

KALLIPOS+

The Style Guide

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The Kallipos Style Guide

About

The Kallipos Style Guide is a guide to style designed for Kallipos personnel and collaborators writing or working with text in English and, in particular, with academic material in English. This guide is specific to Kallipos. It does not give a full account of all matters relating to capitalisation, spelling, hyphenation, usage, abbreviation, punctuation, or italicisation which one might encounter when working with texts in English. Nonetheless, advice is given on dealing with various common issues which editors and proofreaders might find with Kallipos's materials.

The guide is divided between an alphabetical list of guidelines on elements of style, punctuation, and grammar which one should use while editing academic material; a section on how to edit and proofread; and other appendices with useful information.

Usage

When using this guide, it is important to remember that consistency is key. If a specific type of correction is made in one part of an academic textbook, that same type of correction should be replicated in every other part of the text where it is applicable.

Elements of Kallipos Style

1. Abbreviations and acronyms

- 1.1 Always spell out an acronym or abbreviation when it is initially used, e.g. *Gross Domestic Product (GDP)*; *General (Gen.)*.
- 1.2 Capitalise every letter of an acronym (e.g. *OED*, *PIN*) unless it has become a standard noun (e.g. *laser* comes from *Light Amplification by Stimulated Emission of Radiation*) or when it is commonly used with lower-case letters, e.g. *AIDS* has become *Aids*.
- 1.3 Do not use full stops with acronyms, e.g. *BBC* (not *B.B.C.*); *WTO* (not *W.T.O.*).
- 1.4 Do not use full stops after titles, e.g. *Mr* (not *Mr.*); *Dr* (not *Dr.*); *Ms* (not *Ms.*).
- 1.5 Use full stops with the following abbreviations: *etc.*; *i.e.*; *e.g.*; *pp.*; *et al.*
- 1.6 Use a full stop at the end of an abbreviation when the end of a word is omitted, e.g. *cent.*; *assoc.*; *Rev.*; *min.* (but not *mins*); *sec.* (but not *secs*).
- 1.7 Use the indefinite article *a* before acronyms or abbreviations that are pronounced with a consonant sound or aspirated *h* sound at the beginning, e.g. *a BA degree*, *a UNICEF card*. Use the article *an* before acronyms or abbreviations that begin with a vowel sound or an unaspirated *h* sound, e.g. *an NHS hospital*, *an FA cup match*.

2. Ages

- 2.1 Hyphenate *year-old* when used as an adjective before a noun, e.g. *my 10-year-old son*, but not when used after the verb, e.g. *he is 10 years old*.
- 2.2 No hyphen is required after the first age in age ranges, e.g. *all six to eight-year-olds love chocolate*.

3. Apostrophes

- 3.1 Use 's to indicate possession after singular nouns and indefinite pronouns, e.g. *the boy's job*, *anyone's guess*, *the box's contents*.
- 3.2 Use 's after plural nouns that do not end in *s*, e.g. *people's opinions*, *women's rights*.
- 3.3 With singular nouns that end in an *s* sound, the extra *s* can be omitted if it makes the phrase difficult to say, e.g. *catharsis' effects* (as opposed to *catharsis's effects*).
- 3.4 Use an apostrophe after plural nouns ending in *s*, e.g. *our neighbours' car*.
- 3.5 Do not use an apostrophe with possessive pronouns (*hers*, *its*, *ours*, *yours*, *theirs* etc.).
- 3.6 Do not use the so-called 'greengrocer's apostrophe': *lettuce's* instead of *lettuces*, *video's* instead of *videos*. But the apostrophe may be used when clarity is needed, such as when letters are referred to as objects, e.g. *dot the i's and cross the t's*.

4. Capitalisation

- 4.1 Capitalise words used in the specific or abstract sense, e.g. *the National Gallery*, *the separation of Church and State*.

