



Communication Guide

www.uwsp.edu/communicationguide

Communicating about UWSP

Writing Style Guide

Policy on Advertising

Graphic Identity Guide

Web Standards

UWSP Communication Guide

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The UWSP Communication Guide was written, designed and produced by UWSP University Relations and Communications.

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Introduction

We've prepared the Communication Guide for anyone developing UW-Stevens Point external communications because a clear, consistent style in all communications strengthens UW-Stevens Point's reputation and image.

The Associated Press Stylebook is the basis for this guide's writing requirements. Most American university communications professionals use it as the primary authority for style, grammar and usage.

UWSP University Relations and Communications encourages you to submit your external communications projects e.g., recruitment, promotional and fundraising, for editorial and design review and printing through UWSP Printing & Design. Adherence to the university's style guidelines helps ensure a unified and professional editorial image for the university before all of our external audiences.

University Relations and Communications (URC) provides strategic leadership and collaborative partnership in telling the UWSP story. If you need to connect with an external audience, plan to work with URC.

The university's media relations, external publications, government relations, special events planning, institutional marketing, photography and advancement communications are handled by URC. Alumni Affairs and Printing & Design are also units of URC.

URC works closely with the Admissions Office to develop student recruitment communications, with Alumni Relations and UWSP Development on advancement communications, including the alumni publication, *Alumnus*, and with Web and Media Design on the design and implementation of the UWSP website.

URC works directly with the Chancellor's Office and other units across campus to plan and execute special events throughout the year, ranging from an array of receptions to UWSP's commencement ceremonies.

URC also manages the university's brand licensing program and monitors all compliance of external communications with the UWSP visual identity standards.

Services provided by University Relations and Communications

Contact University Relations and Communications at 715-346-3046 or urc@uwsp.edu when:

- You have been contacted by the news media for a UWSP-related story. URC tracks all university media activity. We can provide advice, guidance and training for being interviewed by reporters. We can also offer insights based on other potentially related media inquiries made elsewhere within the university;
- You need to produce a publication or Web page for an external audience;
- You would like to share news of your university-related accomplishment, the good work of a student, or an upcoming event intended for external audiences. URC produces all official UWSP media releases, the UWSP alumni publication, *Alumnus*, and content for the university pages of www.uwsp.edu;
- You need advice or planning and coordination of a UWSP event aimed at an external audience;
- You need photography services, including headshots or event coverage.

Contact Printing & Design at 715-346-4927 when:

- You need large or small-volume black or full-color copying and printing, bindery services including letterhead, letterhead templates, envelopes and business cards, a wide variety of booklets, brochures, forms, greeting cards, 2.25" promotional buttons, stickers, posters, flyers, newsletters, consecutively numbered raffle tickets, course packs/manuals and class materials. Files are acceptable from both Macintosh and Windows platforms, but pdf files are preferable. See www.uwsp.edu/printdesign.

Communicating about UWSP

The UWSP positioning statement

A starting point for developing communications that advance UWSP is the university positioning statement, developed after considerable research into the perceptions of UWSP's stakeholders.

You should always strive to produce material that illustrates the UWSP positioning statement. It is a concise complement to the university official mission statement.

The UWSP positioning statement is to be used as a boilerplate in such applications as printed advertisements for university employment and on the inside cover of external publications, where it should appear centered in block paragraph italic format in a smaller type than the body text of the rest of the page. The positioning statement is also used as an anchor on UWSP news releases.

The UWSP positioning statement should not be modified, and reads as follows:

With our roots in the heart of the state, Wisconsin's right-sized public university launches students on meaningful life journeys through transformational learning in the arts and sciences. Our open-minded, close-knit community—both on and off campus—inspires students to experience the world unfolding in new ways.

Facts for your communications

As a UW System institution, UWSP strives to demonstrate leadership in advancing the strategies of *Investing in Wisconsin's Future, the UW System Growth Agenda* accountability strategies. These strategies mesh with the UWSP brand and provide an excellent basis from which to tell the UWSP story of the transformational experience we provide to our students, our community and region, and each other.

Whether it's a formal presentation or casual conversation with a neighbor, accurate, consistent and data-based information about UW-Stevens Point is crucial. This section provides a set of talking points about UWSP that help illustrate our role as a provider of transformational experiences and the university's contributions to the *UW System Growth Agenda's* core strategies that are applied to each member institution.

Use these talking points in your spoken, written and multimedia presentations to highlight areas in which UWSP performs particularly well in relation to other universities in Wisconsin and the nation.

The source of the following information is the *UW System Growth Agenda Accountability Report*. Watch for data updates at www.uwsp.edu/admin/chancellor/policyplanning.

UWSP prepares students to experience the world

Study abroad

- UWSP leads the UW System and is among the top universities nationally in the percentage of students who study abroad.
- Twenty percent of our graduates have studied abroad.
- Our goal, by 2015, is to have at least 30 percent of our graduates leave UWSP with study abroad experiences.

Service learning

- Of all UWSP seniors, 51 percent report having taken part in service learning, compared to 46 percent for all American public colleges and universities.

Internships

- Of all UWSP seniors, 56 percent report having taken part in an internship, compared to 51 percent for all American public colleges and universities.

Comfort with campus climate

- A positive campus climate is essential for creating a community of learning at UWSP. Eighty-six percent of all members of the campus community state that they feel very comfortable or comfortable within the overall climate.

General education

- UWSP is revising its general education program and anticipates implementing a new curriculum in 2011 with a new mission and learning outcomes.

UWSP is preparing more graduates

Enrollment

- UWSP's current enrollment is 9,264 (enrollment is reported in the fall, based on headcount – see www.uwsp.edu/enrollment for up-to-date information).

Diversity

- UWSP is committed to building the diversity of its student body. The 2009 first-year student class was the most diverse ever, at 8 percent. This compares to 4 percent in 1999.
- Students of color represented 6.3 percent of the overall UWSP enrollment in fall 2009.

Graduation rate

- Of new freshmen entering UWSP full time in fall 2003, 69.4 percent graduated within six years anywhere in the UW System, compared to the target of 62.5 percent (six-year graduation rate is a standard reporting period).

Well-paying jobs for UWSP graduates

Degrees in high-demand fields

- Graduates in the STEM (Science, Technology, Engineering and Mathematics) and health fields numbered 446 and 113, respectively, in 2008-09.

Impact on the Central Wisconsin economy

- UWSP faculty members and students engage in projects that benefit the Central Wisconsin economy, including the Wisconsin Institute for Sustainable Technology, the Geographic Information Systems Center, the Northern Aquaculture Demonstration Facility and the university's ongoing nanowires research in collaboration with Argonne National Laboratory.

Doctoral preparation

- According to the National Science Foundation, more UWSP alumni completed research doctoral degrees between 1997 and 2006 than any other UW regional comprehensive university.
- Between 1997 and 2006, UWSP alumni accounted for 24 percent of the STEM Ph.D.s awarded to students whose bachelor's degrees were from a UW regional comprehensive university.

Career placement

- Ninety-percent of UWSP graduates report employment in their fields or furthering education within a year of graduation.

Home state impact

- Seventy-six percent of UWSP graduates remain in the state, with 31 percent living in North Central Wisconsin.

UWSP transforms our communities

Students in community service

- Seventy-seven percent of UWSP seniors report having taken part in community service or volunteer work during their time at the university, ahead of the national average of 73 percent of all university students.

Community-classroom connections

- Fifty-one percent of UWSP seniors report having taken part in a community-based course project or service learning project. The national average is 46 percent.

Pointers are voters

- The percentage of UWSP seniors who report having voted in local, state, or national elections is 48 percent, while the national average is 33 percent.

Arts make an economic impact

- Spending on the arts by UWSP and its audiences creates the equivalent of 353 jobs, compared to a median among peer universities of 218.
- The overall impact in income and tax revenues in our communities is \$6.9 million.

Continuing education enriches the community

- Annual course enrollments in UWSP Continuing Education classes, for professional development or personal enrichment, is over 5,344.

UWSP is a steward of its resources

Revenue from all sources, Fiscal 2008: \$141 million

UWSP leads UW regional comprehensive universities in extramural funding received

- UWSP enjoys an 82 percent success rate in the receipt of grants requested.
- Annual grant funds total about \$11 million.
- Average annual grants received at UW regional comprehensive universities is \$6 million.

Job satisfaction is high

- Among all faculty and staff members, 80 percent say they are highly satisfied or satisfied with their jobs.

UWSP is responsive, flexible and efficient

Administrative spending is low

- UWSP's administrative spending is 45 percent of the national average. That works out to \$9 million less per year than the national average for universities.

UWSP conserves energy

- The university's energy use is 11 percent below the baseline for state agencies established in Fiscal 2005.

UWSP reduces waste

- UWSP's award-winning recycling and composting program resulted in savings of about \$150,000 in landfill avoidance and 5,800 tons of waste averted from landfills between 2004 and 2008.

