

Pepperdine University Literary Style Guide

INTRODUCTION

Editorial Stance

Pepperdine University has adopted a unified literary style for both print and electronic media, which principally follows the *Chicago Manual of Style* (16th edition) with certain exceptions noted in this guide. Pepperdine style is a “down” style, meaning that capitals are to be used sparingly and intentionally. References to the 16th edition (when applicable) are provided within entries where Pepperdine and Chicago coincide.

Ideal Pepperdine style is minimalist yet pragmatic, intended to provide clarity, consistent logic, and elegant structure to its communications, using the least amount of punctuation and type to most effectively and quickly deliver an author’s message to the intended audience.

Editorial/Aesthetic License

Pepperdine style should give writers and designers a broad range of creative freedom in which to work. Deviations from standard practice in University-branded, flagship publications are permitted only by agreement with Integrated Marketing Communications management. All factual claims must be verifiable. Grammar and usage must follow standard current practices.

Standard Reference Books

Consult the 16th edition of the *Chicago Manual of Style* for questions of style, punctuation, and grammar not treated in this guide. Consult the 11th edition of the *Merriam-Webster Collegiate Dictionary* to check correct and preferred spelling, syllable division, hyphenation, and abbreviated forms. The *American Heritage Dictionary*, any edition, is recommended for reference on how words are popularly understood in the United States.

Pepperdine-Chicago vs. Associated Press (AP)

With the exception of scholarly writing, most Pepperdine authors and editors who are accustomed to writing in the AP style will need to become accustomed to three major differences:

1. use of the serial comma,
2. the italicization of major works, and
3. less tolerance for abbreviations.

Figures and numerals are treated more or less in the AP style.

CONTENTS

Introduction.....	1
Section 1 : Capitalization.....	3
Section 2 : Abbreviations.....	19
Section 3 : Punctuation	25
Section 4 : Figures and Numbers.....	44
Section 5 : Personal Names, Titles, and Attributes.....	51
Section 6 : Grammar	57
Section 7 : Common Misstylings and Potential Literary Pitfalls.....	60
Section 8 : Pepperdine Official Statements, Historical Language, and University Literary Protocols	77
Section 9 : Campus Addresses.....	87
Section 10 : Guidelines for Letters, Memoranda, and Reports.....	89
Appendix 1 : Table of Successive Reference Pepperdine University and Its Schools	90
Appendix 2 : Table of Successive Reference Pepperdine University Personnel	92
Appendix 3 : Guidelines for Commencement Bulletins Pepperdine University Personnel	92
Index	96

1 CAPITALIZATION

DO CAPITALIZE:

1.1 Proper nouns.

Capitalize proper nouns, months, days of the week, but not the seasons (unless designating a specific semester or trimester).

George Pepperdine, Nils Bohr, Angelina Jolie, etc.
Acme Corporation, Wal-Mart, Microsoft, McMann & Tate, etc.
Griffith Park, the Getty Museum, Ford Motor Foundation, etc.
the Hope Diamond, the Emmys, etc.
the 27th Annual Roadkill Bar-B-Q and Souped-up 4x4 Rally
January, February, March, etc.
Monday, Tuesday, Wednesday, etc.

Jason went to Heidelberg during the fall of 2003.

BUT

Brittany attended the Lyon campus for the Fall 2003 semester.

Note: Fall, Spring, Summer, or Winter may be capitalized when used as a short reference to a specific academic term.

Example in the context of a catalog or other program description:

Applications for the Fall are due May 1, 2008. [*presuming an earlier reference to the Fall 2008 trimester*]

1.2 Titles of works.

Rules for title capitalization.

Use regular (a.k.a. headline style) capitalization; the first and last words and all nouns, pronouns, adjectives, verbs, adverbs, and subordinating conjunctions (*if, because, as, that, etc.*) are capitalized. Articles (*a, an, the*), coordinating conjunctions (*and, but, or, for, nor*), and prepositions are lowercased unless they are the first or last word of the title or subtitle. The *to* in infinitives is also lowercased.

Note on prepositions: Discretion may be used uppercasing prepositions that are five or more letters long, and/or have contextual emphasis or substance.

Long titles of works published in earlier centuries may retain the original capitalization, except that any word in full capitals should carry only an initial capital.

No word in a quoted title should ever be set in full capitals, regardless of how it appears on the title page of the book itself, unless it is an acronym, such as WAC, UNICEF, or FORTRAN. (Chicago, 8.157)

Italics versus quotation marks.

Pepperdine style follows Chicago on the indication of works within running text. The general principle is that long or major works are italicized, while shorter or minor works are put in quotes.

Examples:

ITALICIZE:

Print media:

NOVELS: *The Sound and the Fury* / *Great Expectations* / *Lolita*

PUBLISHED MEMOIRS / DIARIES: *The Diary of Anne Frank*

NONFICTION BOOKS: *The Careful Writer: A Modern Guide to English Usage*

PAMPHLETS, TRACTS, ETC.: *Have You Heard of the Four Spiritual Laws?* / *Lifestyles in Retirement*

BOOK-LENGTH POEMS: *The Iliad* / *The Divine Comedy* / *Nibelungenlied*

MAJOR SPEECHES: *Gettysburg Address* / *Washington's Farewell Address* / *George Pepperdine's Dedicatory Address*

PUBLISHED DISSERTATIONS AND THESES: *Cloning and Characterization of Genes Required for Osmoregulation in the Yeast *Saccharomyces Cerevisiae**

PERIODICALS, JOURNALS, MAGAZINES: *U.S. News & World Report* / *New England Journal of Medicine* / *Dishwasher* / *Harvard Business Review* / *Hot Rod* / *The X-Men*

NEWSPAPERS: *the Chicago Tribune*, *the Los Angeles Times*, *the Acorn*

Note: For newspapers, lowercase initial *the*: do not treat as part of proper name; hence use lowercase and roman in running text. Refer to Section [1.22](#).

Electronic media:

WEB-BASED MAGAZINES AND JOURNALS: *the Graziadio Business Review* / *Salon.com* / *Slashdot* / *Forbes.com*

BLOGS (OR WEB LOGS): *Graziadio Voice* / *Golden Governance* / *TaxProf Blog*

Legal matters:

LEGAL CASES AND JUDICIAL DECISIONS: *Plessy v. Ferguson* / *Miranda v. Arizona* / *the Miranda case* / *In Re Gault* / *the Dred Scott decision*

Dramatic, broadcast, and musical works:

FILMS: *Star Wars—Episode 3, Revenge of the Sith* / *The Man Who Came to Dinner* / *Night and Fog* / *It's a Wonderful Life* / *8½* / *Rashomon*

PLAYS: *Death of a Salesman* / *The Oresteia* / *Hedda Gabler*

TV AND RADIO SERIES: *Friends* / *Frontline* / *Zoey 101* / *Battle of the Network Stars* / *I Love a Mystery* / *All Things Considered*

ORCHESTRAL COMPOSITIONS – LENGTHY: *Pictures at an Exhibition* / *Swan Lake* / *Haydn's Surprise Symphony* / *L'Arlesienne Suite no. 2* / *Die Moldau*

OPERAS AND ORATORIOS: *Death of Klinghoffer* / *La Boheme* / *Messiah*

MUSICAL COMEDIES AND OPERETTAS: *My Fair Lady* / *42nd Street* / *The Fantasticks* / *Pirates of Penzance*

MUSICAL TRAGEDIES: *Evita* / *West Side Story* / *Miss Saigon*

ALBUMS AND RECORDINGS: the *White Album* / *Trumpet Evolution* / Miles Davis's album, *'Round About Midnight* / ... the DVD production, *Into the Woods*, features Bernadette Peters...

Works of art:

PAINTINGS, PRINTS, AND ILLUSTRATIONS: *Mona Lisa* / *Death of Marat* / ... *Femme couchee*, a lithograph signed and numbered in pencil by Pablo Picasso ... / *Daybreak* by Maxfield Parrish

COMIC STRIPS: *Dilbert* / *Doonesbury* / *Krazy Kat* / *Peanuts*

SCULPTURE: Rodin's *The Kiss* / *David* by Michelangelo
BUT the Venus de Milo / the Elgin Marbles (see **Ancient Art** below)

ART PERFORMANCES AND INSTALLATIONS: Vito Acconci's *Seedbed* / *Nerve Bible* by Laurie Anderson / Christo's *Wrapped Reichstad*, Richard Serra's *TWU*

ENCLOSE IN QUOTES:

Short or minor literary works:

MAGAZINE AND JOURNAL ARTICLES: "Apple's Core Problem" / "The Texan and the Belle"

UNPUBLISHED WORKS: ... in his master's thesis, "Modal Analysis of the Improvisations of John Coltrane," ...

POEMS: "The Village Blacksmith" / "Howl" / "The Waste Land"

BUT

"anbody lived in a pretty how town" (short poem by E. E. Cummings)

SPEECHES, LECTURES, AND SERMONS: "Sinners in the Hands of an Angry God" / "Microsoft and the Chicago School of Economics: Is Antitrust Obsolete?" / "The I Am and the I Am Not"

SHORT STORIES: "The Tell-tale Heart" / "The Gift of the Magi"

Short and/or minor works of performing or photographic arts:

TV SCREENPLAYS AND EPISODES: "Death on the Hill" / "The Monsters are Due on Maple Street"

SONGS: "O for a Thousand Tongues" / "Love to Love You, Baby" / "Oh What a Beautiful Mornin'"

OPERA ARIAS AND CHORUSES: the "Jewel Song" / "Je dis que rien ne m'épouvante" / "Che gelida manina" / the "Humming Chorus" / "Canta, mendigo errante" / "Kommt ein schlanker Bursch gegangen"

Note: Aria titles in foreign languages are not italicized. French, Italian, and Spanish cap only the initial word (sentence style). German caps all nouns.

PHOTOGRAPHS: Ansel Adams's "North Dome" / "William Sherman" by Matthew Brady

WORKS NEITHER ITALICIZED NOR IN QUOTES:

Works that seem to need special treatment, but do not:

ANCIENT ART: the Venus de Milo / Winged Victory / Discobolos

GENERICALLY NAMED INSTRUMENTAL MUSIC: B-flat Nocturne / Piano Sonata no. 2 / Mass in B Minor / Symphony no. 6 / Fantasy in C Minor, K. 475 / Sonata in E-flat, op. 31, no. 3

BUT Beethoven's *Pastoral* Symphony / the *Resurrection* Symphony
by Gustav Mahler

SOFTWARE: Microsoft Word / Lotus 1-2-3 / Windows XP / Photoshop / Quark

ELECTRONIC GAMES: Super Mario Brothers / Grand Theft Auto / Everquest / Myst

1.3 Personal titles and offices.

Capitalize all traditional educational, occupational, business, and governmental titles when used specifically in front of the name; do not capitalize these titles when they follow the name. (Chicago, 8.21-8.23)

William Banowsky, president of Pepperdine University /
President William Banowsky

Ronald Reagan, president of the United States /
President Ronald Reagan

Vernon Wormer, dean of Faber College/
Dean Vernon Wormer

General George Patton / General Patton

Professors Henry Jones, Sr., and Marcus Brody

Doctors Schweitzer and Livingstone

Executive Director Allyson Tompkins wrote a tract entitled *Joy*.

Therapist Jean Qualls retired in 2005.

The dean of the business school must approve all business research projects.

Daniel Choi is athletic director with the Santa Barbara School District.

Contact the dean of students for further information.

Dr. Ruth Leavitt, director of micropathology, will speak at the symposium.

Professor Roy Hinkley, Jr., chairperson of the Life Sciences Department, will present his paper on tropical island ferns in September.

Rupert Murdoch is the chairperson and chief executive officer of News Corp.

Notes:

The term *chairperson* rather than *chairman* is now preferred usage within the University (*chair* is also acceptable).

Contrast treatment of unofficial or attributive titles in Section [1.20](#). For comprehensive example also see [Appendix 2, Table of Initial and Successive Reference: Pepperdine University Personnel](#).

1.4 Forces and troops.

Full titles of armies, navies, air forces, fleets, regiments, battalions, companies, corps, and so forth are capitalized. The words *army*, *navy*, and so forth are lowercased when standing alone or used collectively in the plural, or when they are not part of an official title. (Chicago, 8.111)

Fifth Army; the Fifth

United States Air Force; the air force

United States Army; the army; the American army; the armed forces

United States Coast Guard; the Coast Guard

United States Marine Corps; the Marine Corps; the U.S. Marines; the marines

United States Navy; the navy

1.5 Pepperdine University and its schools (Pepperdine exception).

The word *University* whenever referring to Pepperdine University, even though the word Pepperdine may not precede it.

Note: The same principle does not apply regarding the word *school* when referring to specific schools.

Pepperdine University is located on an oceanside bluff in Malibu. The **University** [*direct second reference*] typically enrolls around 7,500 students total in its five schools. Pepperdine is an independent, private Christian **university** [*direct but generic reference*] affiliated with Churches of Christ.

Seaver College is named for Frank Roger Seaver, the spouse of benefactor Blanche E. Seaver. The **college** first opened for classes in 1972.

The Graduate School of Education and Psychology comprises the two eponymous divisions, Education and Psychology. Doctorates are offered in both divisions of the **Graduate School** [*approved direct second reference, see*

[Appendix 1](#)]. The **school** [*generic second reference*] offers several convenient evening- and weekend-study locations for mid-career adults.

Refer to the Table of Initial and Successive References in [Appendix 1](#) for comprehensive printed treatment of the University and its five schools.

1.6 Institutions, commercial and governmental entities, organizations, and the like (and their departments and subdivisions).

Capitalize the words *association, building, center, club, conference, school, department, division, hall, office, street*, etc., when used as part of a title; do not capitalize the words *association, building, school*, etc., when used alone to refer to that specific place or group. Short forms may be capitalized, especially to avoid ambiguity. (Chicago, 8.67)

Coogies Beach Cafe / cafe
Malibu Presbyterian Church / church
the Bradbury Building / building
Walt Disney Concert Hall / Disney / concert hall, hall
L.A. and Ventura Counties (or counties—see Section [1.14](#)) / county, counties
the Bighorn Golf Club / Bighorn / club
Department of Health / department
Office of Management and Budget / office
Gibson, Dunn & Crutcher / company, firm, etc.
the (The) Boeing Corporation / Boeing / company, firm, etc.

Note: Lowercase initial word *the*: do not treat as part of proper name; hence use lowercase and roman in running text. Refer to Section [1.20](#).

Departments, divisions, and the like:

Capitalize specific and/or formal reference to departments and other company subgroups, but lowercase generic reference:

the Human Resources Department / Human Resources / the department
the Corporate Communications Division / Corporate Communications / the division
the Collections Unit / Collections / the unit
the Office of Asset and Risk Management / the office

Lowercase “department” and “office” when preceded by an administrative function that makes generic reference to a presumed subentity within an organization.

The primary goal of the Payroll Office is to strive for completely accurate and timely processing of all payroll activities.

BUT

Al thought he'd give the payroll office a visit after finding a mistake in his withholding.

“So I asked for the complaint department and was told I needed to ‘conference’ with the senior executive director of the Center for Reconciliation and Total Client Satisfaction.”

1.7 Names of bodies and entities within Pepperdine University.

Treat regularly as indicated in 1.6 above.

Board of Regents / the board, the regents
Pepperdine University Alumni Association / the association
the University Senate / the senate
the Communication Division, the Business Division / the division
the Davenport Institute / the institute
the Center for Human Resources, the Center for the Arts / the center
the Office of Financial Assistance / the office
the Department of Public Safety / the department
the *Graphic*
the Caruso Family Chair in Constitutional Law

Usage note: In general, do not do not capitalize "the" when it precedes the name of any entity of Pepperdine University. Rationale: capping “the” causes over-analysis and disruption of flow in reading; and in practice, it is difficult to maintain consistency of styling and uniformity of appearance.

1.8 Course names.

A specific course or subject should be capitalized. (Chicago, 8.85)

HIST 525 – Problems in 20th-Century German History
LAW 1902 – Cross-Cultural Negotiation and Dispute Resolution

However, do NOT capitalize fields of study, curricula, major areas, or major subjects, except names of languages, unless referring to a specific course. Authors and editors may make exceptions for rhetorical or marketing emphasis. (Chicago, 8.84)

He is studying philosophy and English.

Brianna is a junior, majoring in business administration with an emphasis in finance.

Each student must meet core requirements in science and the humanities.

Seaver College offers a curriculum in sports medicine.

Kumar earned the certificate in dispute resolution from the School of Law.

The School of Law will offer Constitutional Law in the fall semester.

The Graduate School of Education and Psychology offers doctorates in organizational leadership and organization change.

The Graziadio School of Business and Management offers a master of business administration degree.

1.9 Geographic names.

Geographic terms commonly accepted as proper names are capitalized. Other descriptive or identifying geographic terms that either are not taken to apply to one geographic entity only or have not become commonly regarded as proper names for these entities are not capitalized. Cultural or climatic terms derived from geographic proper names are generally lowercased. The following examples illustrate these principles and their (not always logical) variations. (Chicago, 8.43-46)

the Swiss Alps; the French Alps; an Alpine village (if in the Alps), *BUT* alpine pastures in the Rockies;

Antarctica; the Antarctic Circle; the Antarctic Continent;

the Arctic; the Arctic Circle; a mass of Arctic air (*BUT* lowercased when used metaphorically, as in “We are having arctic weather in Chicago”);

Central America, Central American; central Asia; central Illinois; central France; central Europe (*BUT* Central Europe when referring to the political division of World War I); Central California (when referring to the San Joaquin Valley area as a cultural entity);

the continental United States; the continent of Europe; the European continent, but on the Continent (meaning in continental Europe as opposed to Great Britain), continental Europe, Continental customs *BUT* continental breakfast;

the East, eastern, and easterner, the eastern seaboard, East Coast (referring to the eastern United States); the East, the Far East, Eastern (referring to the Orient and Asian culture); the Middle East (*or*, formerly more common, the Near East), Middle Eastern (referring to Iraq, Iran, etc.); the Eastern Hemisphere; eastern Europe (*BUT* Eastern Europe when referring to the post-World War II division of Europe); eastward, to turn east (direction);

the equator, equatorial climate; equatorial Africa; Equatorial Current; Equatorial Guinea; meridian, prime meridian; thirty-eighth parallel; international date line;

the Great Plains; the northern plains; the plains (*BUT* Plains Indians);

the Midwest, Midwestern, a Midwesterner;

the North, northern; Northern, Northerner (in American Civil War context); the Northwest, the Pacific Northwest, the Northwest Passage, northwestern; North Africa, North African countries, in northern Africa; North America, North American, the North American continent; the North Atlantic, a northern Atlantic route; the Northern Hemisphere; Northeast Brazil (a political division); the Far North; Northern California (when referring to the region as a cultural entity);

the poles; the North Pole, North Polar ice cap; the South Pole; polar regions, polar climate;

the South, southern (current reference to the former states of the Confederacy); Southern, a Southerner (in American Civil War contexts); the Deep South; the south of France; the Southeast, the Southwest, southeastern, southwestern (U.S.); Southeast Asia; South Africa, South African (referring to the Union of South Africa); southern Africa (referring to the southern part of the continent); Southern California (when referring to the region as a cultural entity);

Tropic of Cancer, Tropic of Capricorn; Neotropics, Neotropic(al); the Tropics; tropical, subtropical; the Torrid Zone;

Upper Michigan, the Upper Peninsula, northern Michigan; Upper Egypt; Upper Rhine; the upper reaches of the Thames;

the United States, the U.S., the States, the “lower 48,” the U.S. mainland (when using U.S. as a noun, try to use United States as a first reference when possible);

the West, Occident, occidental culture (*BUT* an Occidental), Western world, western Europe (exception – political contexts), westerner; Western Hemisphere; the West, West Coast (of the U.S.), the Northwest, the Pacific Northwest, the Far West, the Middle West, the Midwest (U.S.); west, western, westerner, westward (direction);

Los Angeles Place Names (some Pepperdine exceptions). South Central Los Angeles, in South Central, South Los Angeles; West Los Angeles, West L.A., the Westside; East Los Angeles, East L.A. (when referring to these regions as regional and/or cultural entities); Greater Los Angeles, the Greater L.A. Basin; the San Fernando Valley, the Valley; the San Gabriel Valley; the various named districts of the City of Los Angeles (Larchmont, Venice, Hollywood, Mt. Washington, Brentwood, Mar Vista, Boyle Heights, Leimert Park, Thai Town, Reseda, Studio City, Tarzana, Encino, North Hollywood, Panorama City, Angeleno Heights, Eagle Rock, the Miracle Mile, Downtown, Little Tokyo, Chinatown, etc.).