- 4.2 Do not capitalise words when they are used in the general sense, e.g. *Tate Britain is the national gallery of British art*, or *there are 50 states in the USA*.
- 4.3 Use lower case when referring back to a previously capitalised proper noun, e.g. *the Ritz Hotel becomes that hotel*, *the Royal Navy becomes the navy*.
- 4.4 Capitalise the names of institutions, organisations, societies and groups, e.g. *the World Bank*, *the British Museum*, *the Beatles*.
- 4.5 Capitalise geographic regions and areas, named astronomical features, and buildings, e.g. *the Carpathian Mountains*, *the Milky Way*, *the Eiffel Tower*, *Oxford Circus*.
- 4.6 Capitalise river, sea and ocean when they follow their specific name, e.g. *the Yangtze River*, *the Arral Sea*, *the Pacific Ocean*.
- 4.7 Capitalise the names of days, months, festivals, and holidays, e.g. *Tuesday*, *April*, *Easter*.
- 4.8 Do not capitalise seasons except when they are personified, e.g. *I love summer*, but *O wild West Wind, thou breath of Autumn's being*.
- 4.9 Capitalise historical periods, e.g. *the Devonian period*, *Bronze Age*.
- 4.10 Do not capitalise millennia, centuries or decades, e.g. *the first millennium*, *the twelfth century*, *the seventies*.
- 4.11 Capitalise names of wars, treaties, councils, assemblies, government departments, conferences and competitions, e.g. *the Reformation*, *the First World War*, *the Treaty of Versailles*, *Department of Defence*, *the Olympic Games*.
- 4.12 Do not capitalise titles and ranks unless they are before a name or being used in place of the name, e.g. *the queen of Castile*, but *Queen Isabella*; *Clement Attlee*, *the prime minister*, but *Prime Minister Clement Attlee*; *he was the prime minister*, but 'Yes, *Prime Minister?*'.
- 4.13 Capitalise the first word and all principal words (e.g. nouns, pronouns, adjectives, verbs, adverbs) in books, documents/reports, captions/pictures, and musical composition titles. Do not capitalise articles, (short) prepositions, and conjunctions, e.g. *Don't Put It Off Another Day*, *Gone with the Wind*.
- 4.14 Capitalise monotheistic deities, e.g. *Allah*, *Jehovah*, *God*, *the Supreme Being*. Do not capitalise polytheistic deities, e.g. *the Aztec gods*.
- 4.15 Capitalise adjectives and nouns denoting place, language, or people, e.g. *European*, *Swahili*, *Aboriginal*.
- 4.16 Capitalise words derived from personal names, e.g. *Homeric*, *Kafkaesque*, *Orwellian*.
- 4.17 Capitalise trade names, e.g. *Velcro*, *Google*, *Coca-Cola*.
- 4.18 Capitalise names which include a number or letter, e.g. *Room 34*, *Flight 125*, *Form 4b*.

5. Colons

- 5.1 Use the colon (:) to link premises to conclusions, causes to effects, introductions to main points. The colon performs the same job as *that is*, *namely*, *for example*, *therefore*, e.g. *The car is available in two colours: red and blue*.

- 5.2 Use the colon to introduce lists, e.g. *We need the following: a black bag, a shovel, and a torch.*
- 5.3 Do not capitalise the first word after a colon (unless it is a proper noun or forms part of a book title or header). In US English, the first word is often capitalised if it introduces a grammatically complete sentence.
- 5.4 A colon may be used to introduce direct speech (usually formal speech), e.g. *Carl, the chief executive, said: "It would be prudent to invest more in research and development."*

