

Communications style guide

For staff

Public Affairs

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Introduction

The Royal Children's Hospital (RCH) is a large and complex organisation with hundreds of departments, programs and centres of excellence. Our expertise means we are valued by patients, families and the community as a reliable source of health information.

By following the guidelines in this document, you can help ensure we produce consistently high standards of written expression and layout.

Keep this document handy—perhaps save it on your computer desktop. You can refer to it when preparing written communication for internal use within the hospital or for people outside the organisation.

How to use this guide

We've split this guide into a number of sections, covering different aspects of communication:

Our identity

Two common inconsistencies in RCH communications are the representation of the hospital name and the names of departments. This section will set the record straight on how names, occupations, committees and locations should be communicated.

Our style

A quick reference section detailing the standards that apply specifically to our written communication. It includes everything from font styles and how we use bullet points, to terms that are commonly misspelt or mispunctuated.

Our personality

The RCH is more than a group of buildings—it is a large team of people whose vision and values are aimed at ensuring the RCH remains a great children's hospital. Here, we detail the hospital's culture and strategic goals to help you describe who we are and what we do.

Writing

Once you know what you want to say, you need to know how to say it. This section provides you with some essential elements to good writing.

Punctuation

Punctuation matters. If you use it incorrectly or not at all, the meaning of your communication can completely change. This is a quick reference area to help you use punctuation properly.

Our Identity

1. Hospital name

The registered name of The Royal Children’s Hospital includes the word ‘The’. Wherever the hospital name is mentioned in full, begin every word with a capital letter.

At first mention, spell the hospital name out in full with the acronym following in brackets, for example, The Royal Children’s Hospital (RCH). On subsequent mentions simply use the acronym ‘RCH’ or ‘the hospital’.

Add the word ‘Melbourne’ where the item being produced may be viewed nationally or globally (ie The Royal Children’s Hospital Melbourne).

Beginning of sentence	Mid sentence
The Royal Children’s Hospital	The Royal Children’s Hospital
The RCH	the RCH

Don’t	Do
the Hospital	the hospital

When attributing an action to the hospital, keep in mind that ‘RCH’ is the name of an organisation, which is a singular object. You should therefore say *RCH is* not *RCH are*.

Similarly, ‘patients’ are a collection of people whereas ‘a group of patients’ is a singular object. You should therefore say *a group of patients is* not *a group of patients are*.

Don’t	Do
The RCH are great	The RCH is great
The Family Resource Centre have brochures	The Family Resource Centre has brochures
A group of patients are involved	A group of patients is involved
The team have finished the project	The team has finished the project

2. New hospital name

While we are building our new hospital, you may need to refer to it in your communications.

Beginning of sentence	Mid sentence
The new Royal Children’s Hospital Project	the new Royal Children’s Hospital Project
The new RCH Project	the new RCH Project

3. Department names

When referring to an RCH department for the first time in a document, make it clear to the reader that the department belongs to the RCH (eg The Royal Children’s Hospital Centre for Community Child Health). On subsequent mentions, you may refer to it as *RCH Centre for Community Child Health* or *Centre for Community Child Health*.

Begin each word of a department name (except the linking words *of*, *and*, *for*, *by* or *in*) with a capital letter. Don’t use the word ‘department’—it will already be obvious to the reader that you are referring to a department.

Two exceptions are *Neonatal Unit* and *Paediatric Intensive Care Unit*. The word ‘unit’ should be capitalised for both.

Don’t	Do
Department of Developmental Medicine	Developmental Medicine
Allergy And Immunology Department	Allergy and Immunology
Care By Parent Unit	Care by Parent
Neonatal	Neonatal Unit
Intensive Care Unit (ICU)	Paediatric Intensive Care Unit (PICU)

If referring to a type of treatment offered by a department use lower case:

Don’t	Do
She attends Physiotherapy sessions	She attends physiotherapy sessions
He had Orthopaedic Surgery	He had orthopaedic surgery
There have been advancements in the area of Neurology	There have been advancements in the area of neurology

4. Clinic and medical condition names

Begin each word of a clinic name with a capital letter.