1.10 Names of athletic clubs and teams.

Capitalize names of athletic clubs and teams. Do not capitalize initial “the” preceding names.

the Pepperdine Waves, the Waves

the Los Angeles Dodgers, the Dodgers

the Los Angeles Lakers, the Lakers

the Los Angeles Angels of Anaheim, the Angels

1.11 Names of all races, ethnicities, and nationalities.

Capitalize names of all races, ethnicities, and nationalities. (Chicago, 8.37-39)

Caucasian, Asian, Asian American, African American, Mexican American, Native American, American Indian, Hispanic, Latino, Latina, Jew, Jewish, etc. (Do not hyphenate *American* when it occurs subsequent and in conjunction with an ethnic or racial term.)

Canadian, Mexican, Central American, European, Irish, Croatian, British, Brit, African, Nigerian, Asian, Turk, Kurd, Israeli, Australian, New Zealander, Pole, Trobriand Islander.

Usage notes:

African American means Americans who are descendants of African slaves in some specific policy contexts—in contrast to Americans who have immigrated from the African continent (and their American descendants).

Exception: Generally, ***black*** and ***white*** as racial terms should be lowercased, but may uppercased in contexts in where sensitivity and custom dictate (e.g., EEO policy text).

Employ the same logic for descriptors of imaginary places and other planets and worlds:

Elysian, Atlantean, Stygian, Olympian, Martian, Venusian, Malacandran, Rigelian, Klingon, etc.

1.12 Numbered rooms and pages (Pepperdine exception).

Capitalize the word *room* when used to designate a particular room. Capitalize the word *page* when used with a numeral at the top or bottom of a page for page number (but lowercased when used in the body of text).

The committee met in Room 303 of the Thornton Administrative Center.

You will find the quotation on page 50, line 12, of your textbook.

1.13 Named professorships and chairs.

Capitalize all named chairs and professorships, and distinguished professorships.

Seaver College

the Carl Miller Chair of Journalism

the Flora Laney Thornton Professorship of Nutrition

the Howard A. White Professorship of History

Graduate School of Education and Psychology

the Muriel Lipsey Chair of Counseling and Clinical Psychology

the M. Norvel and Helen Young Professorship of Family Life

Graziadio School of Business and Management

the Corwin D. Denney Academic Chair of Business and Management

the William E. Leonhard Professorship of Business

the Julian Virtue Chair of Economics and Entrepreneurial Education

School of Law

the D and L Straus Distinguished Visiting Professor Chair of Law

the Ronald Phillips Chair of Law

the Caruso Family Chair of Constitutional Law

School of Public Policy

The Ronald Reagan Professor of Public Policy

1.14 Shared components of plural proper nouns (Pepperdine exception).

When a generic term is used in the plural either before or after more than one proper name, the term should be capitalized if, in the singular form and in the same position, it would be recognized as a part of each name. See next section for treatment of governmental entities.

The Communication and Business Divisions have hired new instructors.

The divisions have hired new instructors.

1.15 Governmental entities.

When a place-name references a governmental entity rather than a location, words like *city*, *county*, *state*, etc., are usually capitalized. (Chicago, 8.51)

She works for the City of Malibu.

Los Angeles and Ventura Counties have high crime rates.

The Counties of Los Angeles and Ventura have formed a joint task force to deal with high crime rates. (*County of Los Angeles* and *County of Ventura* are proper names of governmental bodies.)

Several counties in Southern California have high crime rates.

1.16 Themes, Slogans, and Special Titles for Campaigns, Conferences, Conventions, and Other Special Events

Capitalize thematic titles of fundraising and other campaigns, conferences, conventions, symposia, galas, panel discussions, and the like. Such thematic titles may be italicized, bolded, put into quotes, or otherwise visually emphasized as design intentions permit.

the Campaign for Pepperdine
the Challenged to Lead campaign
the Wave of Excellence campaign
 Keeping the Dream Alive

DO NOT CAPITALIZE:

- 1.17 Terms such as *cum laude*, *magna cum laude*, *summa cum laude*, and *baccalaureate*.

Lowercase all of the above terms as follows:

She graduated **summa cum laude** from Seaver College.
The **baccalaureate** ceremony will be held in Firestone Fieldhouse.

- 1.18 Organized groups or classes of students in a university or high school. The words freshman, sophomore, junior, senior, or graduate.

ENGL 101 should be taken in the freshman year.
John Smith is a junior business major.
The senior class will conduct its annual election tomorrow.

- 1.19 Academic degrees.

Lowercase academic degrees when referred to in such general terms as *doctorate*, *doctor's*, *bachelor's*, or *master's*, etc., are not capitalized.

Notes: The term *doctorate* should not be used in combination with *degree*, since *doctorate* means doctoral degree. The terms *masters' degree* and *bachelors' degree* are never correct. Avoid *doctor's* as an adjective; use *doctoral* instead.

Having completed her bachelor's and master's degrees at Pepperdine, eventually earning her doctorate at Vanderbilt, Edna thought that attaining her master's had been the easiest.

- 1.20 Unofficial or attributive titles preceding a name.

Lowercase unofficial titles or personal attributes used as titles.

comedian Steve Martin
founder George Pepperdine
Seaver professor David Green (because it is not his formal title)

Contrast treatment of personal titles and offices in Section [1.3](#).

- 1.21 Officers of a class, social organization, etc.

Designations of officers of a class, social organization, etc., should be lowercased.

Helen Young is founding president of Associated Women for Pepperdine.
Beverly was elected freshman class secretary.

1.22 The article “*the*” in proper names.

Occurrences of an initial *the* in names of newspapers periodicals, organizations and their entities, and the like should be lowercased (but uppercased as the rules of grammar otherwise demand).

the *Graphic*
the *Los Angeles Times*
the *Wall Street Journal**
the *Nation* magazine*
the Boeing Company*
the Walt Disney Company*
the Department of Motor Vehicles
the Salvation Army*
the Church of Jesus Christ of Latter-day Saints*
the American Red Cross
the Customer Service Desk
the NCAA
the West Coast Conference

*These entities all style themselves with a preceding ***The***.

The “Go-the-Extra-Mile” Rule: Authors and editors may choose to honor an entity’s self-styled ***The***, but when doing so, they must fact-check all similarly styled organizations mentioned in the document and treat equally.

1.23 The University of California campuses.

When referring to a University of California campus for the first time in text, the campus location is appended with a comma. University of California administrators prefer that “*at*” never be used in such references.

the University of California, Los Angeles
not
the University of California at Los Angeles

In subsequent references, the following abbreviations may be used. Note that a comma or hyphen is not used.

UC Berkeley
NEVER UCB* or UC, Berkeley

UC Riverside
NEVER UCR*

UC Davis or UCD

UC Santa Barbara
NEVER UCSB*

UCI or UC Irvine

UC Santa Cruz

UCLA

UCSD or UC San Diego

UC Merced
NEVER UCM*

UC San Francisco

*Exception: schedules or tabular material

1.24 California State University campuses.

When referring to a member school of the California State University system, the following style is preferred:

California Maritime Academy
California Polytechnic State University, San Luis Obispo
California State Polytechnic University, Pomona
California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, Fresno
California State University, Fullerton
California State University, Hayward
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge

California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Humboldt State University
San Diego State University
San Francisco State University
San Jose State University
Sonoma State University

2 ABBREVIATIONS

GENERAL PRINCIPLE:

When in doubt, spell the word out. Abbreviations may be more freely used in tabular material.

DO ABBREVIATE:

2.1 Complimentary titles.

Titles such as *Mr.*, *Ms.*, *Mrs.*, and *Dr.* should be abbreviated, but do not use them in combination with any other title or with abbreviations indicating scholastic or academic degrees.

Paul Huston, Ph.D., *NOT* Dr. Paul Huston, Ph.D.

Carol Green, M.D., *NOT* Dr. Carol Green, M.D.

Mr. Victor E. Wynn has been appointed head coach for men's lacrosse.

Ms. P. Rose Crittenden assumes duties as associate librarian in May.

Mr. and Mrs. Frank Stamper have been season-ticket holders for years.

Dr. Ezekiel Payne has retired from his practice of oral surgery.

Dr. and Mrs. Croesus Scratch were seated at the president's table.

Dr. Emily and Mr. Croesus Scratch were seated at the president's table.

Drs. Wren Byrd and Robyn Wing made a joint presentation to the society.

University chaplain Rev. Aloysius Wright and his wife, Ms. Patricia Leithold-Wright regularly opened their home to campus-ministry events.

Hon. and Mrs. Saenz Dukommen hosted the reception honoring the newly appointed dean.

BUT The Honorable Justice Saenz Dukommen presided with the proverbial velveted iron fist.

Note: Refer to a dictionary for other proper forms of address and salutations for clergy, diplomats, foreign heads of state, government officials, military ranks, etc.

2.2 Page or pages.

Abbreviate using *p.* or *pp.* in footnotes or bibliographical material; spell out when used in text.

See pp. 143-150.

You will find an example on page 258.

2.3 Time and time zones.

When spelled out, designations of time and time zones are lowercased, except for proper nouns. Abbreviations are capitalized. (Chicago, 8.89)

Greenwich mean time (GMT)
daylight saving time (DST)
Pacific standard time (PST)
central daylight time (CST)
eastern standard time (EST)

2.4 Company name components.

In notes, bibliographies, lists, and so on, the abbreviations listed below may be freely (if consistently) used. (Chicago, 10.22, 10.72)

Assoc., Bro., Bros., Co., Corp., Inc., LLC, LLP, LP, Ltd., Mfg., PLC, RR, Ry.,
etc.

2.5 Academic degrees.

Academic degrees may be abbreviated. **In general, do not punctuate academic degrees.** If punctuated (to effect a more formal or conservative style) keep treatment consistent throughout a document. **Note: MBA and joint degrees** (e.g., JD/MBA) are always unpunctuated.

bachelor of arts – BA (B.A.)
bachelor of science – BS (B.S.)
master of arts – MA (M.A.)
master of fine arts – MFA (M.F.A.)
master of dispute resolution – MDR (M.D.R.)
master of science – MS (M.S.)
doctor of philosophy – PhD (Ph.D.)
doctor of education – EdD (Ed.D.)
doctor of psychology – PsyD (Psy.D.)
juris doctor – JD (J.D.)

master of business administration – MBA

juris doctor and master of business administration – JD/MBA

2.6 Course names.

Abbreviate the department name of a course when it is followed by the course number. Be sure to use the official subject abbreviation used in the specific catalog or academic brochure pertaining to the course.

Besides an elective course in English, REL 110 should be selected by the student.

2.7 The word *versus*.

The word *versus* may be abbreviated as *vs.* In legal material *v.* is used.

DO NOT ABBREVIATE:

2.8 Place-names.

Fort, Mount, and the like - Prefixes of geographic names should not be abbreviated in text. Exception can be made when space is limited. (Chicago, 10.31)

Fort Wayne	Mount Baldy	South Bend
Port Arthur	Greater Antilles	Lower California (Baja)
Eastern Ghats	North Korea	New Caledonia
West Virginia	Prince Edward Island	

Saint - *Saint* may be freely abbreviated or spelled out in text. As always, maintain a consistent logic.

Saint (St.) Croix	Saint (St.) Louis	Saint (St.) Paul
Saint (St.) Lawrence	Mount St. (Saint) Helens	

Alumna Laura St. Cloud, a native of Fort Wayne, Indiana, has been appointed regional sales director for St. Vincent, St. Kitts, Port Watson, and Nevis. She recently received the Saint Mother Theresa Award for Urban Compassion, which is annually awarded by All Saints Anglican Church of San Leandro, California.

2.9 Names of months.

Names of months should be spelled out in running text. Exception: Public Information uses AP style for press releases (and related formats) and may abbreviate names of months (Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sep., Oct., Nov., and Dec.).

December 25, 1999 (for text)
Dec. 25, 1999 (for tables, etc.)

2.10 Address components.

With a few exceptions, abbreviations should not be used in addresses in running text. (Chicago, 15.34-35) In letter writing, the two-letter state abbreviations are recommended as most efficient for both the recipient’s address block, the return address, and indications of mailing address within the correspondence itself. The following terms should be spelled out:

Avenue, Boulevard, Building, Court, Drive, Lane, Parkway, Place, Road, Square, Street, Terrace; North, South, East, West (but do not capitalize directions when used in text).

Brock House is located on Presidents Drive.

Before boarding a plane to Mexico, the informant first cut south to drop off a package to a person waiting in a vehicle parked outside of 553 South Alvarado Street near MacArthur Park.

Approved proofs were sent to T/O printing located at 31345 Agoura Road, Thousand Oaks, California, on July 27.

Please send response to:
Pepperdine University
Alumni Giving Office
24255 Pacific Coast Highway
Malibu, CA 90263

2.11 U.S. states, territories, possessions and the like.

Names of states, territories, and possessions of the United States should always be given in full when standing alone. When they follow the name of a city or some other geographic term, it is preferable to spell them out *EXCEPT* in lists, tabular matter, notes, bibliographies, indexes, and mailing addresses. (See treatment of states’ names in letter writing in Section [2.10](#) above.) In such instances, except in the case of mailing addresses, the first of the two forms of abbreviation listed is preferred; the two-letter form is specified by the United States government for use with zip code addresses in mailing and is often useful in other contexts:

AP-approved abbreviations

Ala.	AL	La.	LA	Oreg. <i>or</i> Ore.	OR
Alaska	AK	Maine	ME	Pa.	PA
Amer. Samoa	AS	Md.	MD	P.R.	PR
Ariz.	AZ	Mass.	MA	R.I.	RI
Calif.	CA	Mich.	MI	S.C.	SC

Colo.	CO	Minn.	MN	S.Dak.	SD
Conn.	CT	Miss.	MS	Tenn.	TN
Del.	DE	Mo.	MO	Tex.	TX
D.C.	DC	Mont.	MT	Utah	UT
Fla.	FL	Nebr.	NE	Vt.	VT
Ga.	GA	Nev.	NV	Va.	VA
Guam	GU	N.H.	NH	V.I.	VI
Hawaii	HI	N.J.	NJ	Wash.	WA
Idaho	ID	N.Mex.	NM	W.Va.	WV
Ill.	IL	N.Y.	NY	Wis. or Wisc.	WI
Ind.	IN	N.C.	NC	Wyo.	WY
Iowa	IA	N.Dak.	ND		
Kans.	KS	Ohio	OH		
Ky.	KY	Okla.	OK		

2.12 Country names.

Names of countries are spelled out in text. In tabular and other tightly set matter they may be abbreviated as necessary. (Chicago, 10.32-33) Exception: Abbreviate *United States* to *U.S.* when used as an adjective or as a successive reference in some cases.

People’s Republic of China or China / P.R.C. or PRC (in tables)
United Kingdom / U.K. or UK (in tables)
U.S. Department of Defense

2.13 Institutional names.

Words such as *association*, *department*, *institute*, etc., should not be abbreviated.

2.14 Acronyms and abbreviations as first reference.

Abbreviations or acronyms are never used as a first reference either in titles or when the names are mentioned in text, although they may be employed in subsequent references. Exceptions: Nationally well-known abbreviations such as FBI, CIA, etc., are acceptable.

Avoid beginning a sentence with an acronym whenever possible, unless it is preceded by *The*.

The GSEP alumni held their annual meeting at the Century Plaza Hotel.

2.15 *Christmas*.

Do not abbreviate the word *Christmas* to *Xmas*.

2.16 *Percent.*

Do not abbreviate *percent* to *pct.* (see Section [4.5](#))

In general, use the word *percent*, but in scientific, technical, and statistical copy use the symbol %.

2.17 Given names.

Given names such as *George*, *William*, and *Charles* should not be abbreviated.

Exception: Wm. Matthew Byrne, Jr., Judicial Clerkship Institute

2.18 *Assistant and associate.*

Do not abbreviate *assistant* and *associate* when used in a title:

assistant professor of sociology
associate professor of history

2.19 Ampersand (&).

Do not use the ampersand in place of *and* in ordinary text.

Exceptions: Designers may employ the ampersand in titles and headlines to aesthetic effect. Professional partnerships (lawyers, accountants, et al.) are generally styled with an ampersand, which can be used in all those cases.

Gibson, Dunn & Crutcher

Ernst & Young

Merrill, Lynch, Pierce, Fenner & Smith

Young & Rubicam

Gerald J. Sullivan & Associates, Inc.

3 PUNCTUATION

COMMAS, SERIES, AND LISTS

3.1 Serial commas.

Use a comma before the words *and* and *or* in a series. (Chicago, 6.18)

The annual Gala Week show will be presented by the Varsity Glee Club, The Showcase Singers, and the Seaver College Symphony Orchestra.

Do you want peas, carrots, or broccoli with your meal?

3.2 Serial semicolons.

When elements in a series are long and complex or involve internal punctuation, they should be separated by semicolons. (Chicago, 6.19, 6.58)

The three speakers were Dr. Alexander Astin, UCLA; Mr. Spencer Clark, Loyola; and Dr. Richard Hughes, Pepperdine.

3.3 Appositives.

A word, phrase, or clause that is in descriptive apposition (i.e., additional, nonessential information) to a noun is set off by commas. It is often helpful to think of the words between the commas as a parenthetical aside: (Chicago, 6.43)

My wife, Elizabeth, had written to our congressperson.
(This example can work with or without commas depending on author's intent. Commas would be used if knowing her name was not necessary.)

James Joyce's most famous novel, *Ulysses*, has been translated into many languages.
(In this case it is a given that *Ulysses* is Joyce's most famous novel, so the title is nonessential.)

But, if the appositive has a restrictive function (i.e., is essential information), it is not set off by commas.

My son Michael was the first one to answer. My son John answered later.
(In the example above, the writer is differentiating between two sons, so the names are essential and take no commas.)

James Joyce's novel *Ulysses* has been translated into many languages.
(In this instance the title of the novel is essential information, so it takes no commas.)

3.4 *Jr.* and *Sr.* and the like.

Commas are no longer required around *Jr.* and *Sr.* If commas are used, however, they must appear both before and after the element. Commas never set off *II*, *III*, and such when used as part of a name. (Chicago, 6.47)

Charles William DeLor Jr. ran for Congress.

Charles William DeLor III ran for Congress.

The speech by Malcolm S. Forbes, Jr., was very informative.

3.5 Short introductory adverbial phrases.

Short introductory adverbial phrases, such as *currently*, *certainly*, *now*, and *happily*, are not set off by commas. (Exceptions: *therefore*, *thus*, and *indeed*) Those that show contrast, such as *however* and *nevertheless*, are set off by commas.

Currently she is working as a temporary assistant.

Certainly we will be voting for the best candidate.

Grandmother is ill; therefore, we shall not be attending the party.

He failed the first exam; however, he passed the final with flying colors.

He failed the first exam. However, he passed the final with flying colors.

She did well in all her classes. Thus, she was allowed to go on vacation during spring break.

3.6 Figures.

Place a comma after digits signifying thousands (1,500 students), except when reference is made to temperature (4600 degrees), military time (0800 hours), and to years (1933).

3.7 Dates.

When writing a specific date in text, place a comma between the day and the year and after the year: (Chicago, 6.45)

July 4, 1993, was a memorable day in Los Angeles.

Do not place a comma between the month and year when the day is not mentioned.

July 1983 is the hottest month on record for our town.