6. Commas

- 6.1 Use two commas on either side of a relative clause which adds extra information that could be taken out and not change the overall meaning of the sentence, e.g. in: *Adam's Café, which Lucy recommended, is a fantastic restaurant*, the words '*which Lucy recommended*' can be taken out since '*Adam's Café*' already defines the restaurant.
- 6.2 Do not use commas on either side of a relative clause which cannot be taken out of a sentence without changing the meaning of the sentence, e.g. in: *the people who live there are really frightened*, the clause '*who live there*' defines the people and, therefore, cannot be removed.
- 6.3 Use a comma after an adverb or adverbial phrase, except in very short sentences e.g. *At first,...; Unfortunately,...; Therefore,....*
- 6.4 A comma should not be used to separate two independent clauses, e.g. with: *I am not angry with you, I am not happy with you, either*; replace the comma with a semicolon, a full stop or a coordinating conjunction (*and, but, so* etc.).
- 6.5 Use a comma to introduce direct speech, e.g. *John said, 'Where's the car?'*
- 6.6 In lists of three or more items, the comma before the final item should be omitted where it is clear what all items in the list are, e.g. *I want bacon, eggs and toast.*
- 6.7 A comma may be included before the final item in a list if there is a possibility for confusion (such as with compound terms), e.g. in the list: *cider, real ales, meat and vegetable pies, and sandwiches*, there should be a comma after *pies* so as not to imply something unintended about the sandwiches.

7. Contractions

- 7.1 No contracted words (*don't, we'll, learn'd, can't* etc.) in academic texts.

8. Dates

- 8.1 No need for '*th*', '*rd*' or '*st*' after the date, though they can be used.
- 8.2 The order should be day, then month, then year, e.g. *Friday, 26 October 2022.*
- 8.3 Date ranges should be written as such: *5-10 March*, or *5 July to 5 August* (or *5 July – 5 August*).

9. Dashes

- 9.1 Use the em rule (US: em dash) (–) with a space on either side to enclose parenthetical information which needs to be emphasised, or which includes multiple

punctuation marks, e.g. *There is nothing – absolutely nothing – half so much worth doing as simply messing about in boats*; or *Visual illustrations, by contrast – photos, drawings, diagrams, graphs – literally show us in images what the author tells in words*. NB: do not capitalise the first word after the dash, unless it is a proper noun.

- 9.2** Use a single em rule at the end of a sentence in place of a comma to add further emphasis to parenthetical information, e.g. *They asked for investments from friends, associates – basically, anyone with a wallet*.

10. Full stops

- 10.1** Bullet points: a full stop is normally used when the bullet points contain full sentences, e.g. with a list of instructions (see **Appendix II** for more information).

11. Headings

- 11.1** For up-to-date information on the formatting of Kallipos's headers and bullet points, see **Appendix II**.

12. Hyphens

- 12.1** Use hyphens (-) in two-word or compound adjectival phrases when followed by a noun e.g. up-to-date records, but *the records are up to date*; *a well-known person*, but *this person is well known*; *evidence-based practice*, but *this course is practice based*. NB: there is no space before or after a hyphen.
- 12.2** Do not use a hyphen:
- a. after adverbs ending in 'ly', e.g. *smartly dressed*
 - b. if a compound adjective would require three or more hyphens.

13. Italics

- 13.1** Italicise film titles, book titles, names of TV programmes etc. The punctuation near these words should not be in italics.

14. Names

- 14.1** Spell and capitalise the form of names that individuals are most commonly known by or prefer, e.g. *J. K. Rowling* (not *Joanne Rowling*); *George Orwell* (not *Eric Arthur Blair*).
- 14.2** Initials before a surname are separated by a space and have a full stop after them, e.g. *J. S. Bach*, *Hunter S. Thompson*. NB: some names are commonly written without spaces or full stops, e.g. *JRR Tolkien*, *George W Bush*.
- 14.3** Titles of honour or qualifications are rendered in capitals without full stops, e.g. *BSc*, *MSc*, *PhD*, *MBE*.
- 14.4** Names with prefixes should be rendered in accordance with the language of origin, e.g. in French and Spanish *de* is not capitalised (*de Talleyrand-Périgord*, *Bartolomé de las Casas*), except when it's at the beginning of a sentence. In Germanic languages, *von*, *vom*, *von*, *der* etc. are not capitalised unless at the beginning of a sentence.