Don’t	Do
spina bifida clinic	Spina Bifida Clinic
chronic fatigue clinic	Chronic Fatigue Clinic

Use lower case when referring to a medical condition.

Don’t	Do
Spina Bifida	spina bifida
Cystic Fibrosis	cystic fibrosis

If a medical condition is based on a person's name, begin only the person's name with a capital letter.

Don't	Do
kawasaki disease Kawasaki Disease	Kawasaki disease
down syndrome Down Syndrome	Down syndrome

5. Staff titles and occupations

When referring to the official job title of a staff member, begin each word of the occupation with a capital letter (eg: John Smith, Occupational Therapist; Jane Doe, Nurse Unit Manager).

If referring to the job type in a general sense, use lower case.

Don't	Do
John Smith is an Occupational Therapist	John Smith is an occupational therapist
Jane Doe is a Nurse Unit Manager	Jane Doe is a nurse unit manager
He works in Allied Health	He works in allied health
She is a Board Member	She is a board member

The following job titles should always be written in the same format (ie do not abbreviate or expand):

Don't	Do
Dr.	Dr
Prof	Professor
Associate Professor A/Prof	A/Professor

Associate Professor can be cumbersome if repeated often throughout a speech. Refer to the person as *Associate Professor* in the first instance, but you may revert to *Dr* for the remainder of the speech.

6. Boards and committees

Begin each word of board and committee names with a capital letter.

Don't	Do
campus green committee	Campus Green Committee
family advisory council	Family Advisory Council
board	Board
executive	Executive

7. Chairman and CEO

Refer to the Chairman of the hospital as *Tony Beddison AO, Chairman of The Royal Children's Hospital*. Don't use *Mr* or shorten title to *Chair*.

Refer to the Chief Executive Officer of the hospital as *Professor Christine Kilpatrick, CEO of The Royal Children's Hospital*.

8. Hospital locations

Buildings

The buildings on the RCH site do not have official names. Instead, they are named for ease of reference. These buildings are therefore written entirely in lower case.

You may also use acronyms, for example: main building (MB); south east building (SEB); front entry building (FEB); north west building (NWB) and research precinct building (RPB).

Don't	Do
Main Building	main building
South East Building	south east building
Front Entry Building	front entry building
North West Building	north west building
Research Precinct Building	research precinct building

Floors and lifts

Floor and lift references are written in lower case. Refer to floors 1 and upwards as *levels* and use a numeral to represent the floor number.

Don't	Do
level 0	ground floor
first floor 1st floor level one	level 1
second floor 2nd floor level two	level 2
Blue Lifts	blue lifts

Wards and outpatient desks

Begin each word of a ward name or an outpatient desk name with a capital letter.

Don't	Do
4 main	4 Main
4 north	4 North
blue desk	Blue Desk

Meeting spaces

Begin each word of a room or meeting space name with a capital letter.

Don't	Do
board room	Board Room
historical room	Historical Room
Ella Latham theatre	Ella Latham Theatre
Ella Latham meeting room	Ella Latham Meeting Room
Ella Latham foyer	Ella Latham Foyer

Our style

1. Font

Type

In word processing applications use the font *Arial*.

Size

The preferred size for main body text is 11 point.

Style

Use different styles of the same font to highlight words or important text.

Don't	Do
<u>Underline words</u>	Use bold to highlight the important text
USE CAPITAL LETTERS FOR HEADINGS	Capitalise the first letter of headings and proper nouns only
<i>Overuse italics</i>	Use italics only to quote <i>titles</i> of books, periodicals, play, long poems, films, radio and television programs, works of art, and scientific names of animals and plants Italics may also be used to highlight technical words (eg the <i>Fontan</i> procedure is performed on children with complex congenital heart defects)
Add bold to italics	Use only bold or <i>italics</i> – not both because they are used for different purposes

2. Numbers

In sentences

Numbers zero to nine should be spelt out, numbers ten onwards should be written numerically (eg zero, one, two, three, four, five, six, seven, eight, nine, 10, 11, 12).