3.8 Cities with states – in series of names.

When listing names in series with cities or states, punctuate as follows:

George Andrews, Frankfort, Kentucky, president; Carol Green, Lafayette, Indiana, vice president; etc.

3.9 Cities with states – text.

In text, when using city and state, place a comma before and after the state. (Chicago, 6.46)

Dallas, Texas, is the home of the Cowboys football team.

3.10 *That is, namely, and the like.*

A comma is usually used after such expressions as *that is*, *namely*, *i.e.*, and *e.g.* The punctuation preceding such expressions should be determined by the magnitude of the break in continuity. If the break is minor, a comma should be used. If the break is greater than that signaled by a comma, a semicolon or an em dash may be used, or the expression and the element it introduces may be enclosed in parentheses: (Chicago, 6.43)

He had put the question to several of his friends, namely, Jones, Burdick, and Fauntleroy.

The committee—that is, several of its more influential members—seemed disposed to reject the Brower Plan.

Keesler maneuvered the speaker into changing the course of the discussion; that is, he introduced a secondary issue about which the speaker had particularly strong feelings.

Bones from a variety of small animals (e.g., a squirrel, a cat, a pigeon, a muskrat) were found in the doctor's cabinet.

Due to a dead car battery, Winslow was forced to find alternate means of getting to work, i.e., he hailed a cab.

Note: *i.e.* and *e.g.* are not interchangeable. The former means *in other words* (used when clarifying a previous statement), and the latter means *for example* (used when listing specific examples). See Section [7.24](#).

3.11 Vertical lists.

Omit periods after items in a vertical list unless one or more of the items are complete sentences. If the vertical list completes a sentence begun in an introductory element, the

final period is also omitted unless the items in the list are separated by commas or semicolons: (Chicago, 6.124, 6.125)

The following metals were excluded from the regulation:

molybdenum
mercury
manganese
magnesium

After careful investigation the committee was convinced that

1. the organization's lawyer, Watson, had consulted no one before making the decision;
2. the chair, Fitchu-Braun, had never spoken to Watson;
3. Fitchu-Braun was as surprised as anyone by what happened.

Note that when the items are separated by commas or, as above, semicolons, each item begins with a lowercase letter (unless a proper noun).

For long enumerations it is preferable to begin each item on a line by itself, in what is known as outline style. The numerals are aligned on the periods that follow them (using decimal tabs), and are either set flush with the text or indented. In either case runover lines are best aligned with the first word following the numeral (hanging indents). (Chicago, 6.126)

The inadequacy of the methods proposed for the solution of both histological and mounting problems is emphasized by the number and variety of the published procedures, which fall into the following groups:

1. Slightly modified classical histological techniques with fluid fixation, wax embedding, and aqueous mounting of the section or the emulsion
2. Sandwich technique with separate processing of tissue and photographic film after exposure
3. Protective coating of tissue to prevent leaching during application of stripping film or liquid emulsion
4. Freeze substitution of tissue with or without embedding followed by film application
5. Vacuum freeze-drying of tissue blocks followed by embedding
6. Mounting of frozen sections on emulsion, using heat or adhesive liquids

Note that in the example above, each item begins with a capital letter and ends without punctuation. If, as is also the case above, the enumerated items are syntactically part of the sentence, the items may also begin lowercase and carry appropriate end punctuation (see above, second example in this section).

Bullets and dots. The use of bullets or heavy dots in place of enumeration is sometimes resorted to, but these may be considered cumbersome, especially in a scholarly work. Sometimes em dashes are used in place of bullets. However, when using bullets in a listing, the first word following the bullet should begin with a capital letter, and the entry should end with a period. Avoid using one-word bullet entries, if possible.

To be considered for admission to Seaver College, an applicant's file must include the following:

- A completed application for admission.
- A \$45 application processing fee.
- A transcript from an accredited high school or equivalent.
- Scores from either the SAT or ACT test.
- An evaluation of the applicant's potential to do well at Seaver College from a teacher of the school most recently attended and from a personal acquaintance who is not related.

COLONS AND SEMICOLONS

3.12 The colon in general.

The colon is used to mark a break in grammatical construction equivalent to that marked by a semicolon, but the colon emphasizes the content relation between the separated elements. The colon is used, for example, to indicate a sequence in thought between two clauses that form a single sentence, or to separate one clause from a second clause that contains an illustration or amplification of the first: (Chicago, 6.59)

The officials had been in conference most of the night: this may account for their surly treatment of the reporters the next morning.

Many of the policemen held additional jobs: thirteen of them, for example, doubled as cabdrivers.

In contemporary usage, however, such clauses are frequently separated by a semicolon or are treated as separate sentences. There is no preference for using a colon vs. a semicolon in these cases, but consistent treatment is recommended throughout a document.

The officials had been in conference most of the night; this may account for their surly treatment of the reporters the next morning.

Many of the policemen held additional jobs; 13 of them, for example, doubled as cabdrivers.

Many of the policemen held additional jobs. Thirteen of them, for example, doubled as cabdrivers.

Introducing statements, quotations, or lists

A colon is used to introduce a formal statement, an extract, or a speech in dialogue: (Chicago, 6.63-64)

The rule may be stated thus: Always . . .

We quote from the address: “It now seems appropriate . . .

Michael: The incident has already been reported.

Timothy: Then, sir, all is lost!

A colon is commonly used to introduce a list or a series:

Shakespeare’s plays include three major works: *Hamlet*, *Macbeth*, and *Romeo and Juliet*.

Binghamton’s study included the three most critical areas: McBurney Point, Rockland, and Effingham.

A colon is not normally used after namely, for example, and similar expressions. Nor is it used before a series introduced by a verb or preposition. (Exception: series consisting of one or more grammatically complete clauses)

Binghamton’s study included the three most critical areas, namely, McBurney Point, Rockland, and Effingham.

John’s article focused on three major problems in the public schools, namely, overcrowding, underfunded programs, and disinterested parents.

For example: Morton had raised French poodles for many years; Gilbert disliked French poodles intensely; Gilbert and Morton seldom looked each other in the eye.

A colon is also used to introduce a subtitle of a work. Note: the first word of a subtitle is always capitalized. (Chicago 8.162, 14.97, 14.98)

Forever Young: The Life and Times of M. Norvel Young and Helen M. Young

3.13 Colons in conjunction with *follows* or *the following*.

The terms *as follows* or *the following* require a colon if followed directly by the illustrating or enumerated items, or if the introductory clause is incomplete without such items: (Chicago, 6.62)

My point can be illustrated by the following:

(Quoted material would be indented from both margins, single spaced, with no quotation marks.)

The procedures for registration are as follows:

1. Pick up your forms from the registrar . . .

If the introductory statement is complete, however, and is followed by other complete sentences, a period may be used.

An itemized list of the charges follows. Note that care was taken to ensure that all costs are shown.

1. Four tires were installed at a cost of . . .

3.14 Placement of colon within quotation marks or parentheses.

The colon and semicolon should be placed outside quotation marks or parentheses. (Chicago, 6.96)

The senator gave three reasons for changing the national anthem to “America”: it’s the favorite patriotic song of most Americans; the words are more appropriate; the music is easier to sing.

Christopher was concerned by one of the changes noted in the attitude of the fraternity members (Delta Iotas): all of the Deltas had become very surly.

The senator was in favor of changing the national anthem to “America”; thus, the matter was brought to a vote.

APOSTROPHES (THEIR USE AND MISUSE)

3.15 Forming plurals.

Figures and letters.

In making the plural of figures or single letters, do not use apostrophes unless confusion may occur:

the 1880s and 1890s *NOT* the 1880s and '90s

the three Rs

the '70s (when referring to decades)

Letters, noun coinages, numbers, and abbreviations.

So far as it can be done without confusion, single and multiple letters, hyphenated coinages, and numbers used as nouns (whether spelled out or in numerals) form the plural by adding *s* alone: (Chicago 7.15; see also Chicago 6.82)

all SOSs	the early 1920s
the three Rs	several YMCAs and AYHs
thank-you-ma'ams	CODs and IOUs
in twos and threes	

Use of apostrophe. To avoid confusion, lowercase letters and abbreviations with two or more interior periods or with both capital and lowercase letters form the plural with an apostrophe and an *s*. (Chicago 7.16)

x's and y's
M.A.'s and Ph.D.'s (or MA's and PhD's)

Note the following exceptions:

p. (page), pp. (pages)
n. (note), nn. (notes)
MS (manuscript), MSS (manuscripts)

3.16 Class year abbreviations.

Punctuate years of college classes with an apostrophe:

Class of '76 John White, '68

3.17 Don't confuse apostrophe with single quote.

Do not confuse an apostrophe (') with a single open-quote (‘). Word will usually insert the correct symbol for you, but not always. This is an especially common pitfall in

alumni listings when typing or editing the styling *Class of '01*—Word will insert an open-single-quote when typed immediately following a space and then make a smart-key conversion to an apostrophe when the word is concluded with a space. This smart-key function is frequently foiled by mistypes and edits.

3.18 Adjectival plural nouns.

If a plural noun is used as an adjective and not strictly as a possessive, it does not take an apostrophe.

Pepperdine Associates dinner

Presidents Drive

Benefactors Circle

Masters Forum

Church Leaders Council

Christian Scholars Conference

Gulls Way

Regents Scholarship

BUT

all regents' cars must be parked in the main parking lot

Chancellor's Circle (because there is only one chancellor)

Founder's Day (because there is only one founder)

Prince's Gate (it is noted that sometimes there happens to be more than one prince, however, this is the name)

Pepperdine Associates.

When referring to the annual gathering of the Pepperdine Associates, an apostrophe is not used after the qualifier and *dinner* is lowercase.

The Pepperdine Associates dinner was a success.

Pepperdine Waves.

When referring to the Pepperdine Waves, an apostrophe is not used when *Waves* is used as part of a name or as an adjective.

The Waves baseball team won the national championship in 1992.

The Waves golfers advanced to the NCAA tournament for the first time last year.

When Waves is used as a possessive, however, an apostrophe is used.

The Waves' success is due to good players and coaching.

3.19 In conjunction with ending punctuation.

If a word ending with an apostrophe ends a sentence, the period or other mark of closure goes outside the apostrophe.

. . . Bob Fosse's Tony-winning musical *Dancin'*.

LETTERS (SIGNIFYING WORDS OR INTRINSIC MEANING)

3.20 Letter grades.

Scholastic letter grades should be capitalized and take *s* when pluralized. (Chicago, 7.60)

As, Bs, and Cs

3.21 Broadcast call letters and acronymic names.

Call letters of radio stations and alphabetical abbreviations (acronyms) of groups or organizations such as AACSB, AALS, ABA, APA, MLA, YMCA, AWP, NASA, WASC, ROTC, USDA, GSEP, UCLA, etc., should be capitalized and written without periods or spaces. (Chicago, 10.24-25)

3.22 Academic degrees.

Letter symbols of academic degrees should be capitalized and are written without periods. Periods may be used for formal and traditional treatments. The following list includes frequently used abbreviations for academic degrees and professional and honorary designations: (Chicago, 10.20)

AB	Artium Baccalaureus (Bachelor of Arts)
AM	Artium Magister (Master of Arts)
BA	Bachelor of Arts
BD	Bachelor of Divinity
BFA	Bachelor of Fine Arts
BM	Bachelor of Music
BS	Bachelor of Science
DB	Divinitatis Baccalaureus (Bachelor of Divinity)
DD	Divinitatis Doctor (Doctor of Divinity)

DDS	Doctor of Dental Surgery
DHL	Doctor of Humane Letters (also LDH, see below)
DMD	Doctor of Dental Medicine
DMin	Doctor of Ministry
DO	Doctor of Osteopathy
DVM	Doctor of Veterinary Medicine
EdD	Doctor of Education
FAIA	Fellow of the American Institute of Architects
FRS	Fellow of the Royal Society
JD	Juris Doctor (Doctor of Law)
JP	Justice of the Peace
LHD	Litterarum Humaniorum Doctor (Doctor of Humanities)
LittD	Litterarum Doctor (Doctor of Letters)
LLB	Legum Baccalaureus (Bachelor of Laws)
LLD	Legum Doctor (Doctor of Laws)
LLM	Legum Magister (Master of Laws)
MA	Master of Arts
MD	Medicinae Doctor (Doctor of Medicine)
MFA	Master of Fine Arts
MP	Member of Parliament
MS	Master of Science
MSN	Master of Science in Nursing
PhB	Philosophiae Baccalaureus (Bachelor of Philosophy)
PhD	Philosophiae Doctor (Doctor of Philosophy)
PhG	Graduate in Pharmacy
SB	Scientiae Baccalaureus (Bachelor of Science)
SM	Scientiae Magister (Master of Science)
STB	Sacrae Theologiae Baccalaureus (Bachelor of Sacred Theology)

MBA – the master of business administration degree is to be normally styled without periods. Authors and editors may add the periods in the rare context where their absence may be misconstrued as a typo.

Joint degrees - Periods are never used in cases of joint degrees (e.g., JD/MBA).

Adjectival forms of degrees: bachelor’s, master’s, doctoral.

Bachelor’s, master’s, and doctor’s degrees should always be written with an ’s. Never write masters’ degrees. Use the term *doctoral degree* rather than *doctorate degree*. (Chicago, 7.14, see also Chicago, 8.28)

HYPHENS

3.23 Word division.

Word division at the end of a line should be done at syllable breaks. Two-letter divisions are permissible, but two-letter word endings should not be carried over to the next line if this can be avoided.

en-chant di-pole as-phalt

NOT: loss-es mon-ey rest-ed ful-ly

3.24 Division of proper nouns and personal names.

Proper nouns of more than one element, especially personal names, should be broken, if possible, between the elements rather than within any of the elements. If a break within a name is needed, consult the dictionary. Those that cannot be found in a dictionary should be broken or left unbroken, according to the guidelines found in Chicago 7.32-43. If pronunciation is not known or easily guessed, the break should usually follow a vowel.

Alek-sis

Jean- / Paul Sartre (or better, Jean-Paul / Sartre)

Ana-stasia

When initials are used in place of given names, again try not to break at all, but if necessary break after the second (or last, if there are more than two). A break before a number, Jr., or Sr. should be avoided. (unless Jr. or Sr. is enclosed in commas).

if necessary A. E. / Housman

BUT NEVER A. / E. Housman

Frederick L. / Anderson

M. F. K. / Fischer

Elizabeth II (or, if necessary, Eliz- / abeth II)

Always try to keep titles with names. Note: To keep two words together, a “hard space” may be inserted in Microsoft Word by holding down *Shift* and *Ctrl* simultaneously and pressing the space bar.

The “Challenged to Lead” campaign provided major funding for building projects and academic needs.

3.25 Compound (hyphenated) words.

General stance on compounding words.

Unless a compound is specifically spelled with a hyphen *and* it is the only spelling offered in the current edition of the *Merriam-Webster Collegiate Dictionary*, do not hyphenate unless additional clarity can be obtained by doing so.

Vice prefix..

Do not hyphenate vice president, vice chancellor, vice admiral, vice chair, etc.

Prefixes *non-*, *multi-*, *anti-*, *pre-*, *semi-*, *sub-*, *re-*, *un-*, and *the like*..

Check for a hyphenated form in the Pepperdine standard dictionary (current edition of Merriam-Webster’s Collegiate). Give preference to unhyphenated forms if they are listed therein. If only a hyphenated form is listed, give that preference. If there is no form listed, do not place a hyphen between the prefix and the combining word, except those compounds containing a proper noun. Exception is made when using a hyphen will result in greater clarity to readers (see note on readability below).

nonprofit	semiliquid
unattributed	anti-Semitic
nonadmission	multiethnic
pro-American	multifaceted
non-Christian	cross-country
anti-Western	multicellular
pre dentistry	preeminent
reexamine	substandard

Hyphens and readability. A hyphen can make for easier reading by showing structure and, often, pronunciation. Words that might otherwise be misread, such as *re-creation*, should be hyphenated. Hyphens can also eliminate ambiguity. Although *decision making* as a noun is not normally hyphenated, to add one in *fast decision-making* shows that decisions (not snap judgments) must be made soon. Similarly, the hyphen in *much-needed clothing* shows that clothing is badly needed rather than abundant and needed. Where no ambiguity could result, as in *public welfare administration* or *graduate student housing*, hyphenation is not mandatory, though it is quite acceptable and preferred by many writers and editors. (Chicago, 7.80)

Forming hyphenated compounds not found in the dictionary.

A comprehensive set of guidelines can be found in Chicago 7.85. Some of the most common formations are as follows:

adjective + noun: *blue-state senators, high-quality education, middle-class constituency, the neighborhood is middle class.* (Hyphenated before but not after a noun.)

adjective + participle: *red-tagged building, big-boned woman, open-ended question, ocean-going vessel, high-flying CEO, the zucchini was deep fried, the sophomore was slow witted.* (Hyphenated before but not after a noun.)

adverb not ending in -ly + participle or adjective: *much-beloved president, well-read woman, she was regarded as being quite well read, fast-talking Texan, most reviled characters, least popular genre.* (Hyphenated before but not after a noun; compounds with *most* and *least* usually open.)

age terms: *a three-year-old, a 35-year-old drifter, for 75- to 85-year olds.* (Hyphenated in noun and adjective forms.)

common fractions: *one-half, one-third, one-quarter, one-eighth, one-sixteenth, two-thirds, three-quarters, seven-eighths, nine-sixteenths, etc., BUT seventeen thirty-seconds.* (Spell rather than using numerals. Hyphenate in all forms except when second element is itself hyphenated.)

compounds formed with fractions: *a half hour, half-hour session, a two-thirds majority, a virtual one-third-minority veto, an eighth-note run, nine-sixteenths-inch plywood, one-sixteenth Seminole.* (Noun form open, adjective form hyphenated.)

gerund + noun: *running shoes, running-shoe department, writing implement, witching hour, firing-squad leader, climbing vine, rolling-stock inventory, ragin'-Cajun blues.* (Noun form open, adjective form hyphenated.)

noun + adjective: *a debt-free year, the judgment was intended to be value neutral, a flight-ready jet, a crash-prone hard drive, a target-rich environment, risk-averse strategy, management's style is risk tolerant.* (Hyphenated before a noun, usually open after a noun.)

noun + gerund: *decision making, decision-making authority, Nobel Prize-winning scientist, leave taking, bookkeeping, caregiving, “. . . he can take his tax-hiking, government-expanding, latte-drinking, sushi-eating, Volvo-driving, New York Times-reading, body-piercing, Hollywood-loving, left-wing freak show back to Vermont . . .”* (Noun form usually open; adjective form hyphenated before a noun. Some permanent compounds closed.)

noun + noun, single function: *student nurse, apprentice plumber, tenure track, tenure-track position, home wrecker, box-lunch social, flag waver, action item, Bible-thumpers church, attitude-adjustment hour.* (Noun form open, adjective form hyphenated before noun.)

noun + noun, two functions: *nurse-practitioner, city-state, student-athlete, student-intern, yin-yang balance, student-intern performance, cost-benefit analysis, good-cop–bad-cop routine.* (Noun form and adjective form always hyphenated.)

noun + participle: *fun-filled event, action-packed weekend, bond-laden portfolio, Jason Alexander is height challenged, bear-baiting strategy, the lecture was thought provoking, the pipes were corroded and crud encrusted.* (Hyphenated before noun, otherwise open.)

number + abbreviation/noun: *10 ft. pole, 32 mi. commute, 500 pg. book, one in. depth.* (Always open with abbreviation.)

number + noun (contrast above): *10-foot pole, 32-mile commute, 500-page book, one-inch depth.* (Hyphenated before noun, otherwise open.)

number + percentage: *50 percent, 5 percent raise.* (Always open.)

number, ordinal + noun: *third-floor apartment, 103rd-floor view, first-place winner.* (Adjective form is hyphenated before noun.)

number, ordinal + superlative: *a second-best decision, America's fourth-largest city, the third-to-last contestant to finish the race, he finished third to last.* (Hyphenated before a noun, otherwise open.)

participle + noun: *puffed-rice dessert, cutting-edge technology, the product line represented the cutting edge, stuffed-animal collectors convention, distressed-leather jacket, fallen-angel status.* (Adjective form hyphenated before a noun; seldom used after a noun.)