UWSP is the Partner University

UWSP partners in education

- UWSP is engaged in six formal collaborative degree programs:
 - Doctor of Audiology with UW-Madison
 - Master of Business Administration (MBA) with UW-Oshkosh and UW-Green Bay
 - MSE in Professional Counseling with UW-Oshkosh
 - MEd in Educational Administration with UW-Superior
 - BA/BS in American Studies with UW Colleges-Fond du Lac, Fox Valley, Marathon County, Marinette, Marshfield/Wood County
 - BA/BS in Business Administration with UW-Marathon County, UW-Marshfield/Wood County (UW-Marathon County collaborative bachelor's degree is offered entirely at the UWMC campus)

UWSP partners in the Central Wisconsin economy

- For every nine students, UWSP has the equivalent of one partnership, including, in 2008-09:
 - Businesses or organizations hosting UWSP co-op students or interns: **351**
 - Service-learning or volunteer partnerships: **93**
 - Cultural partnerships: **67**
 - Businesses or organizations receiving business development assistance: **120**
 - Businesses or organizations hosting clinical, legal or social work placements: **138**
 - Schools hosting student teachers: **275**
 - Student chapters of national professional organizations: **14**

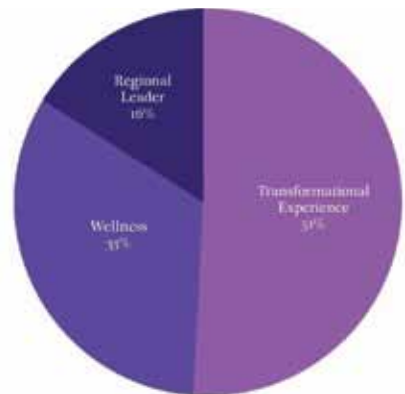
When you're telling our story . . .

Writing is at the heart of our communication about UWSP. As we tell our story on the Web, through the news media with the aid of a news release, in formal presentations and through any other interaction, it is critical to present information in ways that will resonate with the audience.

We know from extensive research that among all of our UWSP stakeholders—prospective students, current students, parents, alumni, donors, community members, faculty and staff members—the strongest common belief is that UWSP provides transformational experiences for individuals and communities.

This chart indicates the top three associations that our stakeholders hold in common in their views of UWSP. Transformational experience is followed by the university's connection to "wellness" e.g., individual, community and global, and the university's role as a regional leader in Central Wisconsin. These concepts can be reinforced with our stakeholders by connecting our presentations to these themes.

(Source: UWSP Marketing Communications Study, 2009)



Here are some ideas to help you reinforce the transformational experience theme in your presentations about the university.

Avoid “announcements” in favor of writing that presents the benefits of the development or progress about which we’re writing. We see this most often in news releases (remember to consult with University Relations and Communications for all of your news release and external communications opportunities). Consider the difference between these approaches:

Announcement (Weaker)

The University of Wisconsin-Stevens Point today announced that its Division of Business and Economics has been renamed as the School of Business and Economics as the university moves to broaden opportunities in business education.

Benefits (Stronger)

Business and economics education is on the fast-track for growth at the University of Wisconsin-Stevens Point, with several recent moves aimed at expanding student opportunities in the course of earning a highly marketable UW degree.

In this case, the Benefits approach enables us to underscore the way in which the university presents a stronger opportunity to change the lives of our business majors, and at the same time transform our region with the kind of offerings only UWSP can offer.

The Benefits approach can also follow a formula: “X who have struggled with “Y” will now be able to “Z.”

Announcement (Weaker)

University of Wisconsin-Stevens Point Continuing Education will present a lesson in Indian cuisine with the class “Cooking with Curry” on Saturday, February 20, from 3:30-6:30 p.m.

Benefits (Stronger)

Aspiring chefs longing to capture the flavors of India have a chance to feed their passion as the University of Wisconsin-Stevens Point Continuing Education offers the class “Cooking with Curry” on Saturday, February 20, from 3:30 to 6:30 p.m.

While these examples are drawn from news releases, and you should always consult with University Relations and Communications in your dealings with the media, the principles apply to most written communication—principles of message organization and reinforcing themes that will best connect with our audiences.

As you prepare communications about UWSP, be sure to take these additional steps:

Think and write in an **inverted pyramid**. This concept was developed in journalism but applies to nearly all styles in which well-organized written communication is required. Inverted pyramid style simply means that you begin with your most important information, following by decreasingly important, or less urgent information.

Organize your ideas logically.

Don’t just tell your audience what’s is happening. Show them with descriptive writing and real-people examples. Our students are our best stories. Be sure to include examples of real lives being transformed.

Writing style guide

Common usage issues and examples

a, an

In general use the article *a* before a consonant sound, *an* before a vowel sound. Use *a* before a pronounced *h*, long *u* (or *eu*) and *o* as pronounced in *one*.

- a one-on-one meeting
- a history thesis
- a euphemism
- a union
- a UWSP professor

Use *an* when the *h* is not pronounced, as in “an honor student.”

When a group of initials begins with a vowel sound (even if the first letter is actually a consonant, such as *f* or *m*), use the article *an* before the initials.

- an MSEG graduate
- an F in accounting

When an article precedes a number, the choice between *a* and *an* is the same as if the number were spelled out.

- an 8 percent enrollment increase
- a 5 percent drop in registrations

abbreviations

Spell out days of the week and months of the year. Where space is limited, use the following abbreviations:

Sun., Mon., Tues., Wed., Thurs., Fri., Sat.

Capitalize initials without periods for acronyms and abbreviations used as words: UWSP, CNR, GPA.

Use periods with U.S. and Washington, D.C.

Use these abbreviations for time terminology:

- A.D.** – *anno Domini* (meaning time within Christian Era).
- a.m., p.m.** – Lowercase with periods.
- B.C.** – *before Christ*. Uppercase with periods.
- B.C.E.** – *before the Christian Era* or *before the Common Era*. Uppercase with periods.
- C.E.** – *Christian Era* or the *Common Era*. Uppercase with periods.

State abbreviations – see states (page 26)

academic and administrative titles, academic areas

See Capitalization (page 31)

academic degrees

When used as a formal degree title, capitalize; when a generic title, lowercase. The area of emphasis after the degree title should be separated with a hyphen in lists. In running text, spell out generic references or formal titles.

Generic reference: Michele completed a bachelor's degree in biology in December.

Formal title: The University of Wisconsin-Stevens Point offers many courses for the Bachelor of Science in Mathematics.

B.F.A. in Art and Design
M.S. in Nutritional Sciences
B.S. in Business Administration
B.A. in Theatre Arts - musical theatre emphasis

When incorporating degree abbreviations in text, use Ph.D., Ed.D., M.A., M.S., B.A., B.S.

Generic reference: Anna earned her B.A. in communication, but skipped the commencement ceremony.

Formal title: Earn your B.A. in Music from UW-Stevens Point.

Master and bachelor take 's only when used in place of *master of* or *bachelor of*. Never use the plural or plural possessive with *master's* or *bachelor's*.

Associates degree does not use 's.

master of science in natural resources

master's in education

Work was completed for her master's degree in May.

Several international students earned bachelor's degrees.

She plans to complete her associates degree this winter.

acronyms

On first reference, spell out names of schools and colleges, government agencies, associations, fraternal and service organizations, unions and other groups. You can use acronyms on second reference, but avoid using too many as they clutter text. Avoid using periods in acronyms: UWSP, GPA, GPS, UWMC. *Exception:* U.S.

Commonly used acronyms at UWSP. They should be used only in subsequent usage. Also see UWSP degrees (page 28).

CLUE	Center for Land Use Education
CNR	College of Natural Resources
COFAC	College of Fine Arts and Communication
COLS	College of Letters and Science
CPS	College of Professional Studies
CWES	Central Wisconsin Environmental Station
DUC	Dreyfus University Center
GEM	Global Environmental Management Education Center
HESA	Health, Exercise Science and Athletics
HPHD	Health Promotion and Human Development
HRG-UCLCC	Helen Godfrey University Child Learning & Care Center
IT	Information Technology
KEEP	Wisconsin K-12 Energy Education Program
LEAF	Learning, Experiences and Activities in Forestry (Wisconsin K-12 Forestry Education Program)
LIFE	Learning is For Ever (Continuing Education)
MCRC	Multicultural Resource Center
SBDC	Small Business Development Center
SGA	Student Government Association
StWEA	Student Wisconsin Education Association
TLC	Tutoring Learning Center
UDS	University Dining Services
URC	University Relations and Communications
UWSP	UW-Stevens Point
WAEE	Wisconsin Association for Environmental Education
WCEE	Wisconsin Center for Environmental Education
WEEB	Wisconsin Environmental Education Board
WIPCS	Wisconsin Institute for Peace & Conflict Studies
WIST	Wisconsin Institute for Sustainable Technology
WLC	Wisconsin Learning Center

addresses (UWSP)

Return addresses on envelopes and publications should include the UWSP symbol and should list:

- name of the university (University of Wisconsin-Stevens Point)
- name of the college, school or department, and if appropriate, account number
- street address or post office box (use PO, no periods)
- city, state and ZIP (plus four) code

Campus return address:



University of Wisconsin-Stevens Point
Admissions Office, account number
102 Student Services Center
Stevens Point WI 54481



University of Wisconsin-Stevens Point
Alumni Affairs, account number
2100 Main St.
Stevens Point WI 54481

Off-campus return address:



Treehaven Field Station
W2540 Pickerel Creek Ave.
Tomahawk WI 54487



Central Wisconsin Environmental Station
10186 County Road MM
Amherst Junction WI 54407

affect, effect

Affect is a verb, except when used as a term in the field of psychology to indicate emotive responses.

Affect commonly means “to influence.”
Study habits affect grades.

Affect can also mean “to simulate, imitate, or pretend.”
As an international student in London, Donna affected a British accent.