- 14.5** For a full list of naming conventions (including Arabic, Chinese, and Japanese), consult the relevant section in: Anne Waddingham, ed., *New Hart's Rules: The Oxford Style Guide* (Oxford: Oxford University Press, 2014), pp. 112-22.

15. Numbers

- 15.1** Write out numbers one to nine in letters, e.g. *one, three, five* (not *1, 3, 5*).
- 15.2** Use numbers for 10 upwards, unless:
- the number comes at the start of a sentence
 - two or more numbers are used together, even if one number is nine or less e.g. *for ages 7 to 11*.
- 15.3** Use commas with thousands e.g. *1,123*.
- 15.4** For millions, use numerals and the word *million*, and decimals rather than fractions e.g. *25.5 million*.
- 15.5** With measurements (weights, lengths, area, volume etc.), unless indicated by the author's preferences, leave no space between the number and the unit of measurement, e.g. *16g, 5cm, 10km², 12m³* (except when the unit is written out in full, e.g. *16 grammes, five centimetres, 12 metres cubed* etc.).
- 15.6** With temperature (Celsius, Fahrenheit), leave no space between the number, the degree symbol, and the unit, e.g. *20°C, 45°F*. With the Kelvin scale, use a space and no degree symbol (e.g. *273.5 K*).
- 15.7** With time (am, pm), leave a space after the number with am and pm, e.g. *6 am* (NB: *6 am*, not *6 a.m.*).
- 15.8** With currencies, always put the currency symbol (£, \$, €, ¥ etc.) before the number and without a space in between, e.g. *£25, \$3, €300, ¥50*. Do not include lower denominations in mixed amounts, e.g. *£4.56* (not *£4.56p*).
- 15.9** With ordinal numbers:
- write out ordinal numbers up to ninth, e.g. *second* rather than *2nd* (except in dates).
 - over ninth, use numbers, e.g. *31st*.
 - Use -st, -nd and -rd as normal script, not superscript, e.g. *20th century* (not *20th century*).
- 15.10** With fractions:
- write out and hyphenate simple fractions, e.g. *three-fifths, two-thirds*.
 - use numerals for less common fractions, e.g. *1/40*. Use normal script, not superscript.

16. Quotation marks

- 16.1** For single words or short phrases, use single quotation marks/apostrophes (' '), e.g. *'Yes!'; 'Oh bother.'*
- 16.2** For direct speech:
- Use double quotation marks (" "), e.g. *Tom said, "This TV series looks quite interesting."*
 - The closing quotation mark comes after the final full stop or other punctuation mark, e.g. *She replied, "They have never done that."*

- c. A comma is used when the end of the direct speech is followed by other words, e.g. *"I can't believe it," she said.*
 - d. The comma goes inside the quotation mark when these other words come in the middle of the direct speech, e.g. *"Now," he muttered, "I doubt that is the case."*
- 16.3** For indirect speech, do not use any apostrophes or quotation marks, e.g. *Jill said she was coming to the park.*

17. References and bibliographies

- 17.1** References and bibliographical entries and citations should be written according to one of the international citation styles. The use of the APA style, 7th edition, is recommended. However, authors may adopt any other style, for example: IEEE, Harvard-Anglia, Chicago, MLA, etc. The formatting of the references and bibliographies must be uniform; that is, it must be consistently maintained from the beginning to the end of the book by the editor.