Capitalization: Cap only the initial letter of a hyphenated word string in running text (per the regular rules of capitalization in [Section 1](#)). In headlines and titles, capping the subsequent word elements is permissible as context and aesthetics dictate.

Text: The guests of honor for the gala were Vice President-elect and Mrs. Cheney.

Headline: Pepperdine Clinches First-ever NCAA Basketball Championship

BUT Pepperdine Clinches **First-Ever** NCAA Basketball Championship *ALSO OK*

Part-time and full-time.

Hyphenate *part-time* and *full-time* when used as adjectives in front of a noun but without a hyphen when following the noun. Hyphenate any modifying word combined with *well* when it precedes a noun, but do not hyphenate when it follows the noun.

Suzanne is a full-time student.

Matthew works part time.

well-built engine; well-run office
The well-known senator from California was in the lead.
The senator from California was well known.
ill-fitting; better-prepared; best-loved; lesser-regarded; least-desirable

3.26 Series of compounds.

When a series of two or more compounds has a common word, omit it in all except the last term and retain all hyphens:

long- and short-term rates
three-, four-, and five-foot lengths
first-, second-, and third-year students

3.27 Foreign phrases.

Omit the hyphen in a foreign phrase modifier:

bona fide sale *ex officio* member
per diem allowance *prima facie* evidence
laissez faire attitude *Sturm und Drang* struggle

QUOTATION MARKS AND QUOTATIONS

3.28 Quotes within quotes.

Use single quotation marks for quotations printed within other quotations.

“I find the high notes in the ‘Star-Spangled Banner’ hard to sing,” Sheila remarked.

“We were shocked to hear him say ‘Put up your hands!’” Gina reported.

3.29 Single quotes in headlines.

Use single quotation marks in headlines.

3.30 Quoting multiple paragraphs.

If two or more paragraphs are to be quoted, use quotation marks at the beginning of each paragraph, but at the end of the last paragraph only.

Note: Quotation marks are not used with indented, single-spaced quotations.

3.31 Quotation marks in conjunction with other punctuation.

Set quotation marks outside periods and commas and inside colons and semicolons. They should be set inside of exclamation points and interrogation marks that are not part of the quotation; otherwise, they should be placed outside.

The reviewer had three criticisms of “The Open Boat”: the writing was pedestrian; the plot was boring; the details weren’t realistic.

“I’m afraid!” the child cried.

3.32 Question-and-answer formats.

No quotation marks are necessary in printing interviews when the name of the speaker is given first or in reports of testimony when the words *question* and *answer* or *Q* and *A* are used, such as:

Q: Who will benefit from the plan?

A: Full-time staff, students . . .

Jones: How do you plan your curriculum?

Smith: A committee does that.

3.33 Quotations used as sentence element.

When a quotation is used as a syntactical part of a sentence, it begins with a lowercase letter, even though the original is a complete sentence.

He reminds us that “experience keeps a dear school.”

But when the quotation is not syntactically dependent on the rest of the sentence, a comma is used and the initial letter of the quotation is capitalized.

As Franklin advised, “Plough deep while sluggards sleep.”

ELLIPSIS DOTS.

3.34 Ellipses.

Ellipses are used to indicate omissions from quoted material. Three dots, with a space before the first, after the last, and between each one, indicate an omission within a sentence.

The Senate shall [choose] their other officers . . . in the absence of the vice president, or when he shall exercise the office of president of the United States.

When the last part of a quoted sentence is omitted and what remains is still grammatically complete, four dots—a period followed by three ellipsis dots—are used to indicate the omission. If the sentence ends with a question mark or an exclamation point, that

punctuation, of course, replaces the period or other terminal punctuation and the preceding word, even though that word does not end the original sentence (Chicago, 13.48-51):

The spirit of our American radicalism is destructive and aimless. . . . The conservative party . . . is timid, and merely defensive of property.

Whether her criticism is valid or not, shall I capitulate to her? . . . And shall I be subject to her ridicule the rest of my life! . . . I would rather cut off my ears.

When what remains is not grammatically complete, the period is omitted:

Everybody knows that the Declaration begins with the sentence “When in the course of human events . . .” But how many people can recite more than the first few lines?

If the beginning of the opening sentence of a quotation is deleted, ellipsis dots are usually not necessary and are ordinarily omitted:

the conservative party . . . is timid, and merely defensive of property. . . .

DASHES AND BRACKETS

3.35 The em dash.

When two hyphens are used to indicate a long dash, known as an *em dash*, no space follows or precedes them. The principal use of the em dash is to offset an amplifying or explanatory element. **NOTE:** Word will automatically replace two dashes with an em dash if no spaces are placed before or after the two dashes. An em dash may be inserted manually in Microsoft Word by holding down the Ctrl, Alt, Num Lock, and hyphen keys simultaneously. See Section [7.23](#) for further information on hyphens and dashes. (Also Chicago, 6.82-89)

The panel—composed of faculty from all seven divisions—stayed to answer questions after the discussion.

3.36 The en dash.

An *en dash* is half the length of an em dash and is twice the length of a hyphen.

em dash: — en dash: – hyphen: -

The principal use of the en dash is to connect continuing, or inclusive, number—dates, time, or reference numbers. (Chicago, 6.78-81)

1968–72 10 AM–5 PM

May–June 1967 pp. 38–45

John 4:3–6:2 the 1999–2000 academic year

3.37 The hyphen.

Use hyphens to connect noninclusive numbers, such as telephone numbers and social security numbers. (Chicago, 6.76-77)

999-99-9999 310-506-7224

3.38 The bracket.

Brackets are used to enclose editorial interpolations, corrections, explanations, or comments in quoted material.

“I worked for Bill Banowsky [Pepperdine’s president from 1971 to 1978] while I was a student.”

“His attitude [toward the defendant] is very detrimental to our case.”

Brackets are used as parentheses within parentheses:

His latest book (adopted by Book-of-the-Month Club [see article on p. 10]) deals with the settlement of Australia.

4 FIGURES AND NUMBERS

Definition: For the purpose of this section, *number* is understood to mean the concept by which we define quantity, measurement, or sequence, and *numeral* is understood to be the typographical symbols (0-9, comma [,], point [.] , etc.) by which we represent specific numbers apart from spelling them out in words. For instance, the first positive whole **number** is represented by the word “**one**”, and by the Arabic **numeral** “**1**”.

4.1 Numerals or words.

THE FOLLOWING ARE SPELLED OUT IN ORDINARY TEXT:

Numbers which occur at the beginning of a sentence. Note: When spelled out, the numbers twenty-one through ninety-nine are hyphenated, whether used alone or as part of a larger number (e.g., one hundred eighty-six).

Whole numbers from one through nine.

Any of the whole numbers above followed by *hundred, thousand, hundred thousand, million, and so on.*

USE NUMERALS FOR EVERYTHING ELSE:

Generally, numerals are used for all other numbers (exceptions noted in various sections below):

Thirty leading Republicans from 11 states urged the governor to declare his candidacy.

The property is held on a 99-year lease.

The first edition ran to 2,670 pages in three volumes, with 160 copperplate engravings.

The entire length of 4,066 feet is divided into nine spans of paired parabolic ribs.

The three new parking lots will provide space for 540 more cars.

4.2 Punctuation of Numbers.

In numerals of 1,000 or more, commas are placed between groups of three digits, counting from the right. If writing for an international readership use half spaces instead. (Chicago, 9.55-56)

1,234,567 (standard style)

1 234 567 (international style)

Page numbers, addresses, and up-to-four-digit years, do not use commas. In scientific writing, four-digit numbers omit commas.

1 BC
2007
24255 Pacific Coast Highway
See page 1492
1000°C

BUT 10,372 BCE

Normally precede decimal fractions less than one with a zero. The decimal point is indicated in the United States with a period; European and Canadian practice is to use a comma. (Chicago, 9.19-20)

12,345.67 (U.S. and British)
12 345,67 (European and Canadian)
First quarter ratings were 1.7 for January, 1.3 for February, and 0.8 for March.

Probabilities, correlation coefficients, firearms caliber, batting averages and the like omit the leading zero.

$p > .05$
 $R = .10$
Ty Cobb's average was .367.

“But being as this is a .44 Magnum, the most powerful handgun in the world, and would blow your head clean off, you've got to ask yourself one question: 'Do I feel lucky?' Well, do ya punk?”

4.3 Round numbers expressed in hundreds.

Multiples of 100 between 1,100 and 1,900 inclusive should be styled in numerals. Because Pepperdine style preference is to spell only one through nine, a style clash occurs when referencing these numbers in terms of hundreds. Therefore:

In response to the question, he wrote an essay of 1,500 words.

NOT

In response to the question he wrote an essay of fifteen hundred words.

4.4 Calendar terms.

Use numerals for days of the month, omitting *rd*, *th*, *st*, *nd*, and years:

April 6 1988 400 B.C.

Note: Constructions such as *March 2nd* or the *11th of November* are avoided in written English. They can be used when making an accurate representation of a spoken rendering of these constructions (speeches, sermons, dialogue).

4.5 Percent.

Use numerals for percentages unless a percentage figure falls at the beginning of the sentence. Spell out the word *percent* in nonscientific copy. Use the % sign for statistical and scientific text. Percent should always be used with an Arabic numeral, even when the number is less than ten. Never hyphenate number + percent, even in adjectival form (see Section [3.25](#)).

Thirty percent of the class missed the pop quiz.

Professor Black predicted that 5 percent of the class would drop out before the end of the semester.

By documenting several business losses in his side ventures, John was able to lower his adjusted gross income into the 10 percent tax bracket.

At this pH it is observed that around 70% of the adsorbed protein leaks into solution during 24 h, while a leakage of only 15% is observed at pH = 6.

Assuming a cost of capital of 12% for the original cash flow analysis presented, the IRR of the new product would be 14.35%.

It should be noted that while 55% of subjects in the second sample achieved or exceeded the median score for the aggregate, only one subject within that 55% placed in the top quintile.

The professor announced that 10 percent of the class made A on the test.

4.6 Series of numbers.

Use numerals within a series to maintain consistency if more than half of the numbers are 10 or over; otherwise, spell out numbers within a series.

120 days, 5 hours, 50 minutes

Six hats, three purses, five umbrellas, nine sweaters, and fifteen pairs of shoes were sold yesterday.

4.7 Millions, billions, etc.

Use numerals with the words *million*, *billion*, *trillion*, etc. except in generic indication of unspecified large quantity. For partial figures, decimals are preferable to fractions, and do not carry decimals beyond 2 decimal places.

1 million

5.75 million (pref.) or 5 ³/₄ million

17.9 billion

That Jerry D. is one in a million.

4.8 Ranges of numbers.

Do not leave out nouns such as *hundred*, *thousand*, or *million* in the first figure of a range.

He makes from \$20 million to \$25 million every year.

NOT: “\$20 to \$25 million,” unless one means \$20.

4.9 Hours of the day

Use numerals to indicate hours of the day.

7 PM or 7:30 PM (never “7:00 PM” unless used in lists of events, tabular material, etc., to preserve alignment of type)

Time of Day treatment (Pepperdine exception)

When indicating times of day, use unpunctuated caps to indicate AM and PM. Use zeros for even hours *only* when an exact time is emphasized. Do not use numbers to express noon or midnight.

Reception: 5:15 – 6 PM

The first train leaves at 5:22 AM and the last at 11:00 PM.

The seminar began at 9:15 AM and broke for lunch at noon.

Rodriguez was born at midnight, August 21-22.

(contrast Chicago, 9.38)

4.10 Amounts of money. (Pepperdine exception)

Use numerals with the word *cents*. the cent sign (¢), the dollar sign (\$), or other currency symbol (e.g., £, ¥, €).

Whole-number dollar amounts less than \$10 may be spelled out if *dollars* is spelled out, but avoid mixing *dollars* with dollars indicated by \$.

Use numerals and dollar signs for round dollar amounts followed by *million*, *billion*, *trillion*, etc.

When indicating U.S. currency to an international audience use *US\$* as the currency marker.

3¢ / 3 cents / \$0.03 (avoid *three cents*)

\$3 (or *three dollars*; avoid \$3.00 unless tabulated in columns)

\$33 (avoid *33 dollars* and *thirty-three dollars*)

\$33.03

\$300 (avoid *three hundred dollars*)

\$1,300 (avoid *thirteen hundred dollars*)

\$3,000 (avoid *three thousand dollars*, *NEVER \$3 thousand*)

\$3 million

\$383 billion

\$383.6 trillion

\$3,333,333.33

“Six walnut clusters at 50 cents each, that’ll be \$3 please,” she said dryly. (mixing *50¢* or *three dollars* is OK)

Avoid: Tell you what, I’ll let you have the three pens for \$3 each, making it nine dollars altogether before tax.

The actual cost exceeded \$3.5 billion.
(*three and a half billion dollars* is also OK)

He almost fooled me with his \$500 Armani suit but the giveaway was the \$19.95-for-two-pairs shoes from Payless.

The competition entry fee will be US\$30.

That “little” mistake just cost me three gazillion bucks!

4.11 Academic units, GPAs, scores.

Academic units, grade point averages (GPA), or scores from any type of organized competition or testing authority are expressed in numerals. (See also Section [7.37](#))

John was carrying a load of 16 units this semester.

Jane maintained a grade point average of no less than 3.88 throughout her college career.

Bob figured that by scoring a 5 on all of his advanced placement tests, it would save him approximately \$2,000 in tuition.

The Waves scored a 99-to-90 victory over Gonzaga last Friday. (or more conventionally: . . . *scored 99-90 over Gonzaga last Friday.*)

The Straus Institute took 1st Place among the top 10 such programs.

Pepperdine was tied for Number 47 among the top 50 schools in the nation in the *U.S. News & World Report* annual rankings.

4.12 Ages.

Ages of persons (and animals) are to be expressed in numerals in obituaries, short biographies, class notes, alumni listings, etc.

An author or editor may opt to more conservatively spell out ages, but if elected, that styling must be carried out consistently throughout the document and/or the larger publication in which it resides.

4.13 When to bend the rules: consistency and flexibility.

Where many numbers occur within a paragraph or a series of paragraphs, maintain consistency in the immediate context. If according to the rule you must use numerals for one of the numbers in a given category, use them for all in that category. In the same sentence or paragraph, however, items in one category may be given as numerals and items in another spelled out. (Chicago, 9.7)

A mixture of buildings—one of 103 stories, five more than 50, and a dozen of only 3 or 4—has been suggested for the area.

The population grew from an initial 8,000 in 1960 to 21,000 by 1970 and 34,000 by 1980.

Between 1,950 and 2,000 persons attended the concert.

4.14 Phone numbers.

The standard styling for phone number is to use a period separator.

310.506.7224 / 1.310.506.7224

Exception: University business cards and stationery use a hyphen separator.

310-506-7224 / 1-310-506-7224

International phone numbers:

When styling international phone numbers for an American readership use the following general pattern (periods separate significant elements from each other):

011.49.6221.90250

Deconstructed:

011 = Code to dial out of the U.S.

49 = Country code (in this case, Germany)

6221 = City/region/area code (in this case, Heidelberg)

90250 = phone number (in this case the Heidelberg campus)

When styling international numbers for an international readership use:

+49 6221 90250

(contrast to above example)

Deconstructed: “+” is the stand-in for whatever initial calling code a reader may have to punch/dial.

International styling of Pepperdine University’s main number would be:

+1 310 506 4000

(“1” is the country code for U.S./Canada)

5 PERSONAL NAMES, TITLES, AND ATTRIBUTES

5.1 Personal names - first reference.

Always use the full name of a person the first time they appear in an article. Use a middle initial if appropriate. A single initial should never be used. If a person goes by initials only, use both. If a person does not have a middle initial, use full name.

Note: The space between initials should be the same as the space between initial and name.

Susan Anthony
Susan B. Anthony
Susan Brownell Anthony
S. B. Anthony
NOT S.B. Anthony *nor* S. Anthony

Norvel Young
M. Norvel Young
Matt Norvel Young
M. N. Young *NOT* M. Young *nor* M.N. Young

Dr. W. B. West, Jr.
NOT Dr. W. West, Jr. *nor* Dr. W.B. West, Jr.

5.2 Personal names—successive/subsequent reference.

After referring to an individual by full name, in subsequent references use last name. If the person has a doctoral degree, use *Dr.* on first reference. If there is no doctoral degree, it is not necessary to use a title such as *Mr.* or *Ms.*

Dr. Clive Staples will be lecturing tonight on the history of Christian hymns. Staples is a professor of religion and director of church relations at Pepperdine University.

5.3 Use of the title *Dr.*

Use the title *Dr.* when referring to a doctor of medicine, dentistry, veterinary medicine, or to persons holding an academic doctorate, including J.D.'s in an academic setting.

Usage note: As of this writing, the School of Law preferentially styles its law professors with the personal title *Professor* rather than *Dr.*

5.4 Pepperdine titles.

When referring to senior Pepperdine faculty/staff members, the title or rank given them by the University can be used as a personal title.

Only the following Pepperdine titles and ranks should be used as personal titles in running text. Avoid referencing lower titles and ranks.

University Officers

President

Vice President

Chancellor

Vice Chancellor

Provost

Dean

Professor (see Sections [5.5-5.6](#) below)

Qualified iterations of the above (e.g. associate dean, executive vice chancellor, assistant chancellor, etc.) should be used sparingly, since to most readers, use of such beyond a first reference usually does not give more clarity. Long personal titles can be unwieldy, add visual clutter, and can seem pretentious. See Section [5.7](#).

Authors may want to use professional titles when they want to convey a tone of elevated respect and bring a greater focus upon the office rather than the officeholder.

Department of Public Safety Uniformed Personnel

Commander / Cmdr.

Captain / Capt.

Sergeant / Sgt.

Officer

Examples

Professor Julius Kelp / Professor Kelp (2nd ref.)

Dean Letitia Martin / Dean Martin

Associate Dean Hedda Counter / Counter

Chancellor Finis Valorum / Chancellor Valorum

President Quincy Adams Wagstaff / President Wagstaff

Captain Bernabe Montoya / Capt. Montoya

Officer Francis Muldoon / Officer Muldoon

5.5 Use of the title *Professor (Prof.)*.

Generally, apply the courtesy title *professor* before individuals with credit-hour teaching responsibility at Pepperdine, or individuals of professorial rank at other colleges or universities. See note in Section [5.6](#) below for exception.

5.6 Use of the titles *Associate/Assistant/Adjunct Professor et al.*

Generally, do not qualify the title of *professor* with *associate* or *assistant* before a person's name, but do qualify it after the name.

Professor Cleopatra Skewton
Cleopatra Skewton, associate professor of English

Exception: In contexts where making distinctions of academic hierarchy would be necessary and proper, apply full name of position as courtesy title (e.g. Associate Professor Luz Wynne, Lecturer Noah Tall). Alternatively switch to courtesy titles of *Dr./Mr./Ms.* to avoid engaging professional sensitivities.

For distinguished professors:

William Omaha MacElroy, Howard Carter Professor of Egyptology

5.7 Long titles.

Avoid using long titles before the names of people:

Superintendent Eileen Dover
Eileen Dover, superintendent of public instruction

Vice President Carl Ponzi
Carl Ponzi, vice president of finance and administration

5.8 Titles for couples.

In running text, the construction *Mr. and Mrs. [male name]* is generally to be avoided. On formal correspondence, however, that styling can be used in address blocks and formal salutations, if context is traditional and formal, and the husband and wife share the same surname, or it is unknown whether they share the same surname.