Effect is commonly used as a noun meaning *result*.
Her attendance policy had a good effect.

As a verb, *effect* means “to bring into existence or accomplish.”
Writing your congressman is one way to effect change.

advance, advanced

Used as adjectives, *advance* means “ahead of time” and *advanced* means “beyond others.”

advance application fee
advanced standing

adviser, advisor

Although many use *advisor*, the preferred spelling is *adviser*.

alumna, alumnae, alumnus, alumni

An *alumna* is a female graduate or former student of a particular institution; the plural is *alumnae*. An *alumnus* is a male graduate or former student; the plural is *alumni*. To indicate both sexes, use *alumni*.

a.m., p.m.

Use lowercase with periods.

Use **noon** and **midnight** instead of 12 p.m. and 12 a.m.

The meeting will be held from 11 a.m. to noon.

The library is open 8 am. to midnight.

Do not use :00 for times on the hour: 5 p.m. instead of 5:00 p.m.

Military time (time measured in hours) is used in place of a.m. and p.m.

The timetable says the class will be held from 1100 to 1300.

Preferred use: The timetable says the class will be held from 11 a.m. to 1 p.m.

Do not use redundant time references in the same sentence.

Correct: The meeting is scheduled for 8 a.m. Monday.

Incorrect: The meeting is scheduled for 8 a.m. Monday morning.

among, between

Among indicates the interval, intermediate position, or relationship of more than two people or things; *between* implies only two.

The assignment will be divided *among* the five students.

The professor split the assignment *between* Chris and Jon.

Note: One item in a pair may be a group of individuals.

The concert highlighted the bond between the band director and members of the orchestra.

Between may also indicate pairs of relationships among more than three items.

The competition continued between the teams.

(*Note:* Several completed, but only in pairs.)

and, ampersand (&)

Spell out *and*. Use an ampersand only if part of a proper name, in lists or in tabular material. In running text, use the word *and*.

and, but

You may use *and* or *but* to begin a sentence. Used sparingly, these conjunctions can provide effective transitions between closely related sentences.

assure, ensure, insure

Assure means to convince someone or set a person's mind at ease.

The student assured her coach she would be in the tournament.

Ensure means to guarantee or secure.

Proper training will ensure good scores.

Insure generally means to establish a contract involving money.

Her parents recommended that she insure her apartment against theft.

bad, badly

Bad is an adjective: She had a bad report.

Badly is an adverb: He ran the course badly.

A common error is use of the adverb in constructions with linking (transitive) verbs, such as *look*, *taste* and *feel*.

Use the adjective to modify subjects taking linking verbs.

I feel bad about the outcome.

(Since *feel* acts as a linking verb, the adjective *bad* modifies the pronoun *I*.)

bias-free communication

To avoid sexism, use the correct gender or use language that incorporates both sexes.

Biased	Inclusive
mankind	people, humans, human race, humanity
manpower	workforce
man made	artificial, manufactured, synthetic, hand-made, machine-made
to man (verb)	to staff, to operate
department chair-man	department chair (not chairperson) Avoid <i>chairman</i> or <i>chairwoman</i> .
the best man	the best person (or candidate) for the job
A professor should talk to his/her student.	Professors should talk to their students. The professor should talk to the student. (<i>Not</i> : A professor should talk to their students.)

campuswide

One word.

cities with states

Spell out the state name after a city in text; the state name is set off by commas.

UWSP is in Stevens Point, Wisconsin, in Central Wisconsin.

class or course

A class is a day's worth of material; a course is a semester's worth.

The class on Tuesday was interesting.

He signed up for the course in spring.

complement, compliment

Complement, as a noun, means something that completes, fills out.

The lab work is a complement to the lecture class.

As a verb, *complement* means to suit, make complete.

The lab work complements the lectures.

Compliment, as a noun, means an expression or act of praise or flattery.

Following the concert, members of the audience offered compliments to individual performers.

As a verb, *compliment* means to praise or flatter.

She was complimented on her performance.

comprise, compose

Comprise means *consist of* or *include*. The whole comprises the parts. Don't confuse *comprise* with words of nearly opposite meanings: *compose*, *constitute*, *make up*.

The whole comprises the parts.

The parts compose the whole.

The university comprises four colleges.

Four colleges constitute the university.

continual or continuous

Continual means a repeated occurrence, something that happens over and over.

There are continual arrivals at the bus station.

Continuous means *unbroken* or *without interruption*.

Someone coughed continuously during the performance.

co-op

Hyphenate *co-op* (cooperative) to avoid confusion with *coop* (a small enclosure). Similarly, hyphenate other words to avoid misunderstanding.

re-admit

re-enroll

re-creation

country, nation

Use *country* to refer to a geographical area; use *nation* to designate the people who share the language and culture of a sovereign government.

Spell out the names of nations and countries in text. The abbreviation *U.S.* is acceptable as an adjective: U.S. foreign policy. Use *United States* in other contexts.

course work

Two words.

database

One word.

distance learning

When used as an adjective (distance) and a noun (learning), do not hyphenate, but hyphenate when the two words function as an adjective.

Distance learning lets students take classes at their convenience.

Continuing Education offers *distance-learning* classes.

dos and don'ts

These verbs act as nouns.

dates

Never use numbers with *st*, *nd*, *rd* or *th*

Correct: We will visit between November 2 and 18.

Incorrect: We will visit between November 2nd and November 18th.

e.g., et al., i.e., inc.

The Latin *exempli gratia*, abbreviated as *e.g.*, means “for example.” *Id est*, (*i.e.*) means “that is” or “in other words.” Both are followed by a comma.

They were given a choice *e.g.*, roast beef or chicken.

Most put in a 40-hour week *i.e.*, work eight hours a day.

Et alii (et al.) means “and others.”

She arrived with several faculty members, students et al.

Inc. is abbreviated and capitalized when used as a corporate name. Do not set off with commas.

J. C. Penney Company Inc.

emeritus, emerita, emeriti

Emeritus is a male retired faculty member. *Emerita* is a female retired faculty member. *Emeriti* is plural for both.

John Sims, president emeritus. President Emeritus John Sims.

May Roach, professor emerita. Professor Emerita May Roach.

UWSP Emeriti Roach and Sims will attend the ceremony.

ensure

See assure (page 19).

entitled or titled

Entitled means one has the right to something.

After he registers, Joe is entitled to walk at commencement.

Titled introduces the name of a publication, speech, musical composition, etc.

A few people attended the lecture, titled “Cougars in Wisconsin.”

equal opportunity statement

UWSP publications distributed to an off-campus audience must include an Affirmative Action/Equal Opportunity statement. The statement varies depending on the type of publication.

For any publication that is distributed to the general population that does not outline specific university policies and procedures, use the following statement:

UWSP is an Equal Opportunity/Affirmative Action Institution

(*Note:* There is no period following the statement.)

For any publication that involves soliciting applications for employment, training or development, use this statement:

The University of Wisconsin-Stevens Point is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam era veterans, disabled veterans and individuals with disabilities are encouraged to apply. Names of all final candidates must be revealed according to a court order.

or

The University of Wisconsin-Stevens Point is an EEO/AA employer.

faculty, staff

Faculty is a singular noun. Use *faculty members* to refer to the individuals within the faculty.

Staff is a singular noun. Use *staff members* to refer to the individuals within a staff.

Access listings for faculty and staff members in the UW-Stevens Point Campus Directory and online from the UWSP Directory (Find the People).

farther or further

Farther refers to distance; *further* refers to time and quantity.

He drove five miles farther down the road, missing the turn.

Projecting further into the future, she saw herself advancing up the corporate ladder.

federal, state

Do not capitalize *federal*, *state*, or *city* unless part of an official name.

city of Stevens Point

state of Wisconsin

federal government

Federal Reserve System

fewer, less

Use *fewer* for countable objects; use *less* for observable amounts.

He is taking *fewer* courses this semester.

She is doing *less* work than other members of her study group.

foreign words and phrases

Italicize foreign words and phrases, except for those familiar to the reader.

Act One was full of *dramatis personae*, including a mad scientist, femme fatale and brooding hero.

She realized she had committed a faux pas.

freshman, freshmen

Freshman can function as a noun or an adjective. *Freshmen* functions only as a noun.

Freshman enrollment increased. (*Not*: Freshmen enrollment.)

Several freshmen arrived early.

grades

Use capital letters. Add *s*, to indicate plurals. To avoid confusion with the word *as*, use the apostrophe to designate plural of the letter grade A.

A's, Bs, Cs, etc.

GPA, grade point average

Use either, usually with two numbers after the decimal: 4.00, 2.25.

I, me

I functions in the subjective case, *me* in the objective.

Correct: Sarah and I drove home.

Incorrect: Sarah and me drove home. (*Not:* “Me drove home.”)

Correct: Jeff and I will attend the lecture.

Incorrect: Jeff and me will attend the lecture. (*Not:* “Me will attend.”)

Do not overcorrect and use the subjective *I* in the objective case.

Correct: Steve sent the invitation to Bob and me.

Incorrect: Steve sent the invitation to Bob and I. (*Not:* He sent the invitation to I.”)

Correct: The movie ending was a surprise to my friends and me.

Incorrect: The ending was a surprise to I.

important, importantly

Always use *important* with *more* or *most* to modify a whole clause or sentence.

The green roof on the library contains plants that absorb rainwater.

More important, the roof helps the library save energy.