When opening a sentence, a number should always be expressed in words.

Spelt out

Hyphens are used to connect numbers up to ninety-nine that comprise two words.

In thousands

Use commas to separate thousands from hundreds.

Don't	Do
In 3 months	In three months
In twelve years	In 12 years

54 surveys were distributed (<i>When opening a sentence</i>)	Fifty-four surveys were distributed
4000	4,000

Currency

For currencies one million or greater, use numerals and words.

Don't	Do
\$1,200,000	\$1.2 million

Percentages

Use *per cent* instead of %. Apply the rule for numbers (ie one, two, three, four, five, six, seven, eight, nine, 10, 11, 12).

When opening a sentence, express the number of a percentage in words.

Don't	Do
2%	two per cent
10%	10 per cent
26 per cent of people believe (<i>When opening a sentence</i>)	Twenty-six per cent of people believe

Ordinal numbers

Spell out *first*, *second* and *third*. Use letters and numerals to write all other figures (eg 4th, 5th).

Do not use *superscript* for ordinal numbers (eg th).

Don't	Do
This is the 1st time	This is the first time
On the program's fourth anniversary	On the program's 4th anniversary
7 th	7th

Dates

Write each year in full.

Use cardinal numbers (eg 5), not ordinal numbers (eg 5th) for dates, and do not punctuate.

Date spans should be connected by unspaced en dashes (See also 'Punctuation: Hyphens and dashes').

Don't	Do
09 or '09	2009
August 5 th , 2009	5 August 2009
2008-2009	2008–09
March – April	March–April

Time

Write time using *am* or *pm* without any spaces or full stops. Use a full stop (not a colon) between the hour and minute.

Don't	Do
1:23pm	1.23pm
3 pm	3pm

3. Lists—bullet points and numbers

If a sentence includes two or more options or conditions, use lists to improve readability.

Do not indent lists to the right.

Bullet points

Use bullet points to list a range of items where the order of the options is not important. Do not use a capital letter for the first letter of each point. Do not place a full stop at the end of the last point.

If you use an introductory sentence, then add a colon at the end of the sentence.

Don't	Do
<p>Common causes of poisoning include</p> <ul style="list-style-type: none"> • Drugs and medications; • Household chemicals; • Medications; • Household products; • Dishwashing detergents; and • Plants. 	<p>Common causes of poisoning include:</p> <ul style="list-style-type: none"> • drugs and medications • household chemicals • medications • household products • dishwashing detergents • plants

Numbers

Use numbers instead of bullet points for lists where the first step has to be completed before the second step. Use a capital letter at the start and a full stop at the end of each step.

Don't	Do
<p>To correctly apply alcohol hand disinfectant</p> <ol style="list-style-type: none"> 1. squirt disinfectant onto the palm of your hand 2. rub hands together vigorously, paying attention to the tips of fingers, thumbs and surfaces between fingers 3. stop rubbing only once the solution has evaporated and the hands are dry 	<p>To correctly apply alcohol hand disinfectant:</p> <ol style="list-style-type: none"> 1. Squirt disinfectant onto the palm of your hand. 2. Rub hands together vigorously, paying attention to the tips of fingers, thumbs and surfaces between fingers. 3. Stop rubbing only once the solution has evaporated and the hands are dry.

4. Headings

Headings improve readability. They allow readers to gauge what information is contained in a document. Use a heading for every new idea, even if that means having a heading for nearly every paragraph.

The first word of a heading should begin with a capital letter. All consecutive words should be written entirely in lower case unless they are proper nouns (ie names of specific people, places and things, eg Bob, Australia and Microshield).

Use *and* not &.

