



**Australian Government**

---

**Rural Industries Research and  
Development Corporation**

# **The Rural Industries Research and Development Corporation: style guide**

December 2003

# Contents

<b>Preface .....</b>	<b>iii</b>
<b>1. Writing.....</b>	<b>1</b>
1.1 Components of a document .....	1
1.2 Things to do when writing .....	1
1.3 Things to avoid .....	4
1.4 Checking your work.....	5
<b>2. Some general points of style .....</b>	<b>6</b>
2.1 Spelling .....	6
2.2 Punctuation .....	6
2.2.1 Commas, semicolons, colons and full stops .....	6
2.2.2 Hyphens, en rules and em rules .....	7
2.3 Numbers, units of measure, currencies and dates .....	8
2.3.1 Numbers.....	8
2.3.2 Units of measure .....	8
2.3.3 Currencies .....	9
2.3.4 Dates .....	9
2.4 Capital letters .....	9
2.5 Italics.....	10
2.6 Shortened forms .....	11
2.7 Headings .....	11
2.8 Quotations .....	12
2.9 Lists.....	13
2.9.1 A simple list .....	13
2.9.2 Lists consisting of full sentences .....	14
2.9.3 The dot–dash style .....	14
2.10 Footnotes, references and cross-references.....	15
2.10.1 Footnotes.....	15
2.10.2 References.....	15
2.10.3 Cross-references.....	19
2.11 Tables, figures and boxes.....	20

# Preface

The Rural Industries Research and Development Corporation publishes a large amount of information each year—up to 200 publications. These publications represent the tangible output of its research program, which is designed to encourage innovation in the rural sector and related areas, to foster the development of new industries, and to respond to the challenges facing the rural sector, while at the same time emphasising the need to protect Australia's environmental assets.

The purpose of this style guide is to help achieve a degree of consistency between authors of documents prepared for the Corporation, bringing cohesion to the published output and saving time and money during the preparation process, which can often be a hectic business.

Even if you do not agree with the style promoted here, it is important to be mindful of the need for efficiency in producing reports and other documents and meeting publication deadlines. Please use the guide as a first resort. It is based on the 2002 edition of *Style Manual for Authors, Editors and Printers*. Refer to the manual for detailed discussion of the points raised here and for comprehensive information about other aspects of writing, style and document preparation.



# 1. Writing

Before you start to write, make a plan—chapter headings, major subheadings, and as many minor subheadings as possible. When you do write, be methodical: introduce and define your subject; describe, item by item, the details of the subject; analyse and compare or contrast; and then sum up.

The most important thing to remember is your readership. Think of what we might call ‘an intelligent 18-year-old with an interest in the subject’.

Remember to include all the necessary components in your document: Section 1.1 lists the components and the order in which they should appear. There are also a number of simple things to bear in mind whilst writing; these are briefly described in Sections 1.2 and 1.3. After that, you need to check and refine your work.

## 1.1 Components of a document

Not all documents need to contain all the components listed here: for example, there might be no need for a foreword or preface; there might not be any recommendations; or appendixes might be unnecessary. Nevertheless, the conventional order of the main components is as follows:

- title page and reverse
- foreword—usually written by someone other than the author
- contents list—including lists of tables and illustrations if necessary
- preface—usually written by the author
- acknowledgments
- summary—and recommendations if appropriate
- text—usually beginning with an introduction and divided into chapters
- appendixes
- list of abbreviations used
- glossary
- reference list or bibliography.

## 1.2 Things to do when writing

To achieve the clarity, logic and accuracy that characterise good writing, remember the following:

- Be concise. Avoid unnecessary words and sentences. This doesn’t mean that all your sentences should be short; it means that every word and sentence should have a purpose. As part of this, remember that a short word will often be just as effective as—perhaps more effective than—a long word or phrase. For example:

start or begin *instead of* commence

now *instead of* at this time

probably *instead of* in all likelihood

do *instead of* undertake

before *instead of* prior to

about *instead of* regarding

- Be positive and direct. For example:

They thought that attending the meeting would be a waste of time.

*rather than*

They did not think that attending the meeting would be a useful way of spending their time.

- Be personal, and be active rather than passive. For example:

The politics of water and the recent drought changed city people's perceptions.

*rather than*

Perceptions were changed by the politics of water and the recent drought.

- Use parallel construction to express similar ideas. This means that if you want to put two similar ideas in a sentence or paragraph make sure the phrasing and construction are similar, thus supporting the connection and making the messages more memorable. For example:

The Minister was unable to justify the decision or to envisage its potential consequences.

*rather than*

The Minister was unable to justify the decision, nor the potential consequences envisage.

The board continued to equivocate, aggravating the situation ... The company was haemorrhaging, losing about \$2 million every day.

*rather than*

The board continued to equivocate, aggravating the situation ... Losing about \$2 million every day, the company was haemorrhaging.

They were interested in, but apprehensive about, his new proposal ... He should have, but failed to, disclose the details.

*rather than*

They were interested in, but apprehensive about, his new proposal ... He should have disclosed the details but failed to.

The same applies to headings: within a section of a chapter, for example, headings might all be noun phrases. For example:

Parallel structure and content

The importance of brevity

Informative wording

Alternatively, they might all begin with a participle:

Interrogating the universe

Retuning the sky

Cleansing the soul

- Think very carefully about the meaning of your words: do they convey precisely what you have in mind?
- In general, prefer words of Anglo-Saxon (as opposed to Greek or Latin) origin—for example, ‘and so on’ instead of ‘etcetera’ and ‘among other things’ instead of ‘inter alia’.
- Adopt the singular use of ‘they’ and ‘their’ when this makes for easier reading and avoids clumsy repetition. For example:

Anyone who was unable to attend could forward their comments electronically.