Do not use *importantly* with *more* or *most*.

insure

See assure (page 19).

irregardless

Use *regardless*.

its, it's

As a possessive, *its* has no apostrophe. As a contraction for *it is* or *it has*, use the apostrophe to indicate omitted letters: *it's*.

Among UW-Stevens Point's strengths is its student-centered approach.

It's been a strength of UWSP to have a small student-to-faculty ratio.

lay or lie

The verb, *to lay*, meaning “to put or set down, to place, to spread on a surface” is commonly misused. *Lay* is a transitive verb.

Jeff lays the notes on the desk.

He laid books on the floor.

They had laid the old textbooks on the cart.

The verb, *to lie*, meaning “to be or to stay at rest in a horizontal position, to be inactive,” is an intransitive verb.

The notes lie on the desk.

The books still lay on the desk.

The textbooks had lain in storage a long time.

more than, over

Use *more than* with numerals and *over* with spatial relationships.

He received more than \$450,000 for his grant.

The plane flew over the city.

myself, me, I

Myself is a reflexive (intensive) pronoun reflecting back to *I*. Do not use the reflexive pronoun *myself* in the subjective (I) or objective (me) case.

Correct: I read the book myself.

Incorrect: Myself read the paper.

Correct: I coordinated the event myself.

Incorrect: Myself coordinated the event.

Correct: The professor gave the assignment to Kurt and me.

Incorrect: He gave the assignment to Kurt and myself.

Correct: If you need advice, see me.

Incorrect: If you need advice, see myself.

The same applies to *herself*, *himself*, *yourself*.

She bought the book herself.

Do the research yourself.

numerals

Spell out numbers that begin a sentence.

Two hundred and twelve girls attended Women and Science Day.

Generally, use numerals for numbers 10 and greater and spell out numbers one through nine, with these exceptions:

Addresses: 2100 Main Street

Ages, for people and objects: 9-year-old boy, 27-year-old book

Credit hours: 15 credits of required courses

Dates: August 31

Dimensions: 4 feet high, 11-by-14 paper

Highways: Interstate 39

Millions, billions: 6 million students

Money: 8 cents, \$21

Percent: 20 percent, 20%

Temperatures: 70 degrees

Times: 11 p.m.

Spell out numbers used in a casual sense: "I told you a million times to answer the phone when I'm away from my desk."

Spell out ordinals *first* through *ninth* used to indicate time or place.

Spell out and hyphenate fractions: one-eighth, three-fourths.

off campus, on campus

Hyphenate only when using as an adjective, not as an adverb.

Off-campus students commute an average of 250 miles weekly.

Those who live on campus travel to visit their families three or four times per semester.

online

One word, no hyphen.

percent

Use the word *percent* with the numeral. Use the percent sign (%) only in scientific, technical, or statistical copy.

The chancellor announced that 36 percent of UWSP students had transferred from another university.

UWSP residence halls operate at 40% green energy, 20% of which was purchased by RHA and Residential Living.

pre and post

Most words beginning with the prefixes *pre* and *post* are not hyphenated. Refer to the dictionary for appropriate spellings.

state names

Spell out state names in running text and use state abbreviations (listed below) with city (Stevens Point, Wis.) Use the postal code abbreviations only for addresses.

State	Abbreviation	Postal code
Alabama	Ala.	AL
Alaska	Alaska	AK
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
Florida	Fla.	FL
Georgia	Ga.	GA
Hawaii	Hawaii	HI
Idaho	Idaho	ID
Illinois	Ill.	IL
Indiana	Ind.	IN
Iowa	Iowa	IA
Kansas	Kan.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	Maine	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO
Montana	Mont.	MT
Nebraska	Neb.	NE
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N.M.	NM

State	Abbreviation	Postal code
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N.D.	ND
Ohio	Ohio	OH
Oklahoma	Okla.	OK
Oregon	Ore.	OR
Pennsylvania	Pa.	PA
Rhode Island	R.I.	RI
South Carolina	S.C.	SC
South Dakota	S.D.	SD
Tennessee	Tenn.	TN
Texas	Texas	TX
Utah	Utah	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Washington	Wash.	WA
West Virginia	W.Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY
District of Columbia	D.C.	DC

systemwide

One word.

telephone numbers

Always include the area code and use hyphens instead of parentheses or periods in telephone numbers.

715-346-0000 (*Not*: (715) 346-3000 or 715.346.0000)

that or which

That refers to persons or things, *who* to people or animals, and *which* only to things or subhuman entities.

The person who teaches Spanish is my sister.

The class that draws the most students is Contemporary Film.

She bought *The World is Ours*, which was published for the centennial of UW-Stevens Point.

That introduces restrictive clauses. *Which* or *that* may introduce nonrestrictive clauses, but, in current usage, *which* is more common.

We will visit the facility that is located near Lake Superior.

(Since we didn't name the facility, the clause is restrictive—the clause identifies it.)

We will visit Treehaven, which is located near Tomahawk. (Since we identify Treehaven, the clause is nonrestrictive.)

titles

Use quotation marks for titles of minor works: short stories, essays, short poems, songs, articles in periodicals, chapters in books and episodes in radio and television series.

Italicize titles of books, paintings, sculptures, films, magazines, plays, record albums, operas and other long musical works, newspapers, and continuing radio and television series. (See quotation marks, page 40.)

toward

Not *towards*.

university, campus

University refers to the institution, campus refers to the buildings, grounds.

The university collaborates with other institutions to make the program successful.

Spring flowers bloom across campus.

University of Wisconsin-Stevens Point

Always spell out first usage in documents and publications. In subsequent references, use UW-Stevens Point, UWSP or the university. Don't capitalize university unless part of formal name.

The University of Wisconsin-Stevens Point offers graduate courses.

The university offers graduate degrees.

UWSP

Use the acronym UWSP sparingly and without a hyphen or periods.

Correct: UWSP

Incorrect: UW-SP, U.W.S.P., uwsp

UWSP degrees

BA Bachelor of Arts

BFA Bachelor of Fine Arts

BM Bachelor of Music

BS Bachelor of Science

MACOM Master of Arts in Communication

MMED Master of Music Education

MSCDA Master of Science in Communicative Disorders-
Audiology

MSCDP Master of Science in Communicative Disorders-Speech
and Language Pathology

MSEE Master of Science in Education-Elementary Education

MSEG Master of Science in Education-General

MSHCR Master of Science in Human and Community Resources

MSNR Master of Science in Natural Resources

MSNS Master of Science in Nutritional Sciences

MSTB Master of Science in Teaching with specialization in Biology

MSTE Master of Science in Teaching with specialization in English

MSTH Master of Science in Teaching with specialization in History

MSTRC Master of Science in Teaching-Reading Certification in English

AUD Doctor of Audiology

UW System

No hyphen in UW System. UW-Extension does have a hyphen.

vertical lists

1. When possible, introduce vertical lists with a complete clause (a grammatically complete sentence) followed by a colon.
UWSP offers its students three field stations for environmental study:
 - Schmeckle Reserve, a 275-acre nature reserve on campus
 - Central Wisconsin Environmental Station, a 300-acre conference and education center on Sunset Lake
 - Treehaven Field Station, a 1,400-acre conference and education center near Tomahawk
2. Use parallel (similar) phrasing for entries in a list.
To qualify for the scholarship, applicants must fulfill these requirements:
 - hold a 3.5 or above grade point average
 - participate in extracurricular activities
 - demonstrate leadership qualities
 - volunteer in community/campus philanthropic activities
3. For numbered lists, like this one, use a period after each number and begin each entry with a capital letter, even if the entry is not a complete sentence.
4. Use bulleted lists mainly for instructional or promotional material.
5. When each item in a group of unnumbered items is an incomplete sentence, begin with lowercase letters and do not use periods. (See item 2 above.)
6. If a list completes a phrase that introduces it,
 - punctuate as you would a sentence without bullets
 - begin items with lowercase letters
 - use commas, semicolons and parentheses as appropriate
 - close the final item with a period.

voice

active voice – The subject performs the action the verb conveys.
John calculates the solution. (subject-verb-object).

passive voice – The object of the action becomes the subject. The passive voice always contains a form of the verb to be or to get. The subject-verb-object order is inverted; the direct object becomes the subject.

The course is being offered by UWSP Continuing Education.
Better: UWSP Continuing Education is offering the course.

The thesis was written and presented by a graduate student.
Better: A graduate student wrote and presented the thesis.

Avoid using the passive voice unnecessarily; it creates wordy constructions and often introduces ambiguity about who performed the action.

Web

Capitalize World Wide Web, the formal name, and the short form Web when used alone and as two words, *Web page*, *Web feed*. Lowercase when used as one word, *webcam*, *webcast*, *webmaster* and *website*. For other sites, particularly social media, always capitalize Facebook, You-Tube, MySpace, Twitter and LinkedIn.

Website addresses — URLs

When listing a URL, omit *http://* when followed by *www*. Most users are familiar with Web language. *Exception*: When the Web address uses *http://* or *https://*.

The UWSP home page is located online at www.uwsp.edu.

(*Note*: No colon after at)

My Web link is <https://mypoint.uwsp.edu/mypoint/default.aspx>.

Avoid using long addresses or a right slash at the end of URL. If an Internet address falls at the end of a sentence, use a period.

Visit www.uwsp.edu/alumni for the schedule of events.

(*Not*: Visit www.uwsp.edu/alumni/ for the schedule of events.)

