic uploaded to and used on the website
kilobyte (kB)	approximately 1/10 of a megabyte
megabyte (MB)	approximately 1,000 kilobytes (1,000 kB)
PCCWeb	free websites provided and supported by the Communications Office using WordPress, offered to PCC congregations, presbyteries, synods, camps and specialized ministries
.pdf/PDF	a file in Portable Document Format, a semi-secure document format normally opened and viewed in Adobe Acrobat Reader and not able to be edited (unless opened by PDF editing software)
photo	any original picture uploaded to and used on the website, often requiring credit and a caption
posting	the process of creating (contributor) and authorizing (executive staff) content for the website and submitting it
publishing	the final phase of the content publishing process in which a piece of content is made “live” to the website after review
resource	a file, usually in pdf, doc or rtf format, uploaded to the website, appropriately categorized, summarized and made available for download
.rtf/RTF	Rich Text Format, a document format able to be opened and edited by almost any word processor on almost any operating system
WordPress	the PCC’s content management tool for the national website and PCCWeb sites