*rather than*

Anyone who was unable to attend could forward his or her comments electronically.

*and especially avoid*

Anyone who was unable to attend could forward his/her comments electronically.

- Take care with ‘including’, ‘includes’ and variations. It is very common for people to write, for example, ‘Five factors are involved, including ...’ and then proceed to list all five. If you want to list all five, write ‘Five factors are involved:’ and then list them.
- Don’t be afraid to use an apostrophe to indicate possession. People tend to avoid it—perhaps because they’re afraid of ‘apostrophe man’—but this often leads to stilted prose. For example, ‘the Fentons’ property’ is more natural than ‘the property of the Fentons’, which is also ambiguous.
- Split an infinitive if it makes for a more comfortable flow.
- If it is necessary to list the states and territories of Australia (in tables, for example), use the following order, which is based on population figures: New South Wales, Victoria, Queensland, Western Australia, South Australia, Tasmania, the Australian Capital Territory, the Northern Territory.

## 1.3 Things to avoid

Following are some things to avoid when seeking to write accessibly and unambiguously:

- Avoid ‘vogue’ words and phrases, jargon and cliches. Following is a list of *bad* expressions and possible alternatives:

Terms to avoid	Possible alternatives
drive, driven—as in ‘the consumer-driven sector’	motivate, prompt, lead—the consumer-led sector
stakeholders	those involved, interested parties
enhance	increase, enlarge, improve
end user	user
to impact	to affect, to have an impact
to target	to aim at, to concentrate on
to address—as in addressing the issues	to deal with, to confront, to tackle, to respond to
issue	problem, consideration, matter, factor
to fast-track	to give priority to
to prioritise	to give priority to

Some of these expressions are so overworked they have virtually lost their meaning—‘issues’, ‘stakeholders’ and ‘enhance’ are a particular problem—so only use them when that is what you really mean and there is no accurate substitute.

- When beginning a sentence with a brief ‘date or time’ phrase, don’t follow it with a comma: ‘In 2001 there were 17 instances of this’ *not* ‘In 1997, there were ...’ The exception occurs when the phrase is followed by a number: ‘In 1997, 17 graziers were ...’
- Don’t use too many lists: they tend to interrupt the flow of the text and they take up a great deal of space. [A brief guide such as this is an exception: the material lends itself to frequent use of bullets.]
- Don’t italicise terms such as ‘et al.’ and ‘ad hoc’: they are considered well integrated into our language, so do not warrant the distinction. The *Macquarie Dictionary* sets everything in roman type. Some say that if the foreign word you’re looking for isn’t in the dictionary it should be italicised, but it is probably more a matter of what you think your readers will be comfortable with. [And it’s OK to end a sentence with a preposition.]
- Don’t over-use ‘however’ and ‘furthermore’: they are often unnecessary or can be replaced by ‘but’ or ‘and’.
- Avoid ‘noun strings’—multiple nouns preceding another noun and trying to function as an adjective. An example is ‘environment management industry organisations’, which could be changed to ‘industry organisations involved in environment management’. Another one is ‘a joint flue gas treatment equipment demonstration project’, which is very clumsy and certainly not readily understandable to the average reader.
- Watch out for ‘dangling participles’: ‘Tall, lantern-jawed and elegantly dressed, his eyes were a mirror of his emotions’. *He* was tall, lantern-jawed and elegantly dressed; his eyes were not.

## 1.4 Checking your work

When the time comes to re-read what you have written ask yourself these questions:

- What is it I was trying to say?
- Have I said it logically and persuasively?
- Do I need to change some words or the order of my sentences or paragraphs to make my meaning clear?
- Do I need all the words I have used?
- Is my writing 'pitched' to my potential readers?

This process is just as important as the writing itself. It can be tedious, but it is worth the effort.

## 2. Some general points of style

The following are points of style that, if followed, will help bring consistency to the Corporation's publications. Of course, there will be times when the text calls for variation: that is a matter of judgment.

### 2.1 Spelling

Use the *Macquarie Dictionary*—often. Use ‘-ise’ endings, not ‘-ize’: industrialise, recognise. Write ‘acknowledgment’ instead of ‘acknowledgement’, ‘judgment’ instead of ‘judgement’, ‘colour’ instead of ‘color’, and ‘program’ instead of ‘programme’.

Be careful, and consistent, with the spelling of proper names—especially of people, places, companies and other organisations.

### 2.2 Punctuation

Punctuation marks help readers understand by signalling pauses of various lengths and so modulating the speed of reading.

#### 2.21 Commas, semicolons, colons and full stops

A comma signals the shortest of pauses. It has three main functions:

- to separate adjectives—a large, heavy, carefully wrapped package
- to separate nouns in a simple list—books, journals, brochures and newspapers
- to separate names from titles

One of the directors, Claudio Fontani, wanted to know ...

*but note*

Director Claudio Fontani wanted to know ...

Use a pair of commas to separate a clause from the rest of the sentence but *only if* the sentence still makes sense when the clause is removed. For example:

The Minister, who had become aware of the problem a week before, decided to take action.

A semicolon signals a pause slightly longer than that signalled by a comma. It has three main functions:

- to separate items in a list when one or more of the items contains commas. For example:

Water's future will witness fierce interstate and federal rivalry—political point scoring, blame shifting and credit claiming; wrangles over which farming groups will suffer the greatest losses; and deliberate provocation on the part of those with conflicting agendas.