The Health Services website is <http://wellness.uwsp.edu>.

If an URL falls at the end of a sentence, use a period. If the URL breaks between lines, split it after a slash or dot that is part of the address, without an inserted hyphen.

Contact information for University Relations and Communications is online at www.uwsp.edu/urc/univRelContacts.aspx.

Do not underline or boldface Web addresses in printed materials.

Correct: UWSP's home page is www.uwsp.edu.

Incorrect: UWSP's home page is www.uwsp.edu.

As with telephone numbers, always test URLs before publishing.

who, whom

Use *who* in the subjective case for the following.

Who will pitch this season?

He is the student teacher who will be honored for his work.

Use *whom* in the objective case as the object of a verb or preposition.

Chloe wrote down the assignments for whom?

The highest grades went to whomever completed the extra credit.

When unsure which to use, substitute *he/she*, *her/him*, or *they/them* for *who* or *whom*. If *he*, *she* or *they* is correct, use *who*; if *him*, *her*, or *them* is correct, use *whom*.

The lecturer, who (she) has a doctorate in psychology, spoke to a class.

Chloe wrote down the assignments for whom? (her)

years

Use commas only with a month and day. No comma between month and year.

February 19, 2010, is the first day of the conference.

The next meeting will be in February 2011.

Don't use: 10 February 2010

Use an s without an apostrophe to indicate spans of decades or centuries.

The 1890s, the 1900s

Capitalization

Capitalize only when necessary. The more words capitalized, the more complicated is the text.

Capitalize the formal (complete) names of university units.

Academic Affairs Office, Office of the Chancellor, Division of Communication.

Do not capitalize *university* unless used within a complete, formal title.

University of Wisconsin-Stevens Point offers courses in a variety of disciplines through the first semester.

The university partners with UW-Marathon County.

Do not capitalize informal names of units.

business affairs, the college, natural resources

Lowercase names of majors, minors, emphases and programs, with the exception of languages

communication major with an emphasis in public relations

English major with a minor in French

Lowercase generic terms that precede or follow proper nouns.

Main and Reserve streets, Thomson and Hyer halls

academic and administrative titles

Capitalize when the title is part of the name and directly precedes it.

Professor William Lutz will join the group.

Do not capitalize when the title is a descriptive tag.

A new professor, Sue Jones, joined the faculty at UW-Stevens Point.

Lowercase when the title follows the name

William Lutz, professor of English, advises students.

This rule applies to titles such as chancellor, provost, director, dean and other academic titles.

Former UW-Stevens Point Chancellor Lee Sherman Dreyfus

Lee Sherman Dreyfus, former chancellor of UW-Stevens Point

Lee Sherman Dreyfus became chancellor in 1967.

Exceptions: Capitalize named chairs or professorships that include the academic title and titles such as Distinguished Professor. Capitalize titles that follow names in formal contexts, such as lists in the front areas of reports and books.

Richard Wilke, Distinguished Professor in the College of Natural Resources, retired from UWSP.

Use Dr. in front of a name only for a doctor in the medical profession. In other cases, use Ph.D. after the name.

Do not capitalize terms denoting roles, such as nurse, coach, citizen or historian, when they precede a name.

In running text, capitalize full titles of institutions and departments.
Lowercase partial titles.

The UW System Board of Regents; the board, the regents
The UWSP Symphony Orchestra; the symphony, the orchestra

academic areas

Capitalize full, formal department names:

Department of Mathematics and Computing, School of Education.

When not part of the formal title, do not capitalize the area unless it is a proper noun: psychology, English, biology. Lowercase partial titles: chemistry, art and design.

buildings

Capitalize the official names of buildings. Use official names of campus buildings in formal university publications.

601 Division St. Building
Allen Center
Baldwin Hall
Burroughs Hall
College of Professional Studies Building (CPS)
Collins Classroom Building (CCC)
Communication Arts Center (CAC)
DeBot Center
Delzell
Dreyfus University Center (DUC)
George Stien Building/Annex
Hansen Hall
Health Enhancement Center (HEC)
Hyer Hall
Knutzen Hall
Maintenance & Materiel Building (M&M)
May Roach Hall
MEC Metal Storage Building
Neale Hall
Nelson Hall
Noel Fine Arts Center (NFAC)
Old Main
Pray-Sims Hall
Resource Recovery Center
Schmeeckle Visitor Center
Schmeeckle Shelter
Science Building
Smith Hall
South Hall
Steiner Hall
Student Services Center
Thomson Hall
Trainer Natural Resources Building (TNR)
University Library (Learning Resources Center)
Watson Hall
Wood Utilization Lab

Lowercase incomplete building names unless the word begins a sentence or is a formal name: fine arts center, natural resources, Collins.

century

Lowercase eighth century, 15th century, 21st century.

course titles

Capitalize formal course titles.

Adrian is enrolled in Sustainable Food Systems.

degrees

When referring to a general area and not the formal degree name, don't capitalize the subject area.

B.A. in *music*, honors in *art education*.

But: In December, she graduated with a B.S. in Forestry (see abbreviations page 14).

associates degree

bachelor's degree

master's degree

Never use the plural or plural possessive—*bachelors*, *masters'*—in reference to degree names.

departmentsCollege of Fine Arts and Communication

Aber Suzuki Center

Department of Art & Design

Division of Communication

Department of Music

Department of Theatre and Dance

College of Letters and Science

Department of Biology

Department of Chemistry

Department of Computing and New Media Technology

Department of English

Department of Foreign Languages

Department of Geography and Geology

Department of History

Department of Mathematical Sciences

Department of Philosophy

Department of Physics and Astronomy

Department of Political Science

Department of Psychology

Department of Sociology

College of Natural Resources

Department of Paper Science and Engineering

College of Professional Studies

School of Business and Economics

School of Communicative Disorders

School of Education

School of Health, Exercise Science and Athletics

School of Health Promotion and Human Development

Division of Interior Architecture

School of Health Care Professions

Department of Military Science

e-mail

Lowercase except when it begins a sentence or precedes the address in a list.
(Note hyphen after e.)

fax

Lowercase in text or when following a number; capitalize when it precedes the number in a list.

homecoming

Capitalize only when a formal title: UWSP Homecoming.

Internet

Always capitalize the word Internet, a formal noun. Do not capitalize intranet.

months

Capitalize names of months. When used with a specific date, abbreviate only Jan., Feb., Aug., Sept., Oct., Nov. and Dec.

When month and year are used in a phrase, do not separate month and year with a comma.

He was elected chair of the department in August 2009.

regional designations

Capitalize recognized geographical regions of the country, but not general directions.

Patty grew up in the East, but decided to move south.

The Lake Michigan shoreline is beautiful.

Our campus is in Central Wisconsin.

seasons

Lowercase seasons and derivatives unless they begin a sentence or are part of a formal name.

spring, summer, autumn, winter

wintertime, springtime

2010 Winter Olympics

semesters

Do not capitalize the common names of semesters, terms, or academic sessions.

fall semester

registration

orientation

scholarships and fellowships

Capitalize only official names.

Goldwater Scholarship, Gaylord Nelson Earth Day Fellowship

Do not capitalize unofficial names unless they are proper nouns.

biology scholarship

UPDC grant

Duaine Counsell Scholarship

student classifications

Do not capitalize freshman, sophomore, junior, senior.

Punctuation

apostrophes

Use the apostrophe to:

- indicate omitted letters in contractions: doesn't, can't, she'll, they're
- show possession for nouns: a day's rest, a professor's grading scale, everyone's campus, women's rights.

For singular words ending in the sibilant (*s, x, z*) sound, such as *James* or *Moses*, omit the final *s* to prevent an awkward repetition of sound.

Marcus' briefcase
Nicholas' degree

For plural possessives ending in *s*, add the apostrophe at the end; for those not formed by *s*, add 's.

musicians' instruments
women's basketball
McKenzie's bones

For capital letters used as words and for letter grades, just add *s* to form the plural. *Exception:* To avoid confusion with the word *as*, use the apostrophe to designate plural of the letter grade *A*.

All *A's* denotes highest honors on the dean's list, but *Bs, Cs* and *Ds* will disqualify you.

Form possessives of abbreviations as you would spelled-out nouns.

Singular possessive:
Faculty member's offices are on the third floor.
UWSP's teams
CNR's offices

Use the apostrophe to indicate omission of the first two digits in a graduation year.

Stevie Pointer, '99, M.S. '02

Use the apostrophe in *Presidents' Day*, but do not use the apostrophe in *Veterans Day*.

Do not use the apostrophe to form the plurals of figures, years, or abbreviations.

1950s, 1980s, the late '80s, CDs

Do not use the apostrophe for

- personal pronouns: *I, we, you, he, she, it, they*
- possessive pronouns: *my, our, ours, your, yours, his, hers, its, theirs*
- plural nouns that are not possessive: *rooms, tomatoes, services*

colon

Use the colon as you would a semicolon between independent clauses when the second clause amplifies or illustrates the meaning of the first clause.

Several Pointer baseball athletes were honored by WIAC: three were named to the All-Conference Team, one was named to the All-WIAC team and two won Student-Athlete Awards.

Capitalize the first word following a colon when it begins the first of at least two complete sentences.

Our professor encouraged us to go take the summer course for several reasons: The course will not be held again until next spring. Instruction is more personal in the smaller summer classes.

Use colons to introduce a series or a list that is preceded by a grammatically complete clause (see vertical lists).