Mr. and Mrs. George Jefferson
Dear Mr. and Mrs. Jefferson: (formal)
Dear Louise and George, (informal)

For correspondence to couples with different surnames:

Ms. Angelina Jolie and Mr. Brad Pitt
(female first, male second)
Dear Ms. Jolie and Mr. Pitt: (formal)
Dear Angelina and Brad, (informal)

For correspondence to different-surname couples where sex is ambiguous or not apparent:

Alphabetize by surname and use full names:

Yi-ming Lao and Peacebird Whittaker

Dear Yi-ming Lao and Peacebird Whittaker: (formal)

Dear Yi-ming and Peacebird, (informal)

Chris Blanco and Pat Schwartz

Dear Chris Blanco and Pat Schwartz: (formal)

Dear Chris and Pat, (informal)

Clumsy, but workable. Follow-up and find out who's what.

Special note: Use alphabetic logic as above in ordering joint parties of a same-sex couple, but use the appropriate courtesy titles:

Mr. Chris Blanco and Mr. Pat Schwartz:

Dear Mr. Blanco and Mr. Schwartz,

An alternative, more individualist address block treatment would be to put each party on separate lines with no conjunctions:

Ms. Chris Blanco

Ms. Pat Schwartz

Dear Ms. Blanco and Ms. Schwartz,

5.9 Academic couples.

When referencing a couple where one or both members of a couple hold academic rank, always give locational precedence to spouse with higher academic rank. If equal, give precedence to female. If equal and same-sex, give precedence alphabetically.

Couples of unequal rank and common surname.

Professor and Mrs. Rufus Musony

(NEVER Mr. and Mrs. Prof. Rufus Musony)

Dr. and Mrs. Rufus Musony

Professor Catalina and Mr. Rufus Musony

Dr. Cataline and Mr. Rufus Musony

Dr. Cataline and Prof. Rufus Musony

Dean Letitia and Dr. Dean Martin

Couples of equal rank and common surname.

Professors Cataline and Rufus Musony

Drs. Cataline and Rufus Musony

Couples of equal rank and disparate surname.

Professors Cataline Cicero and Leslie Saffeau

Drs. Cataline Cicero and Leslie Saffeau

5.10 Use of the title *Ms.*

Use *Ms.* before a woman's name unless she is married and chooses to be called *Mrs.* If a woman is being referenced as part of a couple, refer to Sections [5.8](#) and [5.9](#) above. Plural of *Ms.* is *Mss.* or *Mses.*

The title *Miss*, rare these days, is to be used only when requested by the addressee. *Miss* can also be safely used when referencing a female adolescent or younger when the context requires editorial respect or distance. (There are also women who use *Miss* professionally in the fashion, body-care consulting, and other trades where an association with feminine youth, freshness, and innocence is helpful.) When in doubt, use *Ms.*; it is never incorrect. For subsequent references in a journalistic piece, use last name only.

5.11 Race, religion, and national origin.

Do not identify individuals by race, religion, or national origin unless such identifications are essential to an understanding of the story.

5.12 Honor rolls.

In general, titles are NOT used for ceremonial and honorary listings (e.g. donor lists, sponsors for an event, etc.). When styling a husband and wife by name, female has locational precedence:

Louise and George Jefferson

If the wife uses a different surname, list full names joined by *and*, female first, alphabetizing by the male's last name. Other single family members (and divorced or separated couples) are listed individually:

Sample Roll of Distinction

Patty Lane-Harrison and Richard Harrison	[couple, two surnames]
Louise and George Jefferson	[couple, traditional]
Cathy Lane	[cousin to Patty]
Natalie and Martin Lane	[parents of Patty]
Abraham Simpson	[father of Homer]
Jessica Simpson	[unrelated Simpson]
Lisa Simpson	[daughter of Homer]
Marjorie and Homer Simpson	[couple, traditional]
Gloria Stivic	[divorced from Michael]
Michael Stivic	[divorced from Gloria]

Note of pragmatism: The above style guidelines as to wife/husband name order are *frequently* excepted in University practice (in fact, most jointly-named Pepperdine places are the reverse of standard). These are provided as an editorial starting point to provide a

logic for common practice. Deviate as necessary for political or donor-relations reasons, but keep a consistent internal logic to avoid potential overanalysis by readers.

Compound-surname considerations.

Many individuals have compound surnames, surnames which are composed of two separate names (both capitalized) which may or may not be connected with a hyphen.

In Latin America, there are standard cultural practices for deriving and forming an individual's compound surname from both a mother's and father's clan names. Consult the *Chicago Manual of Style* for further guidance on this topic.

In United States practice, there are no rules. Because compound names are relatively rare, persons with them have usually made express wishes known per their treatment; check notes to file, database notes, and assigned University contact persons for verification.

For purposes of inclusion in honor rolls and other alphabetized lists, always alphabetize compound names by the first letter of the first name of the compound.

Sample Honor Roll Listing

Cassiopeia Coffin	[single surname]
Andromeda Coffin-Barker	[hyphenated compound]
Vanna T. Wannamaker	[single surname]
Irma Wanner Coffey	[unhyphenated compound]
David Wheeler-Diehler	[hyphenated compound]
Jazmine Wigglin	[single surname]

Same-sex considerations.

If the listees are a same-sex couple and it is appropriate to list them as a couple, treat them like an opposite-sex couple with different surnames (see above), but alphabetize the couple by last name and then alphabetize within the listing by 2nd last name. Otherwise list individually:

Gabrielle Deveaux and Alice Pieszcecki
Gertrude Stein and Alice B. Toklas
Jodie Dallas and Michael Tolliver
Jack McFarland and Will Truman

6 GRAMMAR

6.1 Subject-object differentiation.

Care should be taken to differentiate between the nominative and objective cases.

Correct: Thank you for inviting my wife and me to dinner.
Incorrect: Thank you for inviting my wife and I to dinner.

If you are unsure which is correct, try the following simple test: Drop the other person from the sentence to see if it still makes sense.

Correct: Thank you for inviting me to dinner.
Incorrect: Thank you for inviting I to dinner.

Clearly the former is correct; hence, the correct compound would be *my wife and me*.

6.2 Multiple-subject/verb agreement.

When using *or* between two singular subjects, the verb that follows should be singular.

When Johnny or Susie flunks a test, Dad gets upset.

When using *or* between two plural subjects, the verb that follows should be plural.

When the Earps or the Clantons ride into town, beware of flying bullets.

If a subject has both singular and plural elements, use a plural verb.

If Jennifer or her friends come by, please let me know.

Note: When a singular subject is qualified by a parenthetical statement which tends to convert the subject into a multiple (it is actually surrounded by parentheses or em dashes), use a singular verb.

Like clockwork, at 10 AM every Sunday, Derrinda Pugh (and her stair-step brood of seven youngsters) was always to be found in the 15th row, second from the back, epistle side, center-aisle seat, in St. Athanasius Episcopal Church.

This last guideline is somewhat gray. If the sentences immediately surrounding the example focus on the family group rather than Derrinda individually, that may be enough context to force the verb plural. (But if that were decidedly the case, the author should use commas instead of parentheses, and change the *seat* to *seats*.)

6.3 Mass (or collective) nouns.

Sometimes referred to as collective or noncount nouns, describe things uncountable and usually abstract (peace, cleanliness) or an aggregation of people or things (posse, faculty, senate). Such nouns usually take a singular verb, but when used in the collective sense they may take either a plural or singular verb, depending on whether the author wants to emphasize the individuals or the group.

When the electorate assumes a monopoly on violence, justice is possible.

The rescue fleet arrives tomorrow to deliver much needed supplies and personal services.

By and large the “Alpha” fleet of 24 garbage trucks complete their scheduled rounds by 2 PM each day.

Historically the faculty always votes with the services union in opposing reductions in the number of teaching days.

Historically the faculty break into three factions that work at cross purposes—the tenured liberals who control all the committees, the tenured conservatives who protest regularly via pointed memos, and the coalition of untenured assistants and lowly adjuncts who are just happy to get a paycheck.

6.4 *Who vs. whom.*

Use *who* for subject references, and *whom* for object references.

Correct: The pay should be adequate for whoever is doing the job.

Incorrect: The pay should be adequate for whomever is doing the job.

The pronoun *whoever* is not the object of the preposition *for*; the entire following clause is the object, and within that clause the pronoun is the subject.

If you are unsure which is correct, try the following simple test: Think of the pronoun *who* (or *whoever*) as being equivalent to *he* or *she*, and *whom* (or *whomever*) as equivalent to *him* or *her*. Then try a substitution to see which one makes sense:

Correct: Who is doing the job . . .

Incorrect: Whom is doing the job . . .

6.5 *Not only ... but also.*

When using the correlative *not only*, it usually should be followed with *but also*.

His behavior brought disgrace not only on himself but also on his family.

6.6 *That vs. which*

That is used to introduce a restrictive clause—one that refers to a specific type of the noun it modifies. As a result, it provides essential information and cannot be omitted:

The red lawnmower that is in the garage requires a new sparkplug.
(refers only to the red lawnmower in the garage)

The mittens that are on the table belong to Johnny.
(refers only to the mittens on the table)

Which introduces a nonrestrictive or parenthetical clause—one that adds nonessential information that could be omitted without changing the meaning of the sentence. A nonrestrictive clause always requires commas.

Mount McKinley, which is in Alaska, is the highest mountain in the United States.

The red lawnmower, which hasn't worked since 1995, needs a new sparkplug.

Who applies to people, *which* applies to things, and *that* may apply to either.

The students in the theatre, who are all members of the Drama Club, are rehearsing for their next play.

The books on the floor, which were left by a student, are in danger of being stolen.

The group that came to dinner consisted of members of the Pepperdine Associates.

7 COMMON MISSTYLINGS AND POTENTIAL LITERARY PITFALLS

7.1 *a* and *an*.

Use *a* before any word beginning with a consonant sound. Use *an* before any word beginning with a vowel sound. Check the vocalization of words beginning with *h* carefully as they can be either.

Is there *a euphonium* part in this band arrangement?

Was it possible to imagine *a hell* more boring than this, she wondered.

Mark is *a HUD* attorney by day and a punk guitarist by night.

He is *an officer* in the Marine Corps.

Lee gave *an hourlong* talk at the conference.

The e-mail was encoded in an HTML format.

7.2 *A lot*.

Always two words. Meaning: “a considerable quantity or extent.”

NEVER alot.

This event is always *a lot* of fun and frequently sells out, so buy your tickets early!

“So, you come here *a lot*?” he queried as if on a script.

7.3 *Alumni and emeriti*.

Alumni.

Former students and graduates of a school are known as its *alumni*. Various forms of the word follow.

Alumni: plural gender-neutral group

Alumnae: plural feminine group

Alumnus: singular gender-neutral individual, but may also be masculine singular when appropriate

Alumna: singular female

Alum: informal, singular male or female

Distinguished Alumnus Award is the proper styling for both male and female recipients being awarded this distinction at Pepperdine commencements.

Emeriti.

Emeritus is an honorary title given after retirement and follows the same rules as *alumnus*:

Emeritus: singular gender neutral or singular masculine when appropriate

Emerita: singular feminine

Emeriti: plural gender neutral

Emeritae: plural feminine

7.4 *Affect vs. effect.*

Affect is almost always a verb meaning “to influence or to have an effect on.” *Effect* can be either a noun (meaning “an outcome, result”) or a verb (meaning “to make happen, produce”). *Affect* as a noun has specific meaning in psychological terminology; consult a dictionary.

The bad news *affected* everybody’s paycheck.

The bad news had the *effect* of putting everybody in a foul mood.

The bad news prompted administrators to *effect* a change in policy.

7.5 *And vs. & (ampersand).*

Do not use the ampersand symbol (&) to stand for *and* in ordinary running text.

The ampersand has three basic uses:

1. it is traditionally used in styling professional partnerships especially in law, finance, accounting, insurance, and advertising;
2. it is an abbreviation in listings and other applications where space is limited; and
3. it is an ornamental element in logos, mastheads, headlines, title pages, etc.

As an abbreviation it is to be avoided to avoid ambiguity. See Section [2.19](#).

7.6 *Anxious.*

Avoid using *anxious* as a synonym for eager. Standard meaning: “worried, distressed.”

Breanna was excited and anxious to be going to Disneyland. (use *eager*).

Breanna was apprehensive and anxious about getting her wisdom teeth pulled.

7.7 *Athlete vs. student-athlete vs. student athlete.*

See Hyphens (Sections [3.23-3.27](#)). Refer to members of Pepperdine teams as athletes, students, or student-athletes, depending upon editorial emphasis desired. A *student athlete* (no hyphen) is someone studying to be an athlete (*COMPARE student nurse*). A *student-athlete* is someone who has two roles, student *and* athlete (*COMPARE nurse-practitioner*). *Scholar-athlete* can be used as a synonym for *student-athlete*.

7.8 *Athletic vs. athletics.*

Use *athletic* as an adjective only. Use *athletics* to denote the discipline, the major, courses of study, the University department, and its personnel (both noun and adjective).

Note: Avoid unintended irony by not using the term *athletic supporter* for philanthropists and boosters of the athletics program.

John, 275 pounds and seven feet of solid, wedge-shaped brawn, cut an athletic figure even as he casually strolled the quad in loose-fitting khakis.

A physician’s certification of medical fitness must be on file with the athletics department before an athlete may report to practice.

Coach McKenna “Mickey” Goldmill has served a dual role as defense coach and assistant athletics director for more than a decade.

7.9 *Bi- vs. semi-.*

Bi usually means “two.” *Semi* usually means “half.” So *biweekly* means every two weeks, and *semiweekly* means twice a week. Writers are sometimes unclear about the distinction and therefore readers are even less clear. If using these prefixes, give readers some context to help comprehension and clarity.

The *Bugle* is a semimonthly publication, hitting newsstands on the first and third Mondays of each month.

The committee meets on a regular bimonthly basis in even-numbered months, taking off December.

Exception: *biannual* and *semiannual* both mean “twice a year,” but *biennial* means “every other year.”

The equinox, a *biannual* event on the solar calendar, figures heavily in superstition and mythology.

Due to budget constraints the view book is only produced biennially.

7.10 *Billion, trillion.*

In the U.S. one billion equals 1,000,000,000 and one trillion equals 1,000,000,000,000. Use figures for accuracy when writing for an international audience as billion and trillion can mean differing quantities in other English-literate countries.

7.11 *Carat, karat, caret.*

Carat is a measure of weight for a gemstone. *Karat* is a measure of purity for gold. *Caret* is the typographical “roof-top” (^) symbol used in computer programming, proofreading, and digital messaging shorthand.

7.12 *Church(es) of Christ.*

Noun references to “**Churches of Christ**” or to “**the Church of Christ fellowship**” will normally be treated in the plural sense. “Churches” and “Christ” are both capitalized. Do not precede with “the” in the plural sense. Names of individual churches are treated regularly as proper nouns.

Adjectival references will normally be treated in the singular sense.

Examples of preferred usage:

Churches of Christ represent a faith tradition deeply rooted in primitive Christian worship practice. [**noun-subject**]

The association recognized Churches of Christ, the Presbyterian Church USA, and the Assemblies of God as partner institutions. [**noun-direct object**]

John Doe is a Church of Christ elder. [**adjective**]

John Doe is an elder at the Silverlake Church of Christ. [**individual church**]

John Doe is a member of Churches of Christ. [**typical biographical statement**]

Pepperdine University maintains a vital relationship with Churches of Christ. [**typical informal PU affiliation statement**]

7.13 *Complement vs. compliment.*

A *complement* is something that completes or brings to perfection. A *compliment* is a remark intended to flatter or praise.

Louise’s patent leather clutch and matching pumps provided the perfect *complement* to her evening gown.

After making an absolutely stunning entrance at the after-party, Louise received *compliment* after *compliment* on her ensemble.

Note: the adjective *complimentary* generally means “*free of charge*”; avoid the redundant construction “*free complimentary*.”

Associates should contact the dean’s office to reserve *complimentary* tickets to the event.

7.14 *Comprise vs. compose.*

The traditional distinction between these two words is that the parts *compose* the whole; the whole *comprises* the parts. However, many writers and editors now use *comprise* as a synonym of *compose* (but usually in the passive voice); but be aware that to do so may invite ambiguity at worst, as well as criticism from traditionalists.

Five schools *compose* what we know today as Pepperdine University.

Pepperdine University is *composed* of Seaver College, the School of Law, the Graziadio School of Business and Management, the Graduate School of Education and Psychology, and the School of Public Policy.

Pepperdine University *comprises* its flagship liberal arts undergraduate school, Seaver College, and four graduate schools.

Progressive usage: Pepperdine University is comprised of five schools.

7.15 *Data.*

This was originally the plural of *datum*, meaning something used as basis for measurement, calculation, reasoning, or inference. *Data* should be commonly treated as a mass noun and linked to a singular verb. In scholarly and scientific text, however, *data* should be used as a plural.

The panel’s *data indicates* that immediate changes in policy are warranted.

The *data indicate* that 50 percent of the sample experienced mortality with a 250 mg. dose.

7.16 *Defamation vs. libel vs. slander.*

Defamation is speech or communication that declares false information that damages a person's reputation. If *defamation* is recorded (print, tape, video, etc.) it is *libel*; otherwise, it is *slander*.

7.17 *E-mail.*

Hyphenated, follows standard rules of capitalization. Works as noun, verb, or adjective. Short form for *electronic mail*.

7.18 *E-mail addresses.*

E-mail addresses should be rendered in lowercase always. Sparring exception may be made for promotional or marketing purposes. Treat website addresses likewise.

Dividing e-mail addresses: See Web addresses, [Section 7.45](#).

7.19 *Ensure vs. insure vs. assure.*

While these three words can be synonyms for each other, at least by dictionary definition, they each carry some “baggage” that comes along when used. Use *ensure* as the general term meaning “to make sure that something will (or won't) happen.” Use *insure* to refer to underwriting financial or asset-related risk. Use *assure* to mean securing safety, instilling confidence, to inform positively.

To Mimi, Tom's word itself was enough to *ensure* the project would succeed.

After he left, however, she called her agent for a rider on the general policy to *insure* replacement value of the shipment.

Even then, Mimi pulled Tom's completion record for review, just to *assure* herself that she had made the right decision.

For his part, Tom arranged for an armed military escort to *ensure* an intact delivery after crossing hostile territory.

The squad captain gave Tom his *assurances* that his crew was definitely battle-hardened and ready for all contingencies.

7.20 *Et al.*

Abbreviation of *et alii* (“and others”)—the *others* being people, not things (see *etc.*). Because *al.* is an abbreviation, it requires a period.

7.21 *Etc.*

Abbreviation of *et cetera* (“and other things”)—don’t use it to reference people (see *et. al.*). Use this when implying a list too extensive to fully cite, not when you merely run out of ideas or details. Do not precede *etc.* with *and* (*et* means *and*).

7.22 *Head coach.*

See Hyphens (Sections [3.23-3.27](#)). A position in the athletics department. Also a verb, (hyphenated) meaning to perform the duties of a head coach.

Jim Ratz , the veteran head coach of the Pepperdine crew team...

Ratz has been head-coaching for the past 25 years.

Pepperdine enjoys tremendous depth in its head-coaching staff...

7.23 Hyphens vs. en dashes vs. em dashes.

(See Hyphens, Sections [3.23-3.27](#) for more information. Also Chicago, 6.80-96)

Typing them:

The hyphen (-) is the short horizontal line symbol that is typed by pressing the unshifted key directly to the right of the zero (0) key on most keyboards.

An en dash (–) is two consecutively typed hyphens.

An em dash (—) is four consecutively typed hyphens.

In Microsoft Word, you can insert en and em dashes via the insert-symbol procedure, or you can use the autotext feature to create them. Consult the Word help screens for the correct keystroke sequence.

Definitions:

The hyphen is used for word division, indicating compound words, separating chunks of letters or numbers from each other, and to indicate vocalized spelling.

syl-lab-i-ca-tion
devil-may-care attitude
anti-American sentiment
cross-country
1-800-767-2586 ext. 2
011-235813-22
Ol’ MacDonald had a farm, e-i-e-i-o!

The en dash is used to connect numerals and less often, words functioning as a symbolic stand-in for the words *from...to*, *through*, or *up to and including*. When indicating a range with an en dash, never use the word *from* (logically redundant). Do not use it to indicate an exclusive range (that is, standing in for *between*). En dashes may be enclosed by spaces at left and right.