- to separate parts of a sentence that need a stronger break than that afforded by a comma but are too closely related to be broken into separate sentences. For example:

Insurance is a different country; they do things differently there.

- to precede clauses introduced by terms such as ‘however’, ‘nevertheless’, ‘that is’ and ‘accordingly’. For example:

The company was a strong performer; that is, its share price was consistently satisfying.

A colon is stronger than a semicolon but not as strong as a full stop. It has three main functions:

- to introduce some kinds of lists, as here
- to introduce a statement that explains or expands on the preceding one. For example:

Failure to act will have serious consequences: there will be further environmental damage, loss of public confidence, and tacit affirmation that greed and manipulation are acceptable.

- generally, to introduce a block quotation.

See Section 2.9 for examples of punctuating lists.

Note that a person’s initials do not take full stops: JRR Tolkien.

Put only one space after a full stop, colon, semicolon or comma.

## 2.2.2 Hyphens, en rules and em rules

### ***The hyphen***

A hyphen (-) is used to connect the parts of a compound word: attorney-general, self-regulation, to short-sell, to re-cover (meaning to cover again). It is also used in compound adjectives (adjectives made up of more than one word) when the adjective *precedes* the noun it qualifies: a cost-cutting exercise (but an exercise in cost cutting), a 178-page submission, a long-range forecast.

A hyphen is *not* used when part of the adjective ends in ‘ly’: a poorly expressed idea, an extremely detailed analysis.

There are other complications, too, such as when the adjectival phrase is modified: a well-known method *but* a very well known method.

### ***The en rule***

The en rule (–), or en dash, is used to link things: a Hobart–Sydney flight, the financial year 1996–97, Commonwealth–state collaboration, cost–benefit analysis, the Murray–Darling Basin. In these cases it has no space around it.

If, however, one (or both) of the things being linked consists of more than one word, the en rule takes space around it to give strength to the link: an Alice Springs – Darwin flight, a New South Wales – South Australia game, the Bendora – Stockyard Spur fire.

The en rule can also do the work of a hyphen when one of the things the hyphen is bringing together contains more than one word: a federal government–funded initiative.

[In Word, Alt+0150 or Insert then Symbol then Special characters]

### ***The em rule***

In comparison, the em rule (—), or em dash, is easy. It's your ordinary old dash and is most often used to isolate parenthetical comment or explanation or to expand on a statement. It has no space around it. For example:

The two communities have used a similar process—separating ownership of land from ownership of the enterprise—to allow for multiple enterprises on a single plot of land.

There are also many 'non-farmers'—people whose career income has come from non-agricultural activity—who are taking on farming and making it a profitable and enriching part of their lives.

Food security and environmental sustainability are assuming ever greater importance for several reasons—allergies to chemicals used in post-harvest food handling; concerns about unsustainable food-production practices; and the more philosophical considerations of caring for the earth, retaining basic food-production skills, and a sense of community that has been lost.

In looking for other Martians to prosecute the war, the United States would have to go elsewhere—Turkey, for example, or India or Australia.

Be careful not to use the em rule too often: it can suggest a poorly developed argument.

[In Word, Alt+0151 or Insert then Symbol then Special characters]

## **2.3 Numbers, units of measure, currencies and dates**

### **2.3.1 Numbers**

In text, spell out whole numbers from one to nine; use numerals from 10 on.

When numbers below 10 are qualified by units of measurement, times or percentages, use numerals—5 square kilometres, 9.00 am, 6 per cent, 3 tonnes—just as you would with larger numbers.

Don't use commas in numbers. In text, close up four-digit numbers (4187) but leave spaces in numbers of five digits and more (43 187, \$453 500). In tables containing numbers of five digits or more, though, a four-digit number does take a space (4 187), to preserve alignment.

Number chapters with arabic numerals: Chapter 6. Number appendixes with upper case letters of the alphabet: Appendix B. Number volumes with upper case roman numerals: Volume III.

### **2.3.2 Units of measure**

Units of measure—including 'per cent'—should generally be spelt out in text, although there may be places where they are used so often it is better to resort temporarily to a shortened form; for example, 5 km (note the space), 35%. In tabular and illustrative material, use shortened forms if space is limited, but do it consistently within the table or illustration.

### 2.3.3 Currencies

Present Australian currency thus: 50 cents or \$0.50, \$12.50, \$1250, \$11 250, and \$1 500 000 or \$1.5 million (whichever is more readable). This is the basic style, but use A\$ in any context where there could be confusion with another country's dollars.

Present other currencies thus: US\$1250, NZ\$1250, Can\$1250, £1250, €1250, ¥1250.

In general text when precision is not essential, amounts of money can be rounded—\$1.75 million instead of \$1 751 230. In tables and figures, however, either be precise or add a note (see Section 2.11) to explain that figures have been rounded.

In general, spell out 'million': \$1.5 million. When space is at a premium, however, especially in tabular and illustrative material, the form \$1.5m (with no space between the numeral and the 'm') can be used. The shortened form is also acceptable if the term is to be used repeatedly in a particular discussion.

Remember that 'billion' is now accepted as meaning a thousand million, rather than a million million. As with 'million', 'billion' should usually be spelt out, but 'b'—\$3.7b—is acceptable if there is a serious space constraint or if the term is to be used repeatedly in a particular discussion.

### 2.3.4 Dates

Express dates in the following ways:

21 July 2002

Tuesday 21 July

July 2002

There is, however, an exception to this: in the context of world events, terrorism, and so on, 11 September 2001 is much more widely recognised as September 11.