18. Semicolons

- 18.1** Use a semicolon (;) instead of a comma to separate items in a list where there is internal punctuation within at least one item of the list, e.g. *Tom, the chief magistrate; Mary, Elizabeth and Jane, all senior fellows; and Ted, a local gardener, went to the pub.*
- 18.2** Use a semicolon rather than a full stop to separate two short independent clauses that are closely related to each other, or which complement each other, e.g. *Truth ennobles man; learning adorns him.*

19. Spelling

- 19.1** For up-to-date spellings, consult the relevant dictionaries shown in **Appendix II** of this guide.
- 19.2** Two words: *per cent* (not *percent*).
- 19.3** Accents: *café*.
- 19.4** UK spelling is preferred: e.g. *kilometre; centre, defence, behaviour, artefact, catalogue, travelling*. Also, the '-ise' spelling is preferred. Use *-ise, -yse* and *-isation*, not *-ize, -yze* and *-ization*, e.g. *centralised, analyse*. However, if the author/translator has chosen to write in US English, this should be consistently applied, instead.
- 19.5** For computer programs only, use *program*; for everything else, use *programme*, e.g. *TV programmes* or *study programmes*.

Appendix I: Editing and Proofreading Responsibilities

Though the acts of editing or proofreading academic material are not considerably different to editing or proofreading other types of textual material, there are aspects which make the tasks unique. The difference between the two tasks remains thus:

- **Editing is the act of:**

- correcting and raising queries about an author's spelling, word use, grammar, punctuation, and sentence structure
- standardising the presentation of material in accordance with Kallipos's in-house style and conventions
- monitoring the integrity of the text so that, for example, spelling of proper names is standardised, numerical data adds up, acronyms are consistently used correctly etc.
- being alert to potentially contentious, defamatory, blasphemous, or controversial references which could be regarded as offensive; outmoded; or biased with regards to sex, ethnicity, sexual orientation, or disability.

NB: editors must, at all times, be sensitive to the author's voice and intentions and not undertake substantive changes or rewriting without first discussing it with the Kallipos Central Support Team or the author.

- **Proofreading is the act of:**

- checking for errors in spelling, punctuation, and grammar which may have been missed by the editor
- ensuring that the presentation of the material is accurate to Kallipos's in-house style and conventions
- ensuring that pagination is accurate; line-breaks are correctly hyphenated; and tables, illustrations and figures are correctly positioned and orientated.

NB: with .doc and .docx document formats, all corrections should be made using MS Word's 'track changes' function. Queries and explanations should be made using comments. With .pdf document formats, changes, queries and explanations should be made using comments.

Appendix II: Further reading and useful websites

Dictionaries

- Spellings are to be in accordance with the Oxford Dictionary (<https://www.oxfordlearnersdictionaries.com/>).
- Where necessary, spellings can also be checked in the Cambridge Dictionary (<https://dictionary.cambridge.org/>).
- If a word is not found in either the Oxford or Cambridge dictionary or the text has been written in US English, it may be necessary to consult the Merriam-Webster Dictionary of American English (<https://www.merriamwebster.com/>).

NB: this is particularly relevant to determine whether certain words are spelled as one word, two words, or hyphenated, e.g. *workplace* (one word)

Kallipos Template

- For a complete breakdown of how Kallipos's academic textbooks are structured and formatted, consult the relevant authoring guides in the Kallipos website's *Instructions for Authors and Editors* section: <https://kallipos.gr/en/authoring-and-editing/>

Further reading

- For any issues relating to elements of style not covered in this style guide, consult the Oxford Style Guide: Waddingham, Anne, ed., *New Hart's Rules: The Oxford Style Guide* (Oxford: Oxford University Press, 2014).
- Where a text has been explicitly written in US English, consult *The Gregg Reference Manual*: Sabin, William A., ed., *The Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting*, 11th edn. (New York: McGraw-Hill, 2011)
- When editing references and bibliographies, consult either the latest APA style guide: Woodworth, Anne T., and Adams, Ayanna A., eds., *Publication manual of the American Psychological Association: The Official Guide to APA Style*, 7th ed. (Washington DC: American Psychological Association, 2020); *MLA Handbook*, 9th ed., Modern Language Association of America, 2021; or *The Chicago Manual of Style*, 18th ed. Chicago: University of Chicago Press, 2022.
- For an authoritative and useful guide to usage in English, consult Swan's *Practical English Usage*: Swan, Michael, *Practical English Usage*, 3rd edn. (Oxford: Oxford University Press, 2005).