Jody's Seaver College years, 1980 – 1983, were some of happiest in her life.

Refer to chapters 3 – 5 for more information.

5:30 – 6:30 PM Chancellor's Reception, TAC 3rd Floor

Please note that L.A. – New York flights leave the airport hourly.

The score was final at 36–22, the Waves prevailing.

But

Jody attended Seaver College from 1980 through 1983.

NEVER Jody attended Seaver College from 1980 – 1983.

The investigation concluded that the event occurred sometime between August 1 and August 5.

The em dash is used (sometimes two) to set off parenthetical elements that amplify or explain an idea in a sentence, or an em dash can be used creatively to signal emphatic breaks, pauses, and interruptions (more so than commas or other punctuation may imply). When a writer employs an em dash, the meta-message is “*Pay attention, this is important!*” So use them judiciously.

The ultimate goal of endowment growth—so often forgotten by advancement executives overly focused on the short term—is academic freedom and intellectual honesty.

The golden fleece—it seemed so close, and yet the enormity of the final task was daunting and discouraging.

When young friar Martin rose to offer his defense—the silence in the chamber was palpable and tense—he first made direct eye contact with each of the panel members.

7.24 *i.e.* vs. *e.g.*

Abbreviations for *id est* (“that is”) and *exempli gratia* (“for example”) respectively. Use *i.e.* to further identify or explain the person/concept/thing just referenced.

Use *e.g.* to introduce an example or a short list of examples explaining the person/concept thing just referenced. Resist the temptation to add *etc.* at the end of the list, as *e.g.* infers a short list at the very most.

The English phrases are preferable in formal prose, but these abbreviations are as acceptable as they are nimble and facile. These usually initiate parenthetical statements that are bracketed by parentheses, commas, or em dashes depending on editorial emphasis.

Requestors must submit the proper paperwork, *i.e.*, the “Green Req.,” to get anything done.

To expedite the application process, bring two forms of picture identification, *e.g.*, driver’s license, school ID card, certain credit cards, employee access badges, when reporting to your counseling session.
(italics for emphasis)

7.25 *Infer vs. imply.*

Use *infer* when indicating something is hinted at or suggested. Use *imply* when indicating that reasoned deductions can be drawn.

Because Tom has on the same suit that he had on yesterday, I think I can safely infer that he never made it home last night and that he spent it you-know-where.

The taxi company records, the airline passenger manifest, and two eyewitness reports at the destination airport imply that Tom was not in town after 9:35 PM last night.

7.26 *Internet.*

See *Web*, Section [7.44-7.45](#).

7.27 *Lady.*

Best to avoid using this word except in the specific case “*Ladies and gentlemen,...*” Many find its use sexist and condescending, *e.g.*, *the cleaning lady*, *bag lady*, *the ice-cream lady*, *lady attorney*, *lady judge*, *lady mechanic*, *the lady Waves*. It is possible to use *lady* to denote a woman of cultured taste and refinement, but writers who do so must tread carefully and carry the contextual baggage without misstep.

7.28 *Lay, lie.*

When using these words to denote the act of putting something, someone, or one’s self at rest, generally in an understood horizontal position, most writers have no problem using *lay* (transitive, taking a direct object) or *lie* (intransitive, taking no direct object).

I lay down the book on the nightstand and try to sleep.

Now I lay me down to sleep, I pray the Lord my soul to keep.

I lie awake nights worrying about my insomnia.

The controversy (to many) comes when *lay* is used like *lie* intransitively. An ambiguity can arise because the past tense of *lie* (*lay*) is the same as the present tense of *lay* (*lay*).

I lay awake nights worrying about my insomnia. [past or present?]

I laid awake nights worrying about my insomnia.

Their backpacks, dropped upon arriving home, laid around the entry hall as hazards to navigation.

Chicago recommends forbidding intransitive use of *lay*. However, the intransitive use of *lay* is so common (according to *Merriam-Webster*, the intransitive use of *lay* has been present in English since the 1300s) that it makes no sense to forbid it, so writers need to be careful when using *lay* and *lie*, and to avoid the potential ambiguity that exists and cast surrounding sentences so that intended meanings are clear.

7.29 *Login/log in, logon/log on/log onto.*

Expressed as one word or two, one word preferred.

7.30 Nicknames.

Rule 1: Obvious nicknames. When referencing someone who typically goes by a nickname that is obviously derived from the formal name, use the full formal name as first reference and last name as successive reference. In pieces of an informal or casual nature, the nickname may be used as successive reference.

Formal: Jonathan Quick / Quick

Casual: Jonathan Quick / Jonny

Jonathan Quick is founder and president of Quick Education Design, Inc. (QED). **Quick** previously worked for Elder Instructional Associates in Norwalk as senior creative director. (formal)

Jonathan Quick is founder and president of Quick Education Design, Inc. (QED). When not on the job, **Jonny** can be found playing trombone in his community band, giving tennis lessons to inner-city youth, or tending his prize-winning azalea garden. (casual/conversational)

Rule 2: Less-than-obvious nicknames. When referencing someone who typically goes by a nickname that is *not* obviously derived from the formal name, use the full formal name, following up the first name with the nickname in quotes or with a parenthetical explanation, as first reference and last name as successive reference. In pieces of an informal or casual nature, the nickname may be used as successive reference.

Formal: Harriet “Suki” Hampton / Hampton

Casual: Harriet “Suki” Hampton / Suki

Harriet (or Suki, as she is widely known) Hampton graduated from . . .

Caveat: The above two rules assume both the formal name and the nickname are known. If not the case, do not extrapolate a formal name from an apparent nickname. Some people have “nicknames” (Mike, Bill, Betty, etc.) as their given name. If referencing a man named Buzz Lambert, and **nobody** knows him otherwise, assume Buzz to be the given name (no quotes around it).

Rule 3: Middle names as first names. Persons who go by their middle name. Default practice should be to make first reference: first initial, middle name, last name. Successive reference should be last name (formal) or middle name (casual).

Formal: M. Norvel Young / Young

Casual: M. Norvel Young / Norvel

Usage caveat: Occasionally, individuals who go by a middle name go to great pains to obscure their first name for personal reasons. Do not “out” them without express permission. The University may be privy to such an “obscured” first name in a file because we have participated in a legal transaction with them or upon their behalf. Err on the side of privacy.

Rule 4: Plaques, certificates, honor rolls, and recognition lists. Ask the individual how to style the name and comply with their wishes (insofar as it does not conflict with Pepperdine’s boundaries of propriety).

If an honoree is not available for advice, default to the appropriate rule above. If an author finds he/she must make a choice sans advice, consider that since these types of media are all about public recognition, a good rule of thumb is to be sure names are styled such that the honorees’ family and acquaintances will know it’s her/him when they see the name.

7.31 *On-campus, off-campus.*

See Hyphens, Sections [3.23-3.27](#). Hyphenate adjectival forms.

The Viticulture Club members decided it best to meet off the Malibu campus for its inaugural “Flights of Fancy” event.

The September pajama parade is a gentle, on-campus hazing ritual not without its charms.

7.32 *Online.*

One word, unhyphenated, adjective or adverb.

He went online to conduct his initial research.

an online database

online shopping

7.33 *Peak, peek, pique.*

Frequently switched around due to inattentiveness. Compare the noun forms: A *peak* is a top or high point; a *peek* is a quick glance, usually done against prohibition; a fit of *pique* is an episode of wounded vanity.

The verb forms are frequently confused to unintended ironic effect. *To pique* is to annoy or arouse. *To peak* is to reach climax.

CONTRAST:

Rick's interest is piqued. (He's interested.)

Rick's interest has peaked. (He's no longer interested.)

7.34 *Prepositions: sentences ending with.*

For many, it is a well-established custom to not (*ever!*) end a sentence with a preposition in written English. (It is nearly impossible, however, to carry on a conversation without violating this custom, so ingrained is this speech pattern.) The University takes no position on this, and leaves the tolerance level up to individual authors, editors, or departments.

It is noted that most such constructions can be recast without a loss of clarity, bowing of course to the famous exception of Winston Churchill: "That is something up with which I will not put."

7.35 *Program vs. department. (Pepperdine exception)*

The various courses of study listed under each academic division at Seaver College, the Graduate School of Education and Psychology, the School of Law, the School of Public Policy, and the Graziadio School of Business and Management are called *programs*, rather than departments.

The Natural Science Division includes the biology program and the chemistry program, among others.

7.36 *p.s. / P.S. / PS, p.p.s. / P.P.S. / PPS (postscript abbreviations).*

When ending a letter with a postscript, always punctuate when cast in lowercase; uppercase can stand unpunctuated.

Usage note: Since the advent of word processors in the 1970s, almost everybody now regards postscripts not as additional thoughts that needed to be added to a finished, unalterable inked piece of correspondence, but strategically placed data points or calls to action designed to deliver a finishing stroke, especially in letters meant to persuade a reader. Do not be disingenuous in your tone and content understanding the fact that *p.s.*'s are now a rhetorical contrivance (unless actually handwritten in ink by the author).

7.37 *Rankings. Top 10, 1st Place, Number 2, etc.*

Capitalization of rankings can vary according to context, rhetorical emphasis, and editorial tone. Here are some guidelines that may be helpful. Because named awards, prizes, and honors are capitalized (Nobel Prize, Emmys, Stanley Cup), rankings, especially when used as if they were a named prize, ought to be capitalized.

1. Use numerals to indicate awarded rankings since that is how they are usually presented and understood.
2. Capitalize ranks when a specific place or rank is attributed (especially 1st- 2nd-, and 3rd-Place wins).
3. Capitalize a tier of exclusive, highest honor when treated as if a named cohort (Top 10, Top 40, Top 50, Top 100).
4. Lowercase generic references of rank and place, especially if they are not within a cohort of exclusive honor.

The Straus Institute for Dispute Resolution continues to rank first among programs of comparable scope and caliber.

The Straus Institute for Dispute Resolution earned 1st Place among programs of comparable scope and caliber.

The basketball team attained a Number 7 national ranking of the Top 10 NCAA Division I schools. (Give preference to the long form in running text; use the abbreviated forms *No. 7* and *#7* in tables and contexts which are informal or which have limited space).

Of the 10 highest-achieving NCAA Division I schools, the basketball team ranked seventh in the nation.

The college consistently places 45th in the annual Princeton Review overall rankings of international colleges and universities.

The college consistently makes it into Princeton Review's list of Top 50 international colleges and institutions, placing Number 45 for the past 5 years.

7.38 *RSVP, R.S.V.P., and R.s.v.p.*

Traditionalist usage: Since this is an abbreviation of the imperative sentence in French, “*Répondez s’il vous plaît.*” (meaning “please respond”) it should be treated as such. Any of the three forms styled above can stand as a complete sentence. If you add verbiage to the sentence, it comes afterward and is punctuated accordingly. And remember that the courtesy term *please* is already built into the abbreviation.

[Basic invitation format]

[X] REQUESTS YOUR PRESENCE ON [DATE] AT [TIME] AT [PLACE].
R.S.V.P.

[X] REQUESTS YOUR PRESENCE ON ON [DATE₁] AT [TIME] AT [PLACE].
R.S.V.P. BY [DATE₂].

[literal meaning: *Please respond by DATE₂.*]

**RSVP BY PHONE, FAX, OR VIA THE CARD PROVIDED,
TO THE PRESIDENT’S OFFICE NO LATER THAN [DATE₂].**

“New School” usage (*Horrors! say the traditionalists*): According to Merriam-Webster 11th ed., *RSVP* (*all caps, no periods*) is now an English verb meaning “to respond to an invitation” and can be conjugated as such (RSVP’ed/RSVPed, RSVP’ing/RSVPing).

[X] REQUESTS YOUR PRESENCE ON [DATE] AT [TIME] AT [PLACE].
PLEASE RSVP.

[X] REQUESTS YOUR PRESENCE ON [DATE] AT [TIME] AT [PLACE].
PLEASE R.S.V.P. BY [DATE₂].

Some alternative RSVP statements:

**BECAUSE SPACE IS LIMITED WE ASK THAT YOU RSVP BY PHONE,
FAX, OR VIA THE CARD PROVIDED, TO THE PRESIDENT’S OFFICE
NO LATER THAN [DATE₂].**

**IF YOU HAVE NOT YET RSVP’D, PLEASE DO SO BY [DATE₂]
TO ENSURE A PLACE.**

Usage note: Because there is a significant portion of the population who regard the new-school approach as incorrect and unsophisticated, writers should default to traditional unless there is a reason to do otherwise.

Drafters of invitations can also avoid the traditional vs. new-school dilemma by issuing the request in English. Some examples:

Please respond.
Please respond by **DATE₂**.
Reply by **DATE₂**.
The courtesy of a reply is requested.
Regrets only.
etc.

7.39 *Sight vs. site.*

Frequently confused with another. A *sight* is something worth seeing, an aiming device, among other things [the sights of L.A., a gun sight]. A *site* is a place [a work site, a website]. Occasionally confused with *cite*, short for citation, meaning “a reference to published work.”

7.40 Space(s) after colons and ending punctuation.

Insert only one space between sentences within a paragraph; *or* space only once after periods at the ends of sentences. Insert only one space after colons.

If you are preparing copy to be typeset, especially do not put more than one space after ending punctuation because the art directors will have to strip those extra spaces out anyway.

Exception is made in correspondence and letters, especially in these cases:

1. the typeface used is Courier or some other measured font simulating a typewriter, or
2. the intended audience is predominantly people born before 1970.

Usage note: The custom of spacing twice after commas and ending punctuation is a typewriter-ism. Persons who learned to type on typewriters are accustomed to this practice, and single spaces tend not to look correct (when they can detect it). Due to their uniformity of size and line, measured fonts were more difficult to read and the double space gave readers a visual cue to help differentiate sentences. Current proportional fonts provide greater ease of reading and the luxury of a second space between sentences can be dispensed with.

7.41 *Theatre vs. theater (amphitheatre).*

Preferred spelling is *theatre*. This is reflected in Pepperdine place names (Smothers and Lindhurst Theatres) and in the names of the academic major, the course of study, and individual courses at Seaver College. The derivative word *amphitheatre* is likewise treated. Observe the alternate spelling when used in self-styled proper names, such as the Apollo Theater or the American Conservatory Theater.

Auditions are open to theatre and non-theatre majors alike.

Discounted rush tickets to theatre events are available two hours before curtain.

The President's Briefings are usually held in Smothers Theatre.

7.42 *Values-centered.*

Avoid using this vague, undefined term *alone* if you are making a reference to Pepperdine's Christian orientation. If an author or editor is making a point about the Christian ethics and principles underlying the Pepperdine mission, a clear, unequivocal approach is best recommended.

See the Graziadio School mission statement for a best use of this term:

*The mission of the George L. Graziadio School of Business and Management is to develop **values-centered** leaders for contemporary business practice through education that is entrepreneurial in spirit, ethical in focus, and global in orientation. As a professional school growing out of the tradition of a Christian University, we seek to positively impact both the society at large, and the organizations and communities in which our students and graduates are members. . . .*

Used within the first sentence to introduce the idea of a belief in moral standards and ethical practice, the next sentence then follows up with an unambiguous stance that it is Christian values which anchor the school.

7.43 *Verbal vs. oral.*

Many writers misguidedly use *verbal* intending to specify spoken communication (*You need to state that verbally.*). However, *verbal* can mean something that is put into words both written and spoken. If you wish to specify spoken utterance only, use *oral*.

7.44 *web, web page, website, World Wide Web, (the) Internet.*

Treat *web* (in reference to the World Wide Web), *web page*, *website*, *webmaster*, and other *web*-prefixed words as non-proper nouns. Capitalize specific references to the World Wide Web. The *Internet*, another name for the World Wide Web, is also capitalized.

Private webs: Many companies, clubs, households, etc., have private, internal webs which are accessible only to members of a specific LAN/WAN, also known as intranets. These may or may not have their own proper internal names which may need to be capitalized based upon the context. When referencing these (and the WWW) in general, the lowercase *w* is correct. (Chicago 7.76).

7.45 Web addresses.

Generally style entirely lowercase. Sparing exceptions can be made for promotional or marketing purposes. Include prefixes *http://* or *www*. **only** when it adds clarity. Always include prefix *https://* for secure web addresses.

seaver.pepperdine.edu
pepperdine.edu

Dividing URLs and e-mail addresses: When breaking a URL or web address across two lines, make the break if possible between elements:

after a colon (:) or double slash (//); or
before or after an equals sign (=) or ampersand (&); or
before a single slash (/), period (.), or other punctuation.

... http://www:
windycragtaverne.com

... doi:10.1073
/pnsa.085417105

... youtube.com/watch?v=
Vja83KLQXZs

Never hyphenate a URL or an e-mail address across a line break. If URL or e-mail address contains a hyphen, to avoid confusion, do NOT break at the hyphen. Break at elements as noted above, or at normal word-division points without using a hyphen.

... law.pepperdine.edu
/student-life/academic-services

... law.pepper
dine.edu/student-life/academic-services

... johnsmithgo-to-guy
4translation@gmail.com

... johnsmithgo-toguy4trans
lation@gmail.com

8 PEPPERDINE OFFICIAL STATEMENTS, HISTORICAL LANGUAGE, AND UNIVERSITY LITERARY PROTOCOLS

8.1 Equal Employment Opportunity Statement

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate in employment practices on the basis of race, color, national or ethnic origin, age, sex, disability, or prior military service. Federal guidelines recognize the right of church-related institutions to seek personnel who will support the goals of the institution, including the right to select members of the church to which the institution is related.

(Source: Center for Human Resources 12/2012)

8.2 Equal Opportunity Statement – Variation for Advertisements for Positions

Ads—especially if they are brief—should include only the phrase "Equal Opportunity Employer." If ads are full-length, they should contain the full paragraph above.

Brief advertisements shall include the phrase:

"Equal Opportunity Employer" **or** "EOE."

8.3 Statement of Church Affiliation—complete version

Pepperdine University is religiously affiliated with the Churches of Christ, of which Mr. Pepperdine, University founder, was a lifelong member. Faculty, administrators, and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcomed. It is the purpose of Pepperdine University to pursue the very highest academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith.

8.4 Statement of Church Affiliation—abbreviated version

Pepperdine University is religiously affiliated with the Churches of Christ.

8.5 Accreditation Statement

Institutions granted the status of Accreditation must use the following statement if they wish to describe the status publicly:

Pepperdine University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001.

WASC policy quoted in part:

The phrase “fully accredited” is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like “this program is accredited” or “this degree is accredited” are incorrect and misleading.

Please note that it is a federal regulation [602.23(d) of the Reauthorization Act] that institutions when disclosing their accreditation status also disclose the name, address, and telephone number of the accrediting agency. In addition, Commission policy on “Disclosure of Accrediting Documents and Commission Actions” includes in “III. Public Statements by Institutions.”

If an institution chooses to disclose its accredited status, the Commission, by federal regulation, requires institutions to identify WASC by name, including WASC’s address and telephone number.

(WASC 2001 Handbook of Accreditation, p. 104)

Please continue to provide the following contact information wherever WASC is mentioned in your *catalog* or other publications:

985 Atlantic Avenue, Suite 100
Alameda, CA 94501
(510) 748-9001

(Source: WASC e-mail 12/17/2004.)

8.6 The Mission of Pepperdine University.

Pepperdine is a Christian University committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

8.7 Statement of Affirmation.

Pepperdine University Affirms

That God is

That God is revealed uniquely in Christ

That the educational process may not, with impunity,
be divorced from the divine process

That the student, as a person of infinite dignity,
is the heart of the educational enterprise

That the quality of student life
is a valid concern of the University

That truth, having nothing to fear from investigation,
should be pursued relentlessly in every discipline

That spiritual commitment, tolerating no excuse for mediocrity,
demands the highest standards of academic excellence

That freedom, whether spiritual, intellectual, or economic,
is indivisible

That knowledge calls, ultimately, for a life of service.