## 2.4 Capital letters

The following are probably the most important uses for capital letters in the Corporation's work:

- for the names of people and places—for example, Fiona Stanley, Meng Ngu, Kofi Annan, Nuriootpa, Cape Cuvier, Kakadu National Park, the Atherton Tableland
- for titles and formal names—for example, Prime Minister Whitlam, Constable Plod, Murray Irrigation Limited, the Ricegrowers Association of Australia, the University of New England, the World Health Organization (note the 'z'). When being non-specific, however, the capitals are not necessary: Australian prime ministers, ricegrowers associations, Australian universities
- for specific governments, states and territories, government agencies, and other organisations—for example, the Victorian and South Australian Governments, the Northern Territory, the Australian Bureau of Agricultural and Resource Economics, the Department of Natural Resources and Environment, the Murray–Darling Basin Commission, the Bushfire Recovery Taskforce. When the term is shortened to a generic reference, however, the capitals are not necessary: the two states involved, the department, the taskforce

- for the Rural Industries Research and Development Corporation—despite the preceding two points, use capitals for the ‘generic’ reference to the Corporation. This runs counter to the advice in the *Style Manual*, but in my view it is worth doing
- for the titles of books and periodicals—the *Style Manual for Authors, Editors and Printers*, *The Bulletin*, *The Australian*—but not for any subtitles or for chapter, section or article titles. This advice to capitalise the titles of books also runs counter to the advice in the *Style Manual*, but I think it works better.

Note that the *Style Manual* recommends that capitals no longer be used for generic references to the states and territories of Australia.

## 2.5 Italics

Use italics for the titles of books, journals, magazines and newspapers (but not for the titles of chapters or sections in books or of articles in journals, magazines and papers), for genus and species, and in full, formal titles of legal authorities and legislation. For example:

Have you read *The Redundancy of Courage* by Timothy Mo?

It was described in *The Bulletin*, in an article entitled ‘Rivers of despair’.

Margot Saville’s article in the *Sydney Morning Herald* of 1 July 2003 summed it up well.

In areas where *Leishmania* species are endemic ...

The Tasmanian devil, *Sarcophilus harrisii*, is a large carnivorous mammal of the family Dasyuridae.

... *Pilkington v. Frank Hammond Pty Ltd* (1974) 131 CLR 124

... the *Corporations Act 2001*

... the *Anti-Discrimination Act 1991* (Qld)

The New South Wales *Companies (Administration) Act 1981* requires ...

... the *Companies (Administration) Act 1981* (NSW)

*but*

... the Proceeds of Crime Bill 2001

Note that it is not necessary to identify Commonwealth legislation by placing ‘Cwlth’ after the title or incorporating the jurisdiction in the sentence; that is, write simply ‘the *Environment Protection (Impact of Proposals) Act 1974* ...’ rather than ‘the Commonwealth’s *Environment Protection (Impact of Proposals) Act 1974* ...’ or ‘the *Environment Protection (Impact of Proposals) Act 1974* (Cwlth) ...’ For the legislation of other Australian jurisdictions and other nations, however, incorporate the name of the jurisdiction in the sentence or place the shortened name in parentheses after the citation, as illustrated in the examples just given.

Italics can also be used, judiciously, for emphasis.

## 2.6 Shortened forms

Use shortened forms, including acronyms, as little as possible in the text: too many are distracting, look bureaucratic, and can cause confusion. It is often possible to avoid them by simply shortening the phrase—the department instead of the Department of the Prime Minister and Cabinet, the committee instead of the Australian Vice Chancellors' Committee—provided there is no potential for misunderstanding. The exception is when something is better known to your readership by its shortened form; CSIRO, is an example.

When you do need to introduce a fairly well known or easily grasped shortened form, it is not necessary to spell the term out and then place the shortened form in parentheses after it. In fact, this can be insulting to your readers; examples are 'genetically modified' and 'chief executive officer'. The idea is to spell the term out the first time and then simply start using the shortened form: GM foods and CEO. With lesser known 'shortenings', find a place where the term occurs twice in, say, a paragraph, spell it out the first time and then simply start using the shortened form.

Only when an abbreviation is complicated or might be hard to recognise is it necessary to use parentheses to explain it. The most important thing is to keep readers' needs in mind.

If you haven't used a particular abbreviation for some pages and you think readers might have forgotten its meaning, spell it out again. In multi-author works it is also a good idea to spell out abbreviations the first time they appear in a chapter: this helps readers and obviates the need to consult the authors of the chapters that precede yours.

In general, use United Kingdom and United States, instead of UK and US, when they are acting as nouns; adjectivally, UK and US can comfortably be used. For example:

It has been widely expected that the United States would have another boom like the 1990s ... but the evidence is now compelling that the US economy will be subdued for one to three years.

In tables and illustrations, abbreviations might be necessary; they should be used consistently within the table or illustration and be explained in a note to the table (see Section 2.12).

Wherever possible, avoid shortened forms in headings.

In text, spell out 'for example' and 'that is' and use 'and so on' instead of 'etc.' or 'etcetera'.

## 2.7 Headings

Headings should be to-the-point and as brief as possible. Despite this, it is (as noted) best to avoid shortened forms in them.

Use minimal capitalisation for all headings.

Avoid too many headings that pose questions: they can create a pretentious and artificial effect.

The decision whether to number headings—as is done in this guide—depends on a document's nature, length and complexity and the extent of cross-referencing. The need for numbered headings must be balanced against the knowledge that numbering them can seem bureaucratic.