Don't underline headings as this makes text difficult to read. Don't place a full stop at the end of headings.

Don't	Do
How to Discuss Down Syndrome with Families.	How to discuss Down syndrome with families
Health & happiness.	Health and happiness

5. Mailing addresses

Write addresses on envelopes and parcels without punctuation and as shown below. This is the style approved and preferred by Australia Post.

Don't	Do
Sara Sarason, Kids Company, 3/41 Tree Street, Melbourne, Victoria, 3000	Sara Sarason Kids Company 3/41 Tree St MELBOURNE VIC 3000

6. Government

Names

The word *government* should be capitalised as part of a formal title, but lower case is appropriate elsewhere.

Australian Government and *Commonwealth Government* are formal titles and should be capitalised. *The federal government* is a broad, descriptive term for the *Australian Government* and does not need to be capitalised.

Similarly, *Victorian Government* is a formal title and should be capitalised. *The state government* is a broad, descriptive term for the *Victorian Government* and does not need to be capitalised.

Don't	Do
The Australian government is...	The Australian Government is...
The Government proposes to...	The government proposes to...
The Federal Government will...	The federal government will...
The Victorian government has...	The Victorian Government has...
The State Government was...	The state government was...
The Local Government isn't...	The local government isn't...
The Victorian and New South Wales Governments	The Victorian and New South Wales governments

Members of parliament

The Prime Minister of Australia, state premiers and ministers all take the title *The Honourable*, which is usually shortened to *The Hon* at the beginning of a sentence or *the Hon* in the middle of a sentence.

On first mention, members of Australian parliaments should be addressed in full as shown below. Afterwards, you may refer to the members as *Prime Minister*, *Premier*, *Minister* or *Mr/Ms [surname]*.

Beginning of sentence	Mid sentence
The Hon Kevin Rudd, MP, Prime Minister of Australia	the Hon Kevin Rudd, MP, Prime Minister of Australia
The Hon John Brumby, MP, Premier of Victoria	the Hon John Brumby, MP, Premier of Victoria
The Hon Daniel Andrews, MP, Minister for Health	the Hon Daniel Andrews, MP, Minister for Health

7. Website addresses

When listing a URL (website address) do not include *http://*.

Don't	Do
For more information visit http://www.rch.org.au	For more information visit www.rch.org.au

8. Common terms

The following terms are commonly represented inconsistently in RCH documents.

Don't	Do
in-patient in patient	inpatient
out-patient out patient	outpatient
health care	healthcare
orthopedic	orthopaedic
leukemia	leukaemia
pediatric	paediatric
hematology	haematology

Our personality

You can use the following key words and phrases to describe our hospital and the work that we do.

1. Our vision

To be a great children's hospital...we want to be compared with the best children's hospitals in the world.

As a GREAT children's hospital we will have:

- Outstanding quality and safety of care
- State of the art facilities and equipment
- Excellent patient and family-centred care
- Strong support of, and engagement with, our communities
- Generous philanthropic support
- World-class child health research and teaching
- Talented, respected and valued staff
- A full range of secondary, tertiary and many quaternary services.

2. Our values

Unity	We work together to achieve our goals
Passion	We are passionately committed to caring for sick children and improving children's health
Integrity	We act with honesty in all we do
Excellence	We strive for the highest quality in every aspect of our work
Respect	For everyone in our care and for each other

3. Our strategic goals

The key strategic directions for RCH are built around five organisational goals:

Excellence in healthcare

Includes models of care, infrastructure/capital investment

Leadership in research and education

Includes relationship with MCRI/University of Melbourne

Focus on quality and safety

Includes clinical governance, service quality, staff-patient safety, consumer satisfaction

Partners in paediatric care

Includes relationships with other paediatric providers, GPs, health organisations, other internal and external stakeholders

Improved organisational environment

Includes financial sustainability, operational efficiency, management structure and culture, innovation, flexible, dynamic and skilled workforce, and information and knowledge management.