Incoming freshman are allowed to have these items in their resident hall room: a refrigerator, television and microwave.

Do not use unnecessary colons.

Correct: The popular courses are Web Design and Development, Theatre Practicum for Dancers and Introduction to Cartography: Map Conceptualization and Development.

Incorrect: The popular courses are: Web Design and Development, Theatre Practicum for Dancers and Introduction to Cartography: Map Conceptualization and Development.

commas

Use a comma—the serial comma—before *and* and *or* in a series of more than two items. If the last element of a series contains a conjunction, put a comma before the last element.

The College of Natural Resources faculty leads planning to restore Wisconsin's forests, improve renewable energy and investigate the causes of global climate change.

A meeting took place Saturday with leaders of the Boys and Girls Club, United Way, and Letters and Science faculty members.

If you incorporate multiple series in a sentence, use semicolons to separate the series.

UWSP's new brand image has a standard color palette of purple and gold; restrictions for use of the logo, seal and athletic identifiers; and layout guidelines for letterhead, envelopes and business cards.

Use a comma after the city and state in the middle of a sentence.

Stevens Point, Wisconsin, sits smack dab in the center of Wisconsin.

Use a comma following the day and year in a complete date, but omit the comma when citing only the month and year.

By September 1, 2010, the class was full.

The Pointers won the championship in March 2010.

Use a comma to set off nonrestrictive elements, but not restrictive elements.

Nonrestrictive

- Allison, who is editor of the campus newspaper, won a journalism scholarship.
- *The World is Ours*, a book about UWSP's history, was written by a retired dean.
- The Pointers, who won the national championship, celebrated at the pep rally on Friday.

Restrictive

- Editors of school newspapers are eligible for the journalism scholarship.
- A book about UWSP's history was written by a retired dean.
- The basketball team that won the national championship celebrated at the pep rally on Friday.

Do not use a comma between last names and Jr., Sr., II, III, etc.
Jeffrey Mark Wiley Jr.

dashes and hyphens

The **en dash** (–) is the width of a letter *n*—about as wide as a hyphen and a half. Use en dashes to do the following:

Connect numbers and, occasionally, words:

She taught at UWSP from 1968–2002.

The quote is listed on pp. 82–92.

The class meets Mondays, 9:15–11:30 a.m.

Indicate an ongoing activity:

The orchestra will play a medley of songs written by John Williams (1932–).

Note: To form the en dash in Microsoft Word, type space, hyphen, space after the word the en dash is to follow; continue typing and Word will auto-convert the dash to an en dash; or use shortcut keys (PC—Alt 0150; Mac—option-hyphen).

The **em dash** (—) is the width of a letter *m*—about twice as wide as a hyphen. There are no spaces before or after the em dash. Use em dashes to do the following:

- Set off explanatory elements:
Erica is working three jobs—two on campus and one in town—to pay her way through college.
Tom said his professor—an expert on astronomy—was working at the Kitt Peak National Observatory.
- Show sudden breaks:
The play—we couldn't call it either a comedy or a drama—was the first production of the semester.

Note: To form the em dash in Microsoft Word, type two hyphens with no space after the word the em dash is to follow; continue typing and Word will auto-convert the dashes to an em dash; or use shortcut keys (PC—Alt 0151; Mac—shift option-hyphen).

Word Help also offers instructions to insert symbols—including em and en dashes—from the toolbar:

1. Click where you want to insert the symbol.
2. On the **Insert** menu, click **Symbol**; then click **More Symbols**.
3. In the **Font** box, click the font that you want.
4. Double-click the symbol that you want to insert.
5. Click **Close**.

The **hyphen** (-) connects or divides words and word elements.

- Hyphenate compounds that function together as adjectives:
first-place award, real-world example
- Don't use a hyphen after words ending in *ly*:
quickly moving vehicle
- Hyphenate a compound with the prefix *well* before the noun:
The well-respected professor teaches the class.
The professor who teaches it is well respected.
- Hyphenate temporary compounds (created to meet a writer's need at a particular moment):
able-bodied, free-for-all, second-rate

Note: Consult a dictionary or style manual to verify compound words.

Use the hyphen to separate numbers and word constructions.

715-346-0000
first-come, first-served basis
self-educated business owners

Use the hyphen to divide words at end of lines. If the line has space for one or more syllable, but not for the whole word, use the hyphen to divide the word between syllables. If you are not certain where one syllable ends and the next begins, refer to the dictionary.

Omit hyphens at ends of lines in columns and in printed material such as brochures, newsletters and flyers.

ellipsis (...)

Use an ellipsis with a space before and after, to indicate text omitted within a sentence.

“Ground will be broken for the new science building in June ... the plans call for several sustainability features,” said the chancellor.

To indicate omitted material after the end of a sentence, use a space before and after the ellipsis.

“James couldn’t wait to graduate. ... He had two interviews set for next week.”

Generally, do not use an ellipsis at the beginning or end of quoted material unless you wish to emphasize that the quote is partial.

exclamation point

Use sparingly to show strong emotion, surprise or disbelief.

parentheses

If a dependent clause or phrase is in parentheses, put final punctuation outside the final parenthesis. If the parentheses enclose an entire sentence, put final punctuation inside the closing parenthesis.

Perry scored the final goal of the year (but not of his career).

Schmeeckle Reserve offers nature workshops several times a month. (For information, call the Visitors Center at 715-346-4992.)

periods

Use the period to end declarative—and some imperative—sentences.

Declarative: The group needed to complete the homework.

Imperative: Finish your homework.

Use the period after some abbreviations (see page 14).

Use a single space after periods to avoid large gaps in paragraphs.

quotation marks

Place quotation marks outside of commas and periods, but inside of semicolons and colons.

“When I move to Wisconsin,” John said, “I’ll buy a canoe.”

The students gave tours of the museum’s collections: “ornithology, mammalogy, paleontology”; but didn’t have time for the Herbarium.

Place question marks and exclamation marks inside quotation marks if the quote is a question or outside if not.

Does the syllabus include Poe’s “The Raven”?

He asked his professor, “When will the lecture be held?”

Use quotation marks to enclose titles of short stories, articles and poems; individual chapters in books, songs and other short musical compositions; and radio and television shows.

Italicize titles of books, paintings, sculptures, films, magazines, plays, record albums, operas and other long musical works, newspapers and continuing radio and television shows.

semicolon

Use the semicolon between closely connected independent clauses that are not joined by one of the seven coordinating conjunctions (*and, but, for, or, nor, so, yet*).

The College of Natural Resources has received numerous grants; the most recent was a \$1 million grant from the U.S. Environmental Protection Agency.

Students will present their research posters on Friday; however, oral presentations will be given next week. (Note the use of the subordinating conjunction, *however*.)

Use the semicolon to separate elements that incorporate internal commas.

The scholarship is awarded based on athletic, organization and volunteer activities; academics; leadership qualities and financial need.

Policy on advertising

UWSP is a public institution and its reputation and image must be protected. Therefore, the following policy is applicable to the granting of advertising, sponsorship and promotional rights to nonuniversity entities. The UWSP policy on advertising covers advertising in publications, including electronic publications, published by or on behalf of a UWSP department, college, program or unit. Publications that are produced by others on behalf of a UWSP unit are subject to the policy.

Non-academic university publications include, but may not be limited to, programs for cultural, theater and other performing arts events, programs for athletic events, staff and student directories, visitor information and alumni magazines.

Academic publications include, but may not be limited to, school and college brochures, periodicals and bulletins, timetables and course catalogues.

Advertising is defined as all advertising in or on UWSP publications (including electronic publications) or other university communications media, signage, property or material.

The UWSP advertising policy applies to any advertisement, signage, label, logo, packaging, imprint, sales promotion activity or device, public relations material or events, merchandising or other activity or communication that has the obvious intent of promoting or marketing a non-UWSP product, service, event or organization.

UWSP has the right to refuse advertising that it considers unacceptable. For example, advertising is unacceptable when it

- conflicts with university policies
- adversely affects UWSP's reputation
- appears to create an endorsement by UWSP of a particular company, product, political candidate or position regarding public policies
- is considered to contain obscene, indecent or profane material
- ridicules, exploits or demeans persons on the basis of their age, color, creed, handicap, national origin, race, religion, sex or sexual orientation;
- promotes tobacco products.

UWSP may permit advertising of alcoholic beverages in university publications, or other university media, at university events or on university property only when the primary audience of the associated program or activity is nonstudents.

Graphic identity guide

The University of Wisconsin-Stevens Point is represented by several official identifying graphics. Each has specific applications and use of these must follow the guidelines contained within this document. **All publications intended for an external audience must include one of the following: the complete logo, the wordmark or the UWSP symbol.**

Complete logo

The complete University of Wisconsin-Stevens Point logo is comprised of two elements: the UWSP symbol and the wordmark.



**University of Wisconsin
Stevens Point**



UWSP



University of Wisconsin-Stevens Point

Wordmark

The wordmark is a graphic element of the complete university logo. The wordmark may not be recreated in other fonts, resized or rearranged in any way other than those articulated within the University Branding System. In some cases it is acceptable to separate the wordmark from the UWSP symbol. However, each element of the complete logo must appear prominently within the publication.

**University of Wisconsin
Stevens Point**

UW-Stevens Point

University of Wisconsin-Stevens Point

UWSP

UWSP symbol



The UWSP symbol is perhaps the most identifiable university graphic. Its use is acceptable in most external communications. In some cases it is acceptable to separate the UWSP symbol from the UWSP wordmark. However, each element must appear prominently within the publication.