In general, try to avoid having two headings together—that is, without text in between. And try to make the text in between useful rather than an obvious 'filler'. [It's OK to start sentences with 'and' or 'but', sometimes.]

Avoid the expression ‘executive summary’. Why exclude so many readers? Just use ‘summary’.

## 2.8 Quotations

Use single quotation marks and, if necessary, double quotation marks inside single ones. For example:

For the purposes of this report, ‘capacity building’ is defined as a process whereby ...

... a \$1 million ‘golden hello’.

A representative of the Australian Wheat Board argued that Australia’s reputation for ‘unadulterated, good-quality wheat’ would stand it in good stead (Boswell 2003, p. 37).

Mahmoud described it as a ‘blight’ that had ‘tainted’ his group with its ‘poisonous’ impact (pers. comm., 21 October 2003).

‘Conventional wisdom is always wrong’, said Professor Casti.

Such an assessment encompasses ‘who will gain and who will lose in both “material” and “non-material” ways’ (O’Keefe 2001, p. 7).

Quotes of about 30 or more words—called ‘block quotes’—are set apart from the text, indented and presented in smaller type. Because they are treated in this way, there is no need for quotation marks to distinguish the quoted material from the text. If such a quote is followed by a citation, which is almost always the case, it concludes like this:

... are most effective when they are generated and overseen by the community, with suitable levels of government support. (National Natural Resource Management Task Force, 1999, p. 33)

... and little likelihood of a meeting of the minds. (Smith 2002, p. 11)

Note the punctuation, and note that it is necessary to include a page reference after a direct quote.

The longer examples in this guide are shown using the Quote style from the template; this would normally be reserved for block quotes.

When quoting, please copy the source material *exactly*, even if it contains ‘infelicities’ or errors. You can use the expression [sic] to show that an infelicity or error is not a result of carelessness on your part.

Any interpolations that are necessary to make the quoted material comprehensible should be placed in brackets [...], not in parentheses (...).

Quote marks can also be used for unfamiliar terms, deliberately coined terms, colloquialisms, and expressions used in unusual ways:

Many businesses did not recover from the ‘tech wreck’ of the late 1990s.

He described the new model as having ‘heaps of grunt’.

Check to make sure ‘snipers’ will not kill your winning bid.

The first step is a mathematical one—the ‘11-second solution’, as she calls it.

Note that quotation marks should not be used with the expression ‘so-called’:

... the so-called tech wreck of the late 1990s.

*not*

... the so-called 'tech wreck' of the late 1990s.

## 2.9 Lists

Lists offer a useful way of presenting information clearly. They should, however, be used systematically and be reserved for points that warrant the emphasis. Too many lists suggest muddled thinking and poor structure; they can also confuse readers.

One of the most important considerations when presenting lists is *parallel format*. This means that each item in a particular list should have the same grammatical structure—all sentence fragments or beginning with sentence fragments (see Section 2.9.1) or all full sentences (see Section 2.9.2). That is, avoid creating a list in which some items are sentence fragments and others are full sentences.

If there is no need to differentiate each list item with a number for subsequent discussion, use bullets. The bullets appear on the margin, unless of course you are quoting the list, in which case the bullets will be indented.

Be careful that your spacing before and after lists and between the bullet points is always the same. If you use the template this will happen naturally.

Bulleted lists can be set out in two main ways: as a 'simple list' or as a list consisting of full sentences. It is also possible to use the so-called dot–dash style, but this should be done with care.

### 2.9.1 A simple list

Items in a simple list are fairly brief and are grammatically dependent on the statement that introduces them. They therefore begin with a lower case letter, and they require no terminating punctuation because the list format provides the reading guide. For example:

The document identifies four groups as important:

- the National Farmers Federation
- forestry organisations
- environment protection authorities
- state and territory departments of agriculture.

If action is not taken there may be serious consequences:

- ever more costly losses to agricultural production and damage to fisheries
- damage to our market advantage as a producer of 'safe and healthy' goods
- a gradual diminution in the aesthetic and economic value of our landscapes, which will adversely affect tourism and rural people's quality of life.

Regional approaches to developing skills should include the following:

- industry involvement in supporting and delivering services
- continuing communication between support people, trainers and land managers. Programs that encourage interaction are more effective and are preferred by landowners
- increasing community understanding of structural change and rural adjustment.

## 2.9.2 Lists consisting of full sentences

Sometimes each item in a list consists of a sentence or several sentences; that is, unlike the two examples in Section 2.9.1, the items are not grammatically dependent on the statement introducing the list. In this case, start each item with a capital letter and end it with a full stop. For example:

Regardless of the type of list chosen, three basic principles apply:

- Each series should be presented in parallel format, and each item in the series should flow logically from the introductory statement.
- Capitalisation and punctuation should be consistent for each type of list.
- There should always be more than one item in the series; otherwise there is no list.

## 2.9.3 The dot–dash style

The dot–dash style should be kept fairly simple. For example:

These features can be summarised thus:

- physical characteristics
  - a large land mass surrounded by oceans
  - an island-continent nation with control over all land and sea use
  - extensive coral reefs and offshore islands
  - great distance from northern hemisphere aerosol pollution sources
- economic features
  - a major trading nation dependent on exports
  - the largest coal exporter in the world
  - agricultural production very sensitive to climatic variation
- ecosystems
  - many unique species of animals and plants
  - problems with introduced animal and plant species
  - limited and highly variable water resources
  - relatively infertile country with light soil cover.