4. Our relationships

Our campus partners are the Murdoch Childrens Research Institute and The University of Melbourne. They are located on site with the hospital in Parkville.

Punctuation

1. Apostrophe (') and plurals

Use apostrophes to show possession (eg the department's staff) and omissions (eg *doesn't* instead of *does not*).

Do not place an apostrophe before an 's' if the 's' is a plural, meaning it indicates more than one person/place/thing (eg the PSAs are on their way).

Don't	Do
1990's	1990s
I found the PSAs bag	I found the PSA's bag
The PSA's are on their way	The PSAs are on their way
patients belongings	patient's belongings (one patient) patients' belongings (more than one patient)

2. Comma (,)

Use a comma if a break is needed before a thought is completed; however, don't use commas to link two complete thoughts—use a full stop instead.

Commas can also separate items in a series. They are particularly useful when a series contains *and* more than once.

Don't	Do
Families can contact the departments of Endocrinology and Diabetes, Nutrition and Food Services and Allergy and Immunology.	Families can contact the departments of Endocrinology and Diabetes, Nutrition and Food Services, and Allergy and Immunology.

3. Colon (:)

Think of a colon as shorthand for *the following*. It announces something to come.

You don't have to write *follow* before a colon or place a dash after it.

Don't	Do
The items in the following list are:	The items are:
The issues are as follows:	The issues are:
These rules apply:-	These rules apply:

4. Semicolon (;)

Use the semicolon to separate items or groups of items when you can't use bullets. They are useful when a series contains a number of items separated by commas.

A semicolon can also be used between two statements that are closely linked in meaning (eg We expect approval next week; the work can then start immediately). These statements could be joined by a linking word such as 'and' or they could be made into two short sentences. But neither option would produce the same emphasis or rhythm.

Don't	Do
Make sure children cannot reach or play with needles, pins and safety pins, coins and small disc batteries and buttons, beads and marbles.	Make sure children cannot reach or play with: needles, pins and safety pins; coins and small disc batteries; and buttons, beads and marbles.
We expect approval next week and the work can then start immediately.	We expect approval next week; the work can then start immediately.
Children seldom go to bed this early—they're afraid they'll miss out on something.	Children seldom go to bed this early; they're afraid they'll miss out on something.

5. Full stop (.)—abbreviations and acronyms

Don't use full stops for abbreviations or acronyms.

Place a comma before *ie* and *eg*. In formal communications, it is best to write *for example* instead of *eg*.

Don't	Do
Dr.	Dr
N.S.W.	NSW
R.C.H.	RCH
i.e.	ie
e.g.	eg
etc.	etc
There may be side effects eg soreness at site of injection and/or fever.	There may be side effects, eg soreness at site of injection and/or fever. There may be side effects, for example, soreness at site of injection and/or fever.

6. Hyphens and dashes (-)

There are three types: hyphen (-); en dash (–); and em dash (—).

The em dash is roughly the width of a capital M. The en dash is half the width of an M dash.

Hyphen (-)

Use a hyphen:

- For prefixes (eg anti-, pre-, post-, semi-, co-, ex-). If a word is well known to readers, the hyphen may be omitted.
- For suffixes (eg -fold, -odd) when used with a numeral
- When you use two adjectives to describe something and the first one governs the second.

Don't	Do
anti-viral	antiviral (well known to readers)
co-ordinate	coordinate (well known to readers)
co-operate	cooperate (well known to readers)
well-being	wellbeing (well known to readers)
She is well-known	She is well known
She is a well known doctor	She is a well-known doctor
The project was government-funded	The project was government funded
It was a government funded project	It was a government-funded project
The technology is world-class	The technology is world class
It is world class technology	It is world-class technology
co author	co-author
fourfold	four-fold
up to date	up-to-date
12 year old girl	12-year-old girl

En dash (–)

Use the en dash:

- For spans of figures, time and distance
- To show an association between words that retain their separate identities (eg a parent–child relationship).