Colors

The UWSP identity (complete logo, symbol or wordmark) may only appear in the following color combinations.



Size

In order to maximize legibility on printed materials, the UWSP identity (complete logo, symbol or wordmark) may not appear smaller than 5/8" as illustrated here.



In general, while the UWSP identity must be prominently and largely displayed, it should be sized appropriately for each particular purpose. Common sense should prevail.

Safe space

A safe area around all UWSP graphics must be preserved to allow for maximum legibility of the identifier. No other elements may intrude upon this safe area. Placing the graphic too close to a cut or folded edge (recommend at least 1/4") also violates the safe area.

University seal

The University of Wisconsin-Stevens Point seal is reserved for official and ceremonial use. Its use requires the direct approval of the Chancellor's Office and University Relations and Communications. Examples of approved uses include diplomas and commencement materials, legal documents, certificates and plaques, inaugural materials, UW System-mandated reports, and Board of Regents materials.



When its use is approved, the seal should appear large enough for all type to be legible. It may not be used as a background or watermark. Patterned, colored or tinted background fields within the seal are not allowed. The seal may not be modified in any way. The seal may be foil stamped, engraved, embossed or blind embossed. The seal may only appear as black and white or in the color combination shown here.



Athletic graphics

A set of identifiers exists to advance UWSP Athletics. The primary use of these graphics are for athletics and other non-academic applications. Appropriate uses include uniforms, UWSP Athletics or recreational programs, apparel, and supplies and gift items sold or distributed through the University Store, Alumni Affairs or team booster clubs.

For merchandise and apparel produced with UWSP identifiers, see University Store merchandise and licensing, page 47.

Athletic graphics include:

UWSP, Pointers for all teams ("Lady Pointers" is not acceptable), Established 1894, Stevie Pointer, SP, Pawprint, Purple and Gold.



Dos and don'ts

UWSP (logo) symbol, wordmark and seal

- Do not re-proportion, rotate or alter.
- Do not extract part(s) or elements to use on other graphics or service marks.
- Do not use as a part of a pattern or larger image that might diminish its visual strength.
- Do not incorporate into other logos or service marks (may be used with text to identify unit, group or department). See Unit Pairing on page 46.
- Do not enclose the graphic within another shape or graphic.
- Do not use background colors, graphics, screens, clouds, photos, trees, etc. inside the graphic.
- Do not animate the graphic.
- Transparent use of the logo must be reviewed by the licensing coordinator.


UWSP athletic graphics


- Alterations of any UWSP graphic requires approval from the license coordinator.
- The Pointer paw may have UWSP within the graphic.

Colors for publications

The following represents the UWSP color palette. These colors must be used and may not be altered. *CMYK color model refers to the four inks used in color printing: cyan, magenta, yellow and key black.*


Primary Colors


 UWSP gold-pms 123: 0c, 24m , 94y, 0k

 UWSP purple-pms 267: 89c, 100m, 0y, 0k


Secondary Colors


The university uses a set of secondary colors, one of which may be the main color in your publication design.

 Green background: 50c, 18m , 100y, 0k

 Orange background: 0c, 55m , 90y, 0k

 Violet background: 35c, 35m, 0y, 0k

 Blue background: 50c, 15m, 25y, 0k

 Orange type: 0c, 80m, 100y , 0k

 Blue type: 86c, 28m, 41y, 25k

 Red type: 15c, 100m, 100y, 15k

University fonts

The use of typefaces from the following set of common fonts further ensures the consistent look of university publications for external audiences. You must use these fonts in your publications. For Web fonts refer to Web standards, page 48.

General use (letters, memos, etc.):

Serif:	Times or Times New Roman	(Sample Text)
	Palatino	(Sample Text)
Sans serif:	Helvetica	(Sample Text)
	Franklin Gothic	(Sample Text)

Print Publications:

Major heads/Titles:	Impact	(Sample Text)
Serif:	Palatino	(Sample Text)
	Times or Times New Roman	(Sample Text)
	ITC Avant Garde	(Sample Text)
San-Serif:	Formata	(Sample Text)
	Helvetica or Franklin Gothic	(Sample Text)
	Mistral Roman	<i>(Sample Text)</i>

Please note: Friz Quadrata is used only for the UWSP workmark.

Subsystems

The UWSP Branding System allows colleges and some major units to develop their own individual graphic expressions. These expressions may include a typographical arrangement or effect, a unit-specific tagline or slogan and illustrations. The individual graphic expression does not replace the UWSP logo and may not be attached to the UWSP logo. The UWSP logo must still appear prominently in unit-specific publications.

Special consideration for unique logos for external-audience events will be given to the following: events and conferences; performances; celebrations; affiliated, legally separate organizations; and on-campus retail establishments.

College
of **Natural Resources**



Unit pairing

In some instances, the UWSP logo (and/or wordmark) is paired with the name of a university unit to create a single, unified graphic element, often referred to as a secondary logo.



University of Wisconsin-Stevens Point University Relations and Communications



University of Wisconsin-Stevens Point College of Letters and Science

- Unit pairing follows a precise, prescribed structure that cannot be altered.
- It is consistent with overall branding guidelines in size/color restrictions and safe space.
- Unit-pairing graphics must be created by University Relations and Communications.

Colleges

Colleges may use unit pairing in publications; however, unit pairing may not always be necessary.


Major units


The unit-pairing option is also permitted for major units of the university with approval from University Relations and Communications. Considerations include whether the unit has (or needs)

- a unit-specific community or external “face” or
- unit-specific partnerships or sponsorships

Business cards and department letterhead

University business cards and department letterhead use a standard format. Alternate formats need to be approved by University Relations and Communications. Contact Printing & Design for production of business cards and electronic and printed letterheads. Go to www.uwsp.edu/printdesign for more information.

	University of Wisconsin-Stevens Point Stevens Point, WI 54481-3897	
	Name Title Department (optional)	
Room, Building Email Website (optional)	Phone number fax number	

	University of Wisconsin-Stevens Point	
	College or Unit Name of Department (optional) Sub Unit (optional)	
		Stevens Point WI 54481-3897 Phone number; Fax numbers Website and/or E-mail

University Store merchandise and licensing

The licensing coordinator, a staff member of University Relations and Communications, is responsible for control of the university's identifying graphics and for negotiating licensing agreements. No other office or department is authorized to perform trademark licensing program administration.

- Organizations or persons intending to produce products, promotions or services bearing the university's names, marks or logos for commercial application, distribution or resale must become licensed or purchase merchandise from a licensed manufacturer/vendor.
- Royalties are charged on all merchandise for resale bearing the identifying marks of UWSP.
- For a list of local licensed vendors contact the license coordinator at 715-346-3611.

The University of Wisconsin-Stevens Point will enforce its trademark policies and procedures. Vendors who have not acquired a license or authorization agreement, who have not obtained art approval or otherwise violate university policy are subject to cease and desist orders, product confiscation and prosecution.

The Licensing Resource Group (LRG) serves as UWSP's agent for the execution and management of license agreements. If you have a specific vendor you would like to use, please have them contact LRG for licensing information.

Licensing Resource Group
2570 Holiday Road, #250
Coralville IA 52241
Phone 319-351-1776; Fax 319-351-1978
www.lrgusa.com

Web standards

Intended audiences

Internet-facing Web content

The primary audiences for internet-facing content are: prospective students, parents and family members of prospective and current students, alumni, prospective employees and anyone who has an interest in our activities, events and educational opportunities.

Purpose of providing Internet-facing content

The purpose of Internet-facing content is to inform visitors about the academic, social and growth opportunities we offer, and to enhance the public perception of our programs, our faculty and staff members and students, and our campus environment.

Intranet-facing Web content

The primary audiences for intranet-facing content are people who are already a part of the UWSP community. Broadly speaking, this content can be defined by its intended audiences within UWSP: content that can be shared with the entire community or selected parts of it, content relevant to a department or unit that is intended to support the unit's business and collaboration among unit staff, and finally, content that supports collaboration with specific individuals outside the university.

Purpose of providing Intranet-facing content

The purpose of intranet-facing content is to share information that will keep community members abreast of what's happening across the university, to enhance the ability of individuals and units to collaborate, and to help with the task of limiting information to the people for whom the information is intended.

Identity and branding for Internet-facing content

The university website provides a stage on which to advance the UWSP brand through consistent visual elements and a consistent brand narrative. We all benefit when the university as a whole benefits. To help with the process of advancing the UWSP brand, Web & Media Services will assist departments and offices in designing or redesigning websites, and University Relations and Communications will help in packaging content for maximum appeal to our intended audiences.