It is easy for readers to lose their way if this format is used too often or too elaborately.

## 2.10 Footnotes, references and cross-references

Sloppy or incomplete footnoting, referencing and cross-referencing can cause many delays. It becomes very time consuming for the author, the editor and others involved in preparing a document for publication. Further, if it is allowed to remain, it will annoy readers.

### 2.10.1 Footnotes

Use footnotes—numbered from 1 throughout a chapter, using superior figures—to add information that is of interest or explains or adds something to the text but is not integral to an understanding of the text.<sup>1</sup> The note numbers should be placed before a comma, semicolon or colon but after a full stop. If you need to explain where the information in your footnote comes from, use the Harvard system.

### 2.10.2 References

For references to documentary sources, use the Harvard, or author–date, system, which is described in detail in Chapter 12 of the *Style Manual*. The only exception to the manual’s advice concerns capitalisation of the titles of books—see Section 2.4 of this guide.

For multi-author works, the reference list should appear at the end of the chapter to which it relates, under the heading ‘Notes’; for all other documents, the *complete* list should appear as the final component of the document, under the heading ‘References’. Use the heading ‘Bibliography’ if your list contains not only the sources cited in the text but also related material that might interest the reader.

The most important thing to remember when presenting citations is the reader: how are they going to locate the document if they want to read further? Be methodical and consistent, and show them the path they should follow to obtain the document.

Remember, too, that much online material is ephemeral—here today, gone or amended tomorrow perhaps. Always include in your citation the date on which you viewed the information.

If the name of an authoring body is lengthy and frequently cited in the text, abbreviate it—for example, ABARE instead of Australian Bureau of Agricultural and Resource Economics. Often it is not necessary to explain the abbreviation, either because it will be well known to readers or because the explanation can be inserted in the citation when the author is also the publisher. For example:

... (ABARE 2001) or ... ABARE (2001) ... in the text

*and in the reference list or bibliography*

ABARE 2001, *Title of Document*, Australian Bureau of Agricultural and Resource Economics, Canberra.

If, however, you feel it is necessary to explain any abbreviations used, there are two options:

- Place them in your general list of abbreviations.

---

<sup>1</sup> They should look like this. Use the template.

- Create a list of abbreviations used in the citations and place that list immediately under the heading ‘References’ (or ‘Bibliography’).

### ***In-text citations***

The following are examples of in-text citations.

<b>Authorship type</b>	<b>Presentation options</b>	
One author (or authoring body)	(Holloway 2001)	Holloway (2001)
	(Department of Natural Resources and Environment 2001)	The Department of Natural Resources and Environment (2002)
	(ABARE 2000)	ABARE (2000)
Two authors	(Harris & Gehrke 1997)	Harris and Gehrke (1997)
More than two authors	(Abel et al. 1997)	Abel et al. (1997)
One author, more than one publication	(Lindenmayer 2001, 2003)	Lindenmayer (2001, 2003)
One author, more than one publication in the same year	(Clark 2001a, 2001b)	Clark (2001a, 2001b)
Two authors cited in one place	(Clark 2002; Crabb 1997)	Clark (2002) and Crabb (1997)
Page number included	(Crabb 1997, p. 31)	Crabb (1997, p. 31)

## The reference list or bibliography

The following are examples of bibliographical citations.

Authorship or document type	Presentation
<b>Books</b>	
One author	<p>ABS 2002, <i>Agriculture, Australia</i>, Cat. no. 7113.0, Australian Bureau of Statistics, Canberra.</p> <p>Cleugh, H 2003, <i>Trees for Shelter: a guide to using windbreaks on Australian farms</i>, JVAP Agroforestry Guideline Series no. 2, RIRDC publication no. 02/059, Rural Industries Research and Development Corporation, Canberra.<sup>2</sup></p> <p>Coastal Zone Inquiry 1992, <i>Draft Report</i>, Resource Assessment Commission, Canberra.</p> <p>Commonwealth of Australia 2002, <i>Style Manual for Authors Editors and Printers</i>, 6th edn, John Wiley &amp; Sons Australia Ltd, Brisbane.</p> <p>Crabb, P 1997, <i>Murray–Darling Basin Resources</i>, Murray–Darling Basin Commission, Canberra.</p> <p>Dames &amp; Moore 1999, <i>Integrating Farm Forestry and Biodiversity</i>, JVAP report no. 68/1999, Rural Industries Research and Development Corporation, Canberra, &lt;<a href="http://www.rirdc.gov.au/reports/AFT/99-166.pdf">http://www.rirdc.gov.au/reports/AFT/99-166.pdf</a>&gt;, viewed 9 December 2002.</p> <p>Department of Natural Resources and Environment 2001, <i>The Value of Water</i>, DNRE, Melbourne.</p> <p>House of Representatives Standing Committee on Primary Industries and Regional Services 2000, <i>Time Running Out: shaping regional Australia's future</i>, Report of the Inquiry into Infrastructure and the Development of Australia's Regional Areas, HRSCPIRS, Canberra.</p> <p>McLeod, R 2003, <i>Inquiry into the Operational Response to the January Bushfires in the ACT</i>, Chief Minister's Department, Canberra.</p> <p>National Land and Water Resources Audit 2002, <i>Australians and Natural Resource Management</i>, Land &amp; Water Australia, Canberra.</p> <p>National Natural Resource Management Task Force 1999, <i>Managing Natural Resources in Rural Australia for a Sustainable Future</i>, Discussion paper, Agriculture, Fisheries and Forestry—Australia, Canberra.</p> <p>Rural Industries Research and Development Corporation 2003, <i>Options for Change: new ideas for Australian farmers</i>, R Meredith (ed.), Publication no. 03/030, RIRDC, Canberra.</p> <p>Steering Committee of the Climate Change Study 1995, <i>Climate Change Science: current understanding and uncertainties</i>, Australian Academy of Technological Sciences and Engineering, Melbourne.</p> <p>Watson, D 2003, <i>Death Sentence: the decay of public language</i>, Random House, Sydney.</p>
Two authors	<p>Freudenberger, D &amp; Stol, J 2002, <i>SAND Farmscapes Project Report: integrating production and biodiversity</i>, CSIRO Sustainable Ecosystems, Canberra, &lt;<a href="http://www.cse.csiro.au/research/Program2/SAND/">http://www.cse.csiro.au/research/Program2/SAND/</a>&gt;, viewed 9 December 2002.</p> <p>Marcar, N &amp; Crawford T (in press), <i>Trees for Saline Landscapes</i>, Rural Industries Research and Development Corporation, Canberra.</p> <p>Parker, R &amp; Papandrea, F 2002, <i>The Rural and Regional Guide to E-commerce</i>, Publication no. 02/003, Rural Industries Research and Development Corporation, Canberra</p> <p>Streeting, M &amp; Hamilton, C 1991, <i>An Economic Analysis of the Forests of South-eastern Australia</i>, Research paper no. 5, Resource Assessment Commission, Canberra.</p>