8.8 Required listing of Pepperdine officers.

All University catalogs and annual reports are to include a list of the University's Board of Regents, the University Board, and a list of the names of all Pepperdine administrators at the level of school dean or higher. Life members of the Board of Regents should always be indicated as such.

When listing the names of Pepperdine administrators in print, the following protocols should be observed:

Name should include:

First name (not nickname) and middle initial (if they have one) or

First initial and middle name (if listee goes by middle name)

Last name

Abbreviation for highest level (terminal) of degree achieved

Abbreviation for secondary degree if J.D., MBA, or disparate doctorate

Order of Name Listing: (conventional listing)

President

Provost

Executive Vice President

Other operational vice presidents: sorted by rank (senior VP, VP), last name, first name

Academic deans of the schools: alpha sorted by last name, first name

Short Listing (Academic)

President

Provost

Appropriate academic dean

Short Listing (Administrative)

President

Appropriate operational vice president

Ceremonial Listing and Order (University-wide events)

President
Provost
(in order of seniority of school)
Seaver College, f. 1972
(ceremonial heir to Pepperdine College, 1937-1970)
School of Law, f. 1964 (acquired by PU in 1969)
Graziadio School of Business and Management, f. 1969
Graduate School of Education and Psychology, f. 1971
School of Public Policy, f. 1997
Guest/Foreign School(s) in order of foundation

Ceremonial Listing and Order (school-hosted events)

President
Chancellor Emeritus
Provost
Host School
Sister School(s) in order of seniority
Guest/Foreign School(s) in order of foundation

University Administration (as of August 2014)

Andrew K. Benton, JD	President and Chief Executive Officer
Rick R. Marrs, PhD	Provost and Chief Academic Officer
Gary A. Hanson, JD	Executive Vice President and Chief Operating Officer
S. Keith Hinkle, JD	Senior Vice President for Advancement and Public Affairs
Charles J. Pippin, MBA	Senior Vice President for Investments and Chief Investment Officer Affairs and Chief Advancement Officer
Michael E. Feltner, PhD	Interim Dean, Seaver College
David M. Smith, PhD	Interim Dean, Graziadio School of Business and Management
Deanelle R. Tacha, JD	Dean, School of Law
Helen E. Williams, PhD	Dean, Graduate School of Education and Psychology
James R. Wilburn, MBA, PhD	Dean, School of Public Policy

Where space limitations dictate the necessity of an abbreviated list (school brochures, etc.) the following abbreviated list may be used:

Andrew K. Benton, President
Rick R. Marrs, Provost
(Relevant dean)

For non-academic publications, list the president and relevant vice president.

8.9 George Pepperdine's Dedicatory Address of September 21, 1937.

This text is printed and delivered each year at the Founder's Day ceremony.

What we say here today in the dedication of these buildings is of very little importance, but the work which will be done through the days and years and generations to come will be of very great importance if that work is guided by the hand of God.

What I mean by the statement, "Guided by the hand of God," is that God's spirit working through his holy word, the Bible, shall influence and control the lives of each and every member of the faculty to such an extent that he will spread Christian influence among the students.

America and the world need Christianity. Yes, they need knowledge, culture, education, but they need Christ even more. The heart of man usually grows to be perverse unless trained by the influence of God's word. If we educate a man's mind and improve his intellect with all the scientific knowledge men have discovered and do not educate the heart by bringing it under the influence of God's word, the man is dangerous. An educated man without religion is like a ship without a rudder or a powerful automobile without a steering gear. There is no life so much worthwhile in this world as the Christian life because it promotes the most happiness and contentment and the greatest promise of life hereafter.

Therefore, as my contribution to the well-being and happiness of this generation and those to follow, I am endowing this institution to help young men and women to prepare themselves for a life of usefulness in this competitive world and help them build a foundation of Christian character and faith which will survive the storms of life. Young men and young women in this institution will be given educational privileges equal to the best in the liberal arts, business administration, Bible training, and later, we hope, in preparing for various professions. All instruction is to be under conservative, fundamental Christian supervision with stress upon the importance of strict Christian living.

To the faculty members, each and every one of you, I am giving this solemn charge before this great company of our fellow citizens and before God-that you shall conduct your lives in such a manner as to be noble examples of Christian living in the presence of the students who are likely to be influenced more by what you do than by what you say.

Let us this day dedicate these buildings and this institution, the George Pepperdine College, to the cause of higher learning under the influence of fundamental Christian leadership. And at the same time let us, the members of the faculty and the board of trustees, dedicate ourselves anew to the great cause of beautiful Christian living. In this way we shall do our small bit to glorify the name of God in the earth and extend His kingdom among the children of men.

This version of the Founder's Address was approved and printed in 2005 Founder's Day program. Preserve punctuation and capitalization as above in future printings. One editorial change from the archival copy was made in paragraph 6; "higher learning" was substituted for "high learning."

8.10 The *Alma Mater*.

The Pepperdine *Alma Mater*

Verse:

All hail to thee O Pepperdine, we sing thy praise.
To laud thy name and virtues fine our voices raise.
Thy colors so glorious wave thru the sky,
Thy spirit victorious brings honor high.
Our Alma Mater Pepperdine.
All hail! All hail! All hail!

Literal Approximation of Tune:

Sung in key of A-flat, 4/4 meter, bold = downbeat; | = measure division

Eb Ab Bb C Ab Ab F F Eb Ab Ab Bb
all | **Hail** to thee O | **Pepperdine**, | **We** sing thy | **Praise**.

Eb Ab Bb C Ab Ab F ^Db C Bb Bb Bb
to | **Laud** thy name and | **Virtues** fine | **Our** voices raise.

Db C Bb C Bb Ab Ab G Ab Bb Bb
Thy colors so | **Glorious** | **Wave** through the | **Sky**,

Db C Bb Bb C Ab Ab Ab Eb C C
Thy spirit vic | **torious** | **brings** honor | **high**.

C Db C Bb Ab Ab F F
our | **Alma Mater** | **Pepperdine**.

Eb Ab C Db Eb Eb
all | **Hail!** all | **Hail!** | **All** | **Hail!**

8.11 The *Fight Song*.

We're gonna fight! Fight! Fight! For Pepperdine
Were gonna win for the Orange and the Blue
The mountains and the sea inspire victory
In the waves of Malibu!

We're gonna fight! Fight! Fight! For Pepperdine
And show our pride for everyone to see
Come on and raise your voice
to show the world your choice
And cheer our team to victory-
VICTORY!

8.12 Oft-quoted sayings of M. Norvel Young.

The past is prologue.

There is no competition between lighthouses.

The future is as bright as the promises of God.

It's a great day to be alive. (frequent addendum: "in Malibu")

Eight hundred thirty acres – smog-free, sun-kissed, ocean-washed, island-girded, and mountain guarded.

8.13 Commencement bulletin protocols.

(Being drafted)

8.14 Invitation language protocols.

(Being drafted)

8.15 Alumni designations and attributions.

Standard designation: When an alumnus is first referenced in a University publication, a designation of his/her advanced degree (unpunctuated, if any) and class (last two digits of the year preceded by an apostrophe) shall be made as appropriate. Multiple designations are separated by a comma and a space. A year-only designation is understood to designate a baccalaureate degree.

This designation may be enclosed within parentheses, brackets, braces, et al., or may be in a typeface differing from the proper name as deemed appropriate. The designation typeface treatment should be consistent within itself.

John Katch '60 / John Katch ('60)

Jonathan Kemp '94, MBA '07 / Jonathan Kemp ('94, MBA '07)

Cathy Kort MA '96 / Cathy Kort (MA '96)

Nicole Hall *MBA* '05 / Nicole Hall [MBA '05]

When this standard designation is used, no legend or table of abbreviations is required.

Longer designations: Usages that additionally require school and/or academic-major information should follow the following forms and abbreviations:

Wilbur Wave (B '65, GPC) [*one-degree alumnus*]
Dolores Blanquette (B '99, M '02, SC) [*multi-degree, one-school alumnus*]
Wes Ottoman (B '99, SC; JD '04, SOL) [*multi-degree, multi-school alumnus*]
Naranja Bledblue (B '99, Communications, SC) [*long form for sidebar articles*]

These longer designations **MUST** be accompanied by a legend or table of school abbreviations that clarify meaning to persons unaffiliated with the University.

Use these standard abbreviations for long-form designations:

Degrees:

B	All bachelor's degrees
M	All master's degrees except MBA
MBA	Master of Business Administration
JD	Juris Doctor
LLM	Master of Laws
EdD	Doctor of Education (all)
PsyD	Doctor of Psychology
Cert.	Certificate

Schools:

GPC	George Pepperdine College
GSBM	Graziadio School
GSEP	Graduate School of Education and Psychology
Military	Military Locations
SC	Seaver College
SE	School of Education
SOL	School of Law
SPP	School of Public Policy
SPS	School of Professional Studies

Two-letter school abbreviations: See [Appendix 1](#). To be used in highly abbreviated rosters, tables, listings, and data processing applications.

9 CAMPUS ADDRESSES

Malibu Campus (310) 506-4000
24255 Pacific Coast Highway
Malibu, CA 90263

Encino Graduate Campus (818) 501-1600
16830 Ventura Boulevard
Encino, CA 91436

Irvine Graduate Campus (949) 223-2500
18111 Von Karman Avenue
Lakeshore Towers III
Irvine, CA 92612

Santa Clara Graduate Center (408) 982-2595
5201 Great America Parkway
Santa Clara, CA 95054

Westlake Village Graduate Campus (805) 449-1181
2829 Townsgate Road, Suite 180
Westlake Village, CA 91361

West Los Angeles Graduate Campus
Howard Hughes Center
6100 Center Drive
Los Angeles, CA 90045

Graziadio School of Business and
Management (310) 568-5500

Graduate School of Education and
Psychology (310) 568-5600

INTERNATIONAL CAMPUSES

Buenos Aires Program	011-54-11-4772-5969
Florence Program	011-39-055-47-41-20
Heidelberg Program	011-49-6221-90250
Lausanne Program	011-41-213-0996
London Program (School of Law)	011-44-20-7581-1506
London Program (Seaver College)	011-44-20-7581-1506
Shanghai Program	011-86- 21-6103-7086

Special Note to Authors and Editors:

For purposes of security and student and staff safety, street addresses and outside photographs of international campus buildings fronting public streets should not be included in any printed materials intended for the general public.

Correspondence bound for any international campus of Seaver College can be forwarded through the Seaver College International Programs office.

10 GUIDELINES FOR LETTERS, MEMORANDA, AND REPORTS.

10.1 Letters – 2nd sheets.

When correspondence carries over onto a second or subsequent sheet, the following elements should be repeated at the top of the sheet to facilitate identification should the pages become separated:

1. Name of addressee as it appears in the address block or “To:” line
2. Page number
3. Date
4. (optional) If an author is in the habit of writing multiple letters to the same party on the same date, repeating the “RE: caption” may also be helpful.

The order and/or format of the above elements are NOT as important as having all elements present. Consistent margins should be kept throughout the correspondence.

[Additional topics to be added.]

Appendix I
Table of Initial and Successive References (descending order of preference)
Pepperdine University and Its Schools

First Reference(s)*	Successive Reference(s)	Ceremonial Reference(s)	Abbreviations	
			Standard	2-Ltr
Pepperdine University	the University Pepperdine	Same as first reference	N/A	N/A
Seaver College of Pepperdine University Seaver College† Pepperdine’s Seaver College‡	Seaver the college Pepperdine§	Pepperdine University (1 st line) Seaver College of Letters, Arts, and Sciences (2 nd line) Pepperdine University (1 st line) The Frank R. Seaver College of Letters, Arts, and Sciences (2 nd line)	SC	SC
Pepperdine University School of Law the School of Law† Pepperdine School of Law Pepperdine’s School of Law‡	the law school the School of Law the school Pepperdine§	Pepperdine University (1 st line) School of Law (2 nd line)	SOL	SL
the Graziadio School of Business and Management of Pepperdine University the Graziadio School of Business and Management† Pepperdine’s Graziadio School of Business and Management‡	the Graziadio School Graziadio the school the business school Pepperdine§	Pepperdine University (1 st line) The George L. Graziadio School of Business and Management (2 nd line)	GSBM**	GB
Pepperdine University Graduate School of Education and Psychology the Graduate School of Education and Psychology of Pepperdine University the Graduate School of Education and Psychology† Pepperdine’s Graduate School of Education and Psychology‡	the Graduate School GSEP (when indicated parenthetically with 1 st reference)†† the school Pepperdine§	Pepperdine University (1 st line) Graduate School of Education and Psychology (2 nd line)	GSEP	EP
Pepperdine University School of Public Policy the School of Public Policy† Pepperdine School of Public Policy Pepperdine’s School of Public Policy‡	the school the public policy school Pepperdine§	Pepperdine University (1 st line) School of Public Policy (2 nd Line)	SPP	PP

Pepperdine Historical Schools				
First Reference(s) ††	Successive Reference(s)	Ceremonial Reference(s)	Abbreviations	
			Standard	2-Ltr
George Pepperdine College (1930s-1940s) Pepperdine College‡‡ (1950s-1970s)	Pepperdine College the college GPC (when indicated parenthetically with 1 st reference) †† Pepperdine§	N/A	GPC	PC
Pepperdine University School of Professional Studies	the school Pepperdine*	N/A	SPS	PS
Orange University College of Law	Orange University Orange the law school the college	N/A	N/A	N/A
Pepperdine University Military Locations	Military Locations Pepperdine§	N/A	Military	PM
Pepperdine University School of Education	School of Education the school Pepperdine§	N/A	SE	SE

*Letterhead, masthead, title page, and headline references can serve as first reference, but if so employed, great care must be taken to avoid unclear reference.

†A school’s first reference can omit *Pepperdine* or *Pepperdine University* or *of Pepperdine University* if there is sufficient context to identify the parent University.

Example: an article on the School of Law nested within the alumni magazine *Pepperdine Voice*. However authors and editors should use the full-form first reference if there is any likelihood that a document may be excerpted or reprinted as a standalone piece.

‡*Pepperdine’s* or *Pepperdine University’s* as a part of first reference is to be avoided EXCEPT in pieces where the tone is intentionally informal, colloquial, conversational, and/or self-consciously hip.

§*Pepperdine* can be used as successive reference for a school as long as it can be done without ambiguous reference to the University or a sister school.

**GSBM should NEVER be used as a 1st or 2nd reference in any document other than internal administrative communications.

††Acronyms signifying the University and its schools (PU, SC, SOL, GSBM, SPP, SPS, etc.) **are to be avoided** in any text which is not solely intended for “internal” audiences. **Exceptions are GSEP and GPC**, but the acronymic 2nd reference should be parenthetically noted at first reference. Generally, acronyms are confusing and meaningless to anyone but “insiders” such as faculty, staff, students, and alumni.

‡‡Historical note: Alumni and personnel of the Los Angeles campus from the 1950s and onward, refer to their school as Pepperdine College. Alumni and personnel previous to that time tend to refer to their school as George Pepperdine College.

Appendix 2
Table of Initial and Successive References (descending order of preference)
Pepperdine University Personnel

MODEL A – University Officers	
First Reference(s)	Successive Reference(s)
<p><i>University title as personal title:</i> President Andrew Benton Dean Helen Williams Dean Mark Davis Vice Chancellor Claudia Preston Senior Vice President Keith Hinkle Assistant Dean Sheryl Covey</p>	<p><i>University title as personal title:</i> President Benton Dean Williams / Dr. Williams Dean Davis Vice Chancellor Preston Senior Vice President Hinkle/ Mr. Hinkle Assistant Dean Covey / Ms. Covey</p>
<p><i>University title as an apposition:</i> Andrew Benton, president Helen Williams, dean of the Graduate School of Education and Psychology Mark Davis, dean of student affairs Claudia Preston, vice chancellor Keith Hinkle, senior vice president for advancement and public affairs Sheryl Covey, assistant dean</p> <p><i>University title as an adjectival attribution:</i> president Andrew Benton dean Helen Williams dean Mark Davis vice chancellor Claudia Preston senior vice president Keith Hinkle assistant dean Sheryl Covey</p>	<p><i>Name or title:</i> Benton Williams Davis Preston Hinkle Covey</p> <p>the president the dean the dean the vice chancellor the vice president the assistant dean</p> <p>Andrew / Andy Helen Mark Claudia Keith Sheryl</p>

MODEL B – University Regents First Reference(s)	Successive Reference(s)
<p><i>University title as personal title:</i> Regents Chairperson Edwin Biggers</p> <p>Regent Janice Brown</p>	<p><i>University title as personal title:</i> Chairperson Biggers</p> <p>Regent Brown</p>
<p><i>University title as an apposition:</i> Edwin Biggers, chairperson of the Board of Regents</p> <p>Janice Brown, member of the Board of Regents</p> <p><i>University title as an adjectival attribution:</i> Board of Regents chairperson Edwin Biggers regents chair Edwin Biggers</p> <p>member of the Board of Regents Janice Brown regent Janice Brown</p>	<p><i>Name or title:</i> Biggers / Brown</p> <p>the chairperson / the regent</p> <p>Edwin / Janice</p>

Qualify with Pepperdine University, Pepperdine, or University as needed for clarity.

MODEL C – University Professors	
First Reference(s)	Successive Reference(s)
<p><i>University title as personal title:</i> Professor R. B. Coons (<i>assume Ph.D., full prof.</i>)</p> <p>Professor Pat Malone (<i>assume doctorate, asst./assoc. prof.</i>)</p> <p>Professor Lela Schrader (<i>assume master's-level terminal degree, non-prof. rank</i>)</p> <p>Professor Johnny Cochran (<i>assume law degree, full prof.</i>)</p>	<p><i>University title as personal title:</i> Professor Coons</p> <p>Professor Malone</p> <p>Professor Schrader</p> <p>Professor Cochran</p>
<p><i>University title as an apposition:</i> R. B. Coons, professor of natural science Dr. R. B. Coons, professor of natural science</p> <p>Pat Malone, assistant professor of music Dr. Pat Malone, assistant professor of music</p> <p>Lela Schrader, lecturer in art Ms. Lela Schrader, lecturer in art</p> <p>Johnny Cochran, professor of law Mr. Johnny Cochran, professor of law Dr. Johnny Cochran, professor of law**</p> <p><i>University title as an adjectival attribution:</i> professor R. B. Coons</p> <p>assistant professor Pat Malone</p> <p>lecturer Lela Schrader</p> <p>professor Johnny Cochran</p>	<p><i>Name or title:</i> Coons / Malone / Schrader / Cochran</p> <p>Professor Coons/ Professor Malone / Professor Schrader / Professor Cochran</p> <p>Dr. Coons / Dr. Malone / Ms. Schrader / Mr. or Dr. Cochran**</p> <p>the professor (good for all)</p> <p>R. B. / Pat / Lela / Johnny</p>

MODEL D – University Employees	
First Reference(s)	Successive Reference(s)
<p>University title as personal title: Unless an individual is an officer as defined in Model A, do not use job title as personal title.</p>	<p>University title as personal title: Unless an individual is an officer as defined in Model A, do not use job title as personal title.</p>
<p>University title as an apposition: Guy Vetter, human resources generalist Seta Wright, director of Internal Affairs Wilma B. Billings, accounts payable coordinator Rex Greene, purchasing agent</p> <p>University title as an adjectival attribution: human resources generalist Guy Vetter director of Internal Affairs Seta Wright accounts payable coordinator Wilma B. Billings purchasing agent Rex Greene</p>	<p>Name or title: Vetter / Wright / Billings / Greene</p> <p>the generalist* / the director / the coordinator* / the agent*</p> <p>Guy / Seta / Wilma / Rex</p>

MODEL E – Department of Public Safety	
Uniformed Personnel	
First Reference(s)	Successive Reference(s)
<p>University title as personal title: Officer Flim Flanagan Sergeant Vincent Carter</p>	<p>University title as personal title: Officer Flanagan Sgt. Carter</p>
<p>University title as an apposition: Flim Flanagan, Department of Public Safety officer Vincent Carter, Department of Public Safety sergeant</p> <p>University title as an adjectival attribution: Department of Public Safety officer Flim Flanagan Department of Public Safety sergeant Vincent Carter</p>	<p>Name or title: Officer Flanagan / Sgt. Carter (always use title and surname)</p> <p>the officer / the sergeant</p>

*Though technically correct, avoid these constructions; low- to mid-level titles tend to be less than informative in their essential form.