Use of logo on Web pages

The campus home page, associated menu pages and administrative office pages will use a master page with large branding that applies UWSP's purple and gold, with the approved global navigation, as depicted below:



Colleges, academic departments and other affiliated organizations are encouraged to use a space-saving bar at the very top of their Web pages. The space-saving bar will contain the UWSP logo and search box. The bar's color is a neutral dark grey color (about 85 percent black) or a transparent version, if appropriate, to avoid "clashing" with the chosen color scheme (see examples):

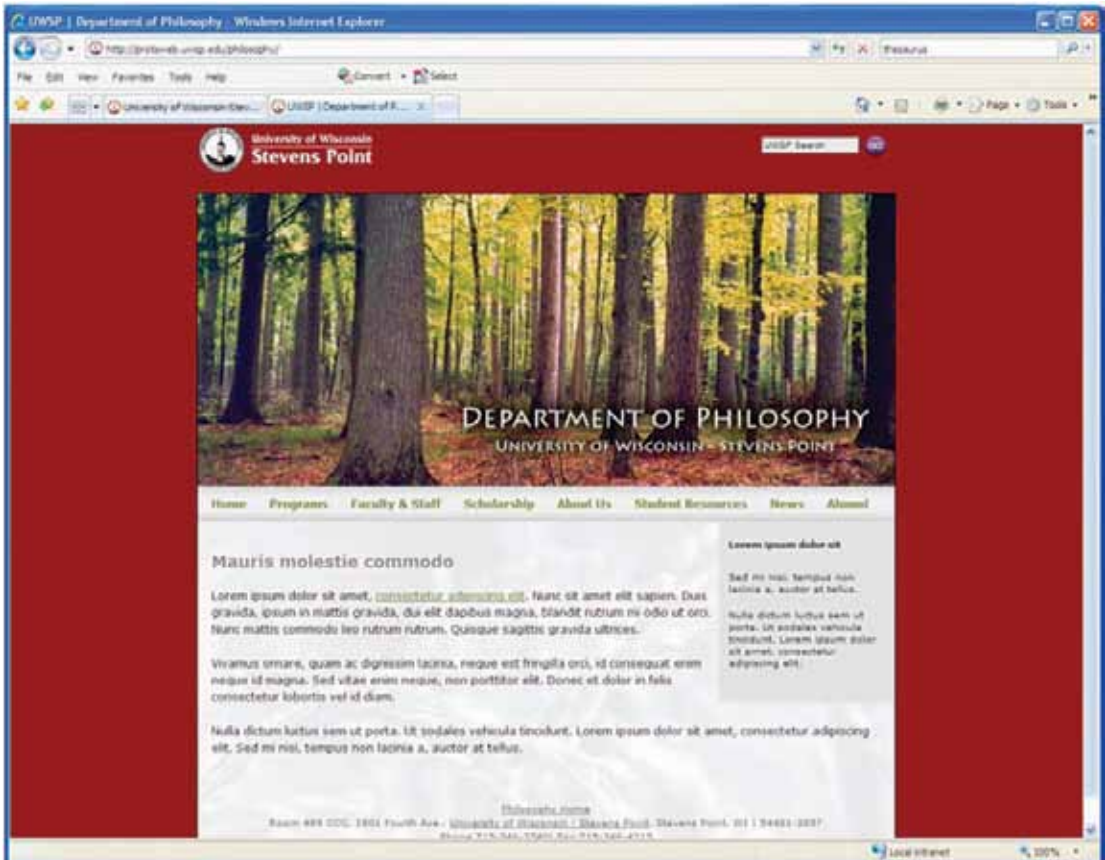
Example 1

Small dark grey bar with logo and search box



Example 2

Small transparent bar












The UWSP Web color palette

Note: To view in a browser, go to

<http://protoweb.uwsp.edu/design2010/UWSPcolors/UWSPcolors.aspx>

Print colors and web colors

Green Bkgrnd	Yellow Bkgrnd	Orange Bkgrnd	Violet Bkgrnd	Blue Bkgrnd	Violet Type	Orange Type	Blue Type	Red Type
50c, 18m, 100y	25m, 95y	55m, 90y	35c, 35m	50c, 15m, 25y	75c, 90m	80m, 100y	86c, 28m, 41y, 25k	15c, 100m, 100y, 15k
#91ac3e	#ffc222	#f68b33	#a5a0cf	#82b5ba	#623f99	#f15a22	#007279	#b61d22
								

This chart above shows the CYMK values for print colors and hexadecimal values for web colors. The chart below shows CYMK and hexadecimal values for UWSP's primary colors:

Purple	Gold	
pms 267, #512698	pms 109, #ffd200	pms 123, #ffc82e
		

Fonts for the Web

The approved master pages will come with attached style sheets specifying the preferred font for Web page body text and headings, which is Verdana. These may be expressed in the styles as:

font-family: Verdana, Arial, Helvetica, sans-serif;
font-family: Verdana, Geneva, sans-serif;
font-family: Verdana, Geneva, Tahoma, sans-serif

Some exceptions may be made for using a serif font. Times New Roman is the preferred serif font. Georgia is also acceptable as a second choice for a serif font. These may be expressed in the styles as :

font-family: Times New Roman, Times, serif;
font-family: Georgia, Times New Roman, Times, serif;

Website management and responsibilities

University Relations and Communications will be responsible for all university website content aimed at our Internet-facing audiences. Web & Media Services is well aware of these Web guidelines, so there will be no need to pass things through University Relations and Communications unless there are questions of interpretation or requests for exceptions. Again, the point is to have a clearinghouse available to help the university offer a consistent Web experience.

Photography, video development and packaging, animations and design will be managed by Web & Media Services and University Relations and Communications, or designated others. “Designated others” is intended to mean individuals who have received training or who have enough experience to do professional looking Web work, and who have agreed to consult with Web & Media Services or University Relations and Communications regarding design considerations.

In general, student work done for class projects will not make its way to the university website. However, exceptions can be requested and submitted to the executive director of University Relations and Communications. Should this permission be granted, students involved in the project will work with staff from either University Relations and Communications or Web & Media Services. These statements do not apply to students simply updating content on pre-existing websites. If students are involved, it is assumed the office in which the students are employed will take an active role in overseeing and supervising the students’ work.

Acronyms and abbreviations

Writing and other references to the university or any of its elements will make use of the standards as defined in the UWSP Writing Style Guide (see pages 14–40). File and folder abbreviations will make use of the Information Technology/Student Information System naming designations.

Website content folder structure

Because of the intent to standardize UWSP website elements for our intended audiences, the following items should exist in each department’s Web pages. Some potentially common folders might include: master pages or templates, styles, scripts, staff, news, resources, programs, forms, alumni, visitors, etc. Web & Media Services will work with units in an attempt to think through site architecture.

Navigation

Navigational systems will typically be related to the office, department or unit represented by the website. The preferred approach is to have the navigation appear in the top part of the page, or on the left. Because the university has a group of intended audiences, the navigational setup should allow for people within those audiences to find what they need. The audience should be the primary consideration in making choices about navigation. When the logo appears on a page, it will typically provide a link back to the home page of the university.

Template use

As mentioned earlier, all university Web pages set up for the Internet-facing content will use a common style sheet provided by Web & Media Services. Additional styles can be requested and provided. Although the campus and its staff members typically works with Microsoft products by virtue of their availability through state contract, other Web authoring tools may be an option depending on circumstances.

Form use

Forms which simply gather information from anonymous users are discouraged as they become magnets for “spam-bots” and other unsavory attempts to market nonuniversity products.

If it is very important to gather information from anonymous Web users, the form should use a current methodology for reducing the success of attempts to overwhelm the data collection attempt with “junk.” As of 2010, a methodology used to deter spam producers is called “Captcha” (making users enter information found in an image placed on the form). Forms can be quite useful when set up to help with communication or collaboration with intranet-facing websites. In these cases, use of something like Microsoft’s InfoPath, or simple list-based forms will save time and allow for some consistency. Web & Media Services will work with units to select the right tool or tools.

Image use

All images incorporated in the university website should be created and manipulated by staff members from Web & Media Services, University Relations and Communications, or individuals designated by someone from those two offices. Requests for exemptions would be considered by the executive director of University Relations and Communications.

Video use

All video footage incorporated in the university website should be created and manipulated by staff members from Web & Media Services, University Relations and Communications, or individuals designated by someone from those two offices. Requests for exemptions would be considered by the executive director of University Relations and Communications.

Supported software

Design development and content authoring should make use of the software typically available in the UWSP standard campus load.

Scripting

The only scripting allowed on the university website are JavaScript or .net-based languages.

Animated content/flash

University websites may contain animations such as Flash-based applications, but these kinds of things should be looked at as condiments, not as the primary tool for delivering university content.

E-newsletters

E-newsletters should follow the same rules and guidelines as normal Web pages. Style sheets, templates or master pages, and support resources are likely to be slightly different for e-newsletters than traditional unit websites.

Web-based e-mail designs

Because of the enormous variety of potential e-mail programs, it is difficult to get a consistently good design outcome for e-mails sent out from the university. So, this kind of product should be saved for very special purposes. As is the case with e-newsletters, developing these kinds of products should follow the same rules and guidelines as normal Web pages.

Security and content segregation

The idea of security basically applies to intranet-facing content as, by definition, all Internet-facing content is intended for everyone to see. It is important to consider audiences when developing content to be shared. For practical purposes, we have several audiences to consider when developing intranet-facing content: all of UWSP, a single department, a set of departments or individuals, and individuals collaborating with a selected set of people off campus. All content has an intended audience and permissions should match those audiences.

Accessibility

All pages should be created following current Web standards and best practices, including but not limited to declaring a “doctype,” adding Meta tags for keyword and descriptors, inserting page titles and building a clear and consistent site navigation system. More detailed information concerning these issues can be obtained at the W3C website (www.w3.org) or the Web Standards Project (www.webstandards.org).



University of Wisconsin
Stevens Point

University Relations and Communications
2100 Main Street
Stevens Point, WI 54481-3897