<sup>2</sup> Use minimal capitalisation for a document's subtitle.

Authorship or document type	Presentation
Three to six authors	<p>Binning, C, Baker, B, Meharg, S, Cork, S &amp; Kearns, K 2002, <i>Making Farm Forestry Pay: markets for ecosystem services</i>, Publication no. 02/005, Rural Industries Research and Development Corporation, Canberra.</p> <p>Gibbons, P, Briggs, S &amp; Shields, P 2001, 'How many credits is your property worth?', <i>Australian Landcare</i>, December, pp. 20–1.</p> <p>Stirzaker, R, Lefroy, T, Keating, B &amp; Williams, J 2000, <i>A Revolution in Land Use: emerging land use systems for managing dryland salinity</i>, CSIRO Land and Water, Canberra.</p> <p>Stirzaker, R, Vertessy, R &amp; Sarre, A 2002, <i>Trees, Water and Salt</i>, JVAP Agroforestry Guidelines Series no. 1, RIRDC publication no. 00/12, Rural Industries Research and Development Corporation, Canberra.</p>
More than six authors	<p>Abel, N, Baxter, J, Campbell, A, Cleugh, H, Fargher, J, Lambeck, R et al. 1997, <i>Design Principles for Farm Forestry</i>, Rural Industries Research and Development Corporation, Canberra.<sup>3</sup></p>
One author, more than one publication	<p>Lindenmayer, D 2002, <i>Gliders of Australia: a natural history</i>, University of New South Wales Press, Sydney.</p> <p>Lindenmayer, D 2000, <i>Islands of Bush in a Sea of Pines</i>, Research report no. 6/00, Land and Water Resources Research and Development Corporation, Canberra.</p> <p>Lindenmayer, D 1996, <i>Wildlife and Woodchips</i>, University of New South Wales Press, Sydney.</p> <p>Lindenmayer, D, Claridge, A, Hazell, D, Michael, D, Crane, M, MacGregor, C et al. 2003, <i>Wildlife on Farms: how to conserve native animals</i>, CSIRO Publishing, Melbourne.</p> <p>Lindenmayer, D &amp; McCarthy, M 2002, 'Congruence between natural and human forest disturbance: a case study from Australian montane ash forests', <i>Journal of Forest Ecology and Management</i>, vol. 155, pp. 319–35.</p> <p>Lindenmayer, D &amp; McCarthy, M 2001, 'The spatial distribution of non-native plant invaders in a pine–eucalypt mosaic in south-eastern Australia', <i>Biological Conservation</i>, vol. 102, pp. 77–87.</p>
One author, more than one publication in the same year	<p>Clark, G 2001a, <i>Revolutions in Agriculture</i>, Willington Laboratories, Seattle, WA.</p> <p>Clark, G 2001b, <i>The Stump-jump Plough: a brief history</i>, Seedbox Press, Melbourne.</p>
Showing the number of volumes	<p>HIH Royal Commission 2003, <i>The Failure of HIH Insurance</i>, 3 vols, Commonwealth of Australia, Canberra.</p>
Citing a specific volume	<p>HIH Royal Commission 2003, <i>The Failure of HIH Insurance</i>, vol. 1, <i>A Corporate Collapse and its Lessons</i>, Commonwealth of Australia, Canberra.</p> <p>Public Land Use Commission 1996, <i>Tasmania–Commonwealth Regional Forest Agreement: environment and heritage report</i>, vol. 4, <i>Background Report Part C</i>, PLUC, Hobart.</p>
A contribution to a book	<p>McGregor, C 1992, 'Different coastal people', in <i>Coastal Zone Inquiry, Draft Report</i>, Resource Assessment Commission, Canberra.</p>
Editor cited as author	<p>Holloway, M (ed.) 2001, <i>Capacity Building in Rural Communities</i>, Phantom Press, Sydney.</p> <p>Harris, J &amp; Gehrke, P (eds) 1997, <i>Fish and Rivers in Stress</i>, New South Wales Fisheries, Sydney.</p>
A contribution to an edited collection	<p>Hopton, H, Schmidt, L, Stadter, F &amp; Dunkley, C 2001, 'Forestry, land use change and water management: a Green Triangle perspective', in E Nambiar &amp; A Brown (eds), <i>Plantations, Farm Forestry and Water: proceedings of a national workshop, July 2000</i>, Publication no. 01/20, Rural Industries Research and Development Corporation, Canberra.</p>

<sup>3</sup> It is necessary to cite the first six authors only.