**When a professor’s terminal degree is a juris doctor, current University guidelines permit (but do not oblige) the styling *Dr.* for academic purposes (see Section [5.3](#)). In current practice, some individuals, editors, and administrators avoid the *Dr.* styling for J.D.-holding professors. Writers should check for appropriate sensitivities.

Appendix 3 *Commencement Bulletin Writing Guidelines*

Following are guidelines for standardized formats and styling conventions for commencement bulletins at Pepperdine University. These guidelines are provided primarily by example. If you have any questions please contact Editorial Services.

I. Listing of Platform Participant Names:

Names are in all caps, roman face. Titles, functions, and organizations are on a separate line(s), headline caps, italics face. If participant possesses a middle name, default to employing middle initial unless otherwise instructed by the participant. Do not restate participant titles in subsequent program reference.

Faculty or staff of the hosting school:

JOHN B. DOE

Professor

JANE C. ROE

Dean

J. COURTNEY FOXWORTH

Director of Alumni Services

Faculty or staff of a sister school:

JOHN B. DOE

Professor, Graziadio School of Business and Management

J. COURTNEY FOXWORTH

Director of Alumni Services, Seaver College

University-level personnel:

ANDREW K. BENTON

President

DARRYL L. TIPPENS

Provost

J. COURTNEY FOXWORTH

Associate Vice President, Marketing Strategy

Graduating students:

Of hosting school:

KAISSA M. DENIS

Class of 20__

Seaver College undergraduates in the SC Bulletin:

TIMOTHY J. CAMPBELL

Music and Theatre Major

GSEP doctoral candidates in the GSEP Bulletin:

BOBBI R. McDANIEL

20__ Candidate, Doctor of Education

Of sister school:

KAISSA M. DENIS

Class of 20__, Graduate School of Education and Psychology

Continuing students:

Of hosting school:

KAISSA M. DENIS

Current Student

Of sister school:

TIMOTHY J. CAMPBELL

Current Student, Seaver College

Alumni:

Of hosting school:

NATHANIEL ADAMS

Class of 2001

Of sister school:

IRMA P. MURILLO

Class of 1999, School of Law

WALTER S. PEABODY

Class of 1965, George Pepperdine College and

Class of 1975, School of Professional Studies

Guest participants:

SARAH B. WACHOWIAK

Member, Board of Visitors

Founder and Chair, Wachowiak and Associates

Listing of Honorees:

Honorary degree recipient:

MICHAEL C. KUAN
Doctor of Laws

Commencement Address

MICHAEL C. KUAN
Founder, SIG Capital Partners Limited

GAIL E. WYATT
Doctor of Humane Letters

Commencement Address

GAIL E. WYATT
Professor of Psychiatry and Behavioral Sciences
University of California, Los Angeles

Distinguished Alumnus Award recipient:

MONICA GRACE RIVERA MINDT
Assistant Professor, Fordham University
Class of 1994

II. Components of the Commencement Program of Events:

Title page:

Set day, date, time, and location of the ceremony without numerals as per this example:

Friday, April Twentieth, Two Thousand Twelve
Ten Thirty in the Morning
Malibu, California

Use ordinal numbers for dates with this hyphenation and capitalization:

First through **Ninth**
Tenth, Eleventh, Twelfth
Thirteenth through **Nineteenth**
Twentieth
Twenty-First through **Twenty-Ninth**
Thirtieth, Thirty-First

Time: **Two in the Afternoon**

Seven Thirty in the Evening (we had evening commencements on the old L.A. campus)

These will never happen, but if they ever do, this is the structure:

Twelve Noon
Twelve Thirty in the Afternoon (“afternoon” begins at 12:01 PM)
Four Seven in the Afternoon (not spelled “Zero” or “Oh”)
Five in the Evening (“evening” starts at 5 PM)
Six Forty-Seven in the Evening (hyphenate compound-number minutes)

Twelve Midnight

Twelve Thirty at Night (indicate the hour of midnight with “at Night”)

One in the Morning (morning starts at 1 AM)

Program Components:

Marshal

Processional

Invocation

Pledge of Allegiance

National Anthem

Presiding

Student Speaker

Presentation of the Distinguished Alumnus Award

Presentation of Candidate for Honorary Degree (Honoris Causa)

Conferring of Degree

Investiture of Candidate

Commencement Address

Presentation of Candidates

[GSEP]

Presentation of Candidates

Doctor of Education/Psychology Degrees

Master’s Degrees in _____

[GSBM]

Presentation of Candidates for Baccalaureate Degrees

Presentation of Candidates for Graduate Degrees

[SOL]

Conferring of Degrees

Benediction

Recessional

[SC]

Faculty Ushers

Reception invitation statement

Processional, Recessional, and other musical numbers: Set title headline caps, italic face. Set composer last name in parentheses, roman face. If program features musical numbers, treat likewise.

Pomp and Circumstance (Elgar)

Pictures at an Exhibition (Mussorgsky)

Green Hills and When the Battle’s Over (Scottish Standards)

Distinguished Alumnus Award: This is the name of the award even when presented to a female alumnus. Alumnus is understood to be genderless. The word “alumna,” a female alumnus, may be used as appropriate in all written text and spoken words at commencement.

III. Additional Components of the Printed Bulletin:

[GSBM]

MISSION OF THE GRAZIADIO SCHOOL OF BUSINESS AND MANAGEMENT – boilerplate

[GSBM]

GEORGE L. GRAZIADIO, JR. – boilerplate biographical text

Biography of Student Speaker – 150 words

Biography of Distinguished Alumnus – 300 words

Biography of Honorary Degree Recipient – 300 words

NOTE: Ending punctuation in running narrative text is to be followed by two periods.

THE ACADEMIC REGALIA – boilerplate essay

[GSBM]

RECOGNITION OF HONOR STUDENTS – boilerplate essay

[SC]

SENIOR CHALLENGE PARTICIPANTS

[SOL]

SCHOOL OF LAW ADMINISTRATION AND FACULTY – listing of titles and credentials

[GSEP]

DOCTORAL CANDIDATES BY HOODING FACULTY

Candidates for degrees listing

SERVICES – boilerplate, mostly

For outdoor commencements; components and directions will vary by school and seating setup.

Drinking Water

Restrooms

Wheelchair Seating

First Aid

Sun-Sensitive Seating

Lost and Found

Reception

INDEX

a and *an*, [7.1](#)

a lot, [7.2](#)

AM, PM, [4.9](#)

abbreviations ([Section 2](#))

academic degrees, [2.5](#)

address components, [2.10](#), [2.11](#)

company components, *Co.*, *Inc.*, *et al.*, [2.4](#)

Mr., *Ms.*, *Mrs.*, *Dr.*, et al., [2.1](#)

page(s), [2.2](#)

time and time zones, [2.3](#)

academic degrees

abbreviations, [2.5](#)

capitalization, [1.19](#)

joint degrees, treatment of, [3.22](#)

letters, use of, [3.22](#)

MBA, treatment of, [2.5](#), [3.22](#)

names, placement after, [2.1](#)

punctuation, [2.5](#)

use of 's, [1.19](#)

academic units, [4.11](#)

acronyms, [2.14](#)

Addresses

abbreviation of components, [2.10](#)

run into text, [2.10](#)

adjectival plural nouns, [3.18](#)

affect vs. *effect*, [7.4](#)

Affirmation Statement, [8.7](#)

African American, *Black*, [1.11](#)

ages of persons, [4.12](#)

Alma Mater, [8.10](#)

alumnus, *alumna*, *alumni*, et al., [7.3](#)

designation of alumni in publications (class year, degree, school), [8.15](#)

ampersand (&), [2.19](#), [7.5](#)

apostrophes, [3.15-3.19](#)

class year abbreviations, [3.16](#), [3.17](#)

ending sentence, [3.19](#)

plurals, formation of, [3.15](#)

plural nouns as adjectives, [3.18](#)

appositives, appositions, [3.3](#)

article titles, [1.2](#)

artwork, titles of, [1.2](#)

athletic vs. *athletics*, [7.8](#)

bachelor's degree, [1.19](#)

bi- vs. *semi-*, [7.9](#)

Board of Regents, treatment of, [1.7](#)
books, titles of [1.2](#)
brackets, [3.38](#)
broadcast call letters, [3.21](#)
bulleted lists, [3.11](#)
Calif. State University campuses, [1.24](#)
Campus Addresses ([Section 9](#))
capitalization ([Section 1](#))
 proper nouns, [1.1](#)
 titles of works, [1.2](#)
Centers, Institutes, Offices, Divisions, etc. of Pepperdine, [1.7](#)
chairs, named, [1.13](#)
Christmas, Xmas, [2.15](#)
Church Affiliation Statement, [8.3](#), [8.4](#)
Church(es) of Christ, [7.12](#)
cities and states, [3.8](#), [3.9](#)
Class of '##, [3.16](#), [3.17](#)
class officers, [1.21](#)
co- prefix, [3.25](#)
collective (mass) nouns, [6.3](#)
colons, [3.12-3.14](#)
 clauses, linking, [3.12](#)
 spaces after, [7.40](#)
 with other punctuation, [3.14](#)
Commas
 appositives, [3.3](#)
 cities with states, [3.8](#), [3.9](#)
 dates, [3.7](#)
 introductory phrases, sentence adverbs, [3.5](#), [3.10](#)
 Jr., Sr., III, etc., [3.4](#)
 lists, vertical, [3.11](#)
 number/figure punctuation, [3.6](#)
 quotations marks, with, [3.31](#)
 series, [3.1](#)
Common Misstylings and Literary Pitfalls ([Section 7](#))
compound (hyphenated) words, [3.25](#)
comprise vs. *compose*, [7.14](#)
conferences and conventions (events), names of, [1.16](#)
Correspondence
 second sheets, elements of, [10.1](#)
countries, nations
 abbreviations, [2.12](#)
Couples
 academic couples, [5.9](#)
 same-sex, [5.8](#), [5.12](#)
 surnames, having different, [5.8](#)

titles, treatment of, [5.8](#)

course names

- abbreviations, [2.6](#)
- capitalization, [1.8](#)

cum laude, et al., [1.17](#)

Dashes

- em dash, [3.35](#)
- en dash, [3.36](#)
- hyphen, [3.37](#)

data, [7.15](#)

dates, [3.7](#)

days of the week, [1.1](#)

Dedicatory Address of 1937, [8.9](#)

defamation, libel, slander, [7.16](#)

dissertations and theses, published, titles of, [1.2](#)

doctoral, doctorate, doctor's degree, [1.19](#)

Dr., use of, [5.3](#)

ellipses, [3.34](#)

em dash, [3.35](#), [7.23](#)

e-mail

- addresses, treatment of, [7.18](#)
- spelling, [7.17](#)

emeritus, emerita, emeriti, et al., [7.3](#)

en dash, [3.36](#), [7.23](#)

ensure, insure, assure, [7.19](#)

Equal Opportunity Statements, [8.1](#)

et al., [7.20](#)

etc., [7.21](#)

Fight Song, [8.11](#)

Figures and Numbers ([Section 4](#))

forces and troops, [1.4](#)

foreign words and phrases

- as modifiers, unhyphenated, [3.27](#)

Fort, Mount, Saint (place names), [2.8](#)

freshman, sophomore, et al., [1.18](#)

geographic names, [1.9](#)

GPA's, [4.11](#)

grades, letters, [3.20](#)

Graduate School of Education and Psychology

- 1st and successive reference, [Appendix 1](#)
- GSEP, use of abbreviation, [Appendix 1](#)

Grammar ([Section 6](#))

Graziadio School of Business and Management

- 1st and successive reference, [Appendix 1](#)

Guidelines for Letters, Memoranda, and Reports ([Section 10](#))

head coach, [7.22](#)

Headlines

capitalization, [1.2](#)

single quotes, use of, [3.29](#)

honor rolls, [5.12](#)

hours of the day, [4.9](#)

hyphenated words, [3.25](#)

hyphens, [3.23-3.27](#)

compound words, [3.25](#)

dashes, compared with, [3.35-3.37](#), [7.23](#)

foreign phrase modifiers, [3.27](#)

name division, [3.24](#)

word division, [3.23](#)

i.e. vs. *e.g.*, [7.24](#)

Inc., *Co.*, *Corp.*, *LLC*, *et al.*, [2.4](#)

infer vs. *imply*, [7.25](#)

institutions, names of, [1.6](#)

Internet, [7.44](#)

Italicization

artworks, names of, [1.2](#)

electronic media names of, [1.2](#)

legal matters, [1.2](#)

periodicals, names of, [1.2](#)

television/radio shows, [1.2](#)

titles of works, [1.2](#)

Jr., *Sr.*, *III*, etc., [3.4](#)

lady, [7.27](#)

lay, *lie*, [7.28](#)

legal matters

capitalization and italicization, [1.2](#)

letters, [3.20](#), [3.21](#)

academic degrees, [3.22](#)

broadcast call letters, [3.21](#)

grades, [3.20](#)

login, *log in*, *et al.*, [7.29](#)

lowercased terms, [1.17-1.22](#)

magazine/periodical, titles of, [1.2](#)

master's degree, [1.19](#)

millions, *billions*, [4.7](#), [7.10](#)

Miss, use of title, [5.10](#)

Mission Statement, [8.6](#)

money, currency, [4.10](#)

Months

abbreviation, [2.9](#)

month and year format, [3.7](#)

names, treatment of, [1.1](#)

Mr. and Mrs., use of, [5.8](#)
Ms., use of, [5.10](#)
musical compositions, titles of, [1.2](#)
nicknames, [7.30](#)
non- prefix, [3.25](#)
not only ...but also, [6.5](#)
numbers
 calendar terms, [4.4](#)
 decimal punctuation, [4.2](#)
 hours of day, [4.9](#)
 money, currency, [4.10](#)
 numerals or spelled out, [4.1](#)
 percent, [4.5](#)
 ranges, [4.8](#)
 round numbers in hundreds, [4.3](#)
 series, [4.6](#)
off-campus, on-campus, [7.31](#)
offices, positions, job titles
 assistant, associate, [2.18](#)
 capitalization, [1.3](#)
 Pepperdine titles, [5.4](#)
online, [7.32](#)
organizations: business, governmental, departments, etc.
 names of, [1.6](#)
p.s., [7.36](#)
pages, numbered, [1.12](#), [2.2](#)
paintings, works of art, titles of, [1.2](#)
parentheses
 colons, semicolons in conjunction, [3.14](#)
part-time, full-time, [3.25](#)
Pepperdine Associates, [3.18](#)
Pepperdine University
 1st and successive reference
 personnel, [Appendix 2](#)
 University and schools, [Appendix 1](#)
 Accreditation (WASC) statement, [8.5](#)
 Affirmation statement, [8.7](#)
 Alma Mater, [8.10](#)
 bodies and entities within, [1.7](#)
 campus addresses, [Section 9](#)
 Church affiliation statements, [8.3](#), [8.4](#)
 Dedicatory Address, [8.9](#)
 Equal Opportunity statements, [8.1](#), [8.2](#)
 Fight Song lyrics, [8.11](#)
 Mission statement, [8.4](#)
 officer/office listing protocol, [8.8](#)

- program vs. department* [7.35](#)
 - titles at University, [5.4](#)
 - University*, capitalization of [1.5](#)
 - Young, M. Norvel, sayings of, [8.12](#)
- Pepperdine Waves*, [3.18](#)
- Percent
 - abbreviation, [2.16](#)
 - number + percent compound form, [3.25](#)
 - numerals, use of, [4.5](#)
 - use of symbol, [2.16](#), [4.5](#)
- periods
 - quotation marks, with, [3.31](#)
- Personal Names, Titles, and Attributes ([Section 5](#))
- phone numbers, [3.37](#), [4.14](#)
 - international phone numbers, [4.14](#)
- photographs, titles of, [1.2](#)
- plays, titles of, [1.2](#)
- plural nouns
 - as adjectives, [3.18](#)
 - forming with apostrophe, [3.15](#)
 - taking singular verbs, [6.3](#)
 - shared by 2+ adjectives, [1.14](#)
- poems, titles of, [1.2](#)
- pre-* prefix, [3.25](#)
- prefixes, *co-*, *non-*, *pre-*, etc., [3.25](#)
- prepositions, sentences ending with, [7.34](#)
- president*, *vice president*, etc., treatment of, [1.3](#)
- Professor*, *Prof.*, use of, [5.5](#)
 - assistant and associate professors, [5.6](#)
- professorships, named, [1.13](#)
- proper nouns
 - abbreviation of personal names (*Geo.*, *Wm.*, etc.), [2.17](#)
 - capitalization of, [1.1](#)
 - 1st and successive reference, [5.1](#), [5.2](#)
- Punctuation ([Section 3](#))
 - punctuation of numbers, [4.2](#)
- question-and-answer format, [3.32](#)
- quotation marks
 - titles of works enclosed in, [1.2](#)
 - other punctuation, [3.14](#), [3.31](#)
 - quotes within quotes, [3.28](#)
- Quotations
 - multiple paragraphs, [3.30](#)
 - question-and-answer format, [3.32](#)
 - sentence element, as, [3.33](#)
- quotes within quotes, [3.28](#)

R.s.v.p., [7.38](#)
races, ethnicities, nationalities, [1.11](#), [5.11](#)
rankings, treatment of numerical, [7.37](#)
relative clauses, [6.6](#)
restrictive clauses (*that* vs. *which*), [6.6](#)
rooms, numbered, [1.12](#)
School of Law
 1st and successive reference, [Appendix 1](#)
School of Public Policy
 1st and successive reference, [Appendix 1](#)
schools of Pepperdine, 1st and successive reference, [Appendix 1](#)
scores (numerical, competitive, diagnostic) [4.11](#)
seasons, [1.1](#)
Seaver College
 1st and successive reference, [Appendix 1](#)
sentence adverbs, [3.5](#), [3.10](#)
series
 commas, punctuated with, [3.1](#)
 compounds, [3.26](#)
 numerical, [4.6](#)
 semicolons, punctuated with, [3.2](#)
 vertical lists, [3.11](#)
space(s) between sentences, [7.40](#)
special events, names of, [1.16](#)
sports teams and athletic clubs, [1.10](#)
 scores, treatment of, [4.11](#), [7.37](#)
states, territories, possessions (U.S.)
 abbreviations, [2.11](#)
student-athlete vs. *student athlete*, [7.7](#)
subject/verb agreement, [6.1](#)
 multiple-subject/verb agreement, [6.2](#)
 mass or collective nouns, [6.3](#)
television series, episodes, and screenplays, titles of, [1.2](#)
that vs. *which*, [6.6](#)
the, preceding names, [1.21](#)
theatre vs. *theater*, [7.41](#)
themes (slogans, titles of events, etc.), [1.16](#)
time and time zones, [1.17](#), [2.3](#), [3.6](#), [4.9](#)
titles of works
 capitalization, [1.2](#)
 italicization, [1.2](#)
 quotes, enclose in, [1.2](#)
titles, personal
 capitalization, [1.3](#)
 Pepperdine titles, [5.4](#)
United States

names of, [1.9](#)
University of California campuses, [1.23](#)
University office listing protocol, [8.8](#)
verbal vs. *oral*, [7.43](#)
versus, *vs.*, *v.*, [2.7](#)
vertical lists, [3.11](#)
 honor rolls, [5.12](#)
vice prefix, [3.25](#)
WASC Accreditation Statement, [8.5](#)
Web addresses, treatment of, [7.45](#)
web, *website*, *web page*, [7.44](#)
who vs. *whom*, [6.4](#)
Young, M. Norvel, sayings of, [8.12](#)