Authorship or document type	Presentation
<b>Articles in periodicals</b>	
Journal	Barrett, G 2000, 'Birds on farms: ecological management for agricultural sustainability', <i>Wingspan</i> , vol. 10, no. 4 (suppl.), Birds Australia, Hawthorn, Vic. <sup>4</sup>  Loch, A & Floyd, R 2001, 'Insect pests of Tasmanian blue gum, <i>Eucalyptus globulus globulus</i> , in south-western Australia: history, current perspectives and future prospects', <i>Austral Ecology</i> , vol. 26, pp. 458–66.  Rishworth, C, McIlroy, J & Tanton, M 1995, 'Factors affecting population densities of the common wombat, <i>Vombatus ursinus</i> , in plantations of <i>Pinus radiata</i> ', <i>Journal of Forest Ecology and Management</i> , vol. 76, pp. 11–19.
Magazine	Barrowclough, N 2003, 'The gloves are off', <i>Good Weekend</i> , 8 November.  Adams, J & Guterl, F 2003, 'Bringing down the internet', <i>The Bulletin</i> , 4 November.
Newspaper	Hywood, G 2003, 'The bottom line we face when language won't work for us', <i>Sydney Morning Herald</i> , 6 November, p. 13.
<b>A conference presentation</b>	Taggart, W 2002, 'Opportunities for expansion into Laos', Paper presented to the 44th annual conference of the Institute of Engineers, Melbourne, 21 July.
<b>Conference proceedings</b>	Taggart, W 2003, 'Opportunities for expansion in Laos', in Institute of Engineers, <i>Breaking New Ground: proceedings of the 44th annual conference of the Institute of Engineers</i> , Institute of Engineers, Melbourne.
<b>A thesis</b>	Herbert, KA 1995, 'Parallel Knowledge: farmers and scientists and land classification', BAppSc thesis, University of Canberra.
<b>An unpublished paper</b>	Walsh, G 2001, 'The Australian Regional Investment Plan: a policy program to strengthen regional economies', Paper prepared for the Australian Regional Investment Plan Alliance, Canberra.

### 2.10.3 Cross-references

For cross-referencing to other parts of your document, use the following styles:

... about 30 per cent of funds were diverted; this is discussed in Section 3.2.

... about 30 per cent of funds were diverted (see Section 3.2).

... about 30 per cent of funds were diverted—see Section 3.2.

... about 30 per cent of funds were diverted; this is discussed in Section 3.2 of Volume II.

In Section 3.2 it is noted that about 30 per cent ...

... about 30 per cent of funds were diverted (see Chapter 4).

... about 30 per cent of funds were diverted (see Chapter 4 in Volume II).

In Chapter 4 of Volume II it is noted that about 30 per cent ...

... as part of the group's research; this is discussed in Appendix B.

The variations are basically about the flow of the text—what seems to work best in that spot.

---

<sup>4</sup> Use minimal capitalisation for the titles of an article but maximal for the title of the periodical.

## 2.11 Tables, figures and boxes

Don't over-use tables, figures and boxes, but when you do use them make sure they 'stand alone'; that is, it should not be necessary to read the text in order to be able to understand the contents of the table, figure or box.

In general, tables, figures and boxes should be numbered by chapter (or appendix); for example, Table 2.1 will be the first table in Chapter 2, Figure B.3 will be the third figure in Appendix B, and Box 7.4 will be the fourth box in Chapter 7. For relatively short documents containing only a few tables, figures or boxes, however, numbering can be sequential throughout the document.

If the material used in a table or figure is drawn from elsewhere—that is, has not been created by you or within your organisation—a source should be provided at the base of the table or figure, like this:

Source: ABARE (2001).

A general note to a table or figure is headed 'Note:' and placed at the base, above the source. Other notes to a table that contains numbers should be indicated by superscript lower case letters; for a table containing words, use superscript numbers. These notes should be explained at the base of the table, above the source line and any general note. There are also a number of standard symbols, of which these are the most common:

– Zero or rounded to zero.

.. Not available.

na Not applicable.

The symbols are explained above any notes and source.

When using decimal points in tables and figures, wherever possible keep the same degree of accuracy throughout; that is, if one entry goes as far as, say, two decimal points, so should the other entries. Thus it is 10.07, 11.10, 44.00 and 19.34 *not* 10.07, 11.1, 44 and 19.34.

Apart from the left-hand column and its heading (called the 'stub'), the column headings and columns in a table containing numbers should align to the right; column headings and columns in a table containing words should align to the left. Sometimes tables contain a mixture of columns with words and columns with numbers: a decision on alignment should be based on readability.

With figures, make sure you choose the most suitable presentation—a pie chart as opposed to a bar graph, for example—and avoid a mish-mash of presentations. Place the figure number and title above, not below, the figure. The source and any notes go below the figure but not in it.

Boxes can be useful if you want to highlight particular information—to summarise or expand on the discussion, perhaps, or to provide examples. Like tables and graphs, they are often read independently of the text, which is why they should be able to stand alone. Place the box number and title inside the box at the top and the source and any notes inside at the base.