If there is more than one word to be linked on one *or* both sides, a space should be placed on either side of the en dash (eg a Royal Children's Hospital – Murdoch Childrens Research Institute project).

The en dash is not a character on your keyboard but can be inserted as a symbol (special character), located in the *Insert* menu of Microsoft Word. You can also use the keyboard shortcut by pressing *Ctrl* and - (top right of the number keypad) simultaneously.

Don't	Do
200 to 300	200–300
2pm to 3pm	2pm–3pm
April to May	April–May
a parent/child relationship	a parent–child relationship
hand-eye coordination	hand–eye coordination
a Royal Children's Hospital–Murdoch Childrens Research Institute project	a Royal Children's Hospital – Murdoch Childrens Research Institute project

Em dash (—)

Use the em dash to replace brackets, add more information or emphasise the information that follows it (eg Jordyn came face to face with her crane—one of nine on the site—when she visited the hospital last week).

The em dash is not a character on your keyboard but can be inserted as a symbol (special character), located in the *Insert* menu of Microsoft Word. You can also use the keyboard shortcut by pressing *Ctrl* and *Alt* and - (top right of the number keypad) simultaneously.

7. Quotation marks

Double (“ ”)

Use double quotation marks to show direct speech from people.

If a punctuation mark is part of the quotation, it should be inside the quotation mark.

If the punctuation mark relates to the sentence rather than the question, it should be outside the quotation mark.

If a quotation contains a quotation, use single quotation marks for the inside quotation.

If a quotation is extended over two paragraphs, do not close the quotation at the end of the first paragraph.

Don't	Do
'Our surgeons are world-class,' he said.	"Our surgeons are world-class," he said.
"Is that true"? she asked.	"Is that true?" she asked.
He described the RCH as a "great children's hospital."	He described the RCH as a "great children's hospital".
"When the nurse said "You're ready to go home" we were thrilled," said Judy.	"When the nurse said 'You're ready to go home' we were thrilled," said Judy.
"I knew my son was sick so I took him to the RCH."	"I knew my son was sick so I took him to the RCH.
"The doctors treated him for pneumonia."	"The doctors treated him for pneumonia."

Single (' ')

Single quotation marks may be used to highlight words in a number of situations, eg to enclose matter introduced by expressions such as 'entitled', 'marked', 'the term' and 'defined'.

Use single quotation marks when referring to the title of an unpublished document, a chapter in a published work, an article in a periodical, an essay, a lecture, a short poem or a song.

Don't	Do
The paper was marked "confidential"	The paper was marked 'confidential'
The chapter entitled "About epilepsy" details the prevalence of the condition.	The chapter entitled 'About epilepsy' details the prevalence of the condition.

8. Brackets ()

Use brackets to add information that is not essential to the meaning of a sentence, but which clarifies or expands the topic.

Keep in mind that enclosing information in brackets, as opposed to commas or em dashes, tends to reduce the importance of the information.

Don't	Do
Last year, 90 per cent of attendees, 257 people, said the experience was valuable.	Last year, 90 per cent of attendees (257 people) said the experience was valuable.

9. Exclamation mark (!)

Exclamation marks may be used instead of a full stop at the end of a sentence to provide emphasis.

Don't	Do
Use an exclamation mark too frequently; its effect is lost if overused.	Use an exclamation mark to convey emotions such as surprise, disbelief, dismay, indignation and exasperation (eg That can't be!)

Writing

Once you know what you want to say, you need to know how to say it. This section provides you with some tips on choosing your words and structuring your sentences. They will help make your writing clear and compelling to your audience.

They'll even help to make your oral communications clearer.

1. Use the active voice

Choose active rather than passive sentences to make your document clear and accurate. Active voice is the *doing*, while passive is being *done to*.

Lead with who is performing the action. To do this, identify the person or thing that is performing the action and put them before the action that is performed.

Sometimes the passive voice is acceptable and more appropriate, but don't use it to sound more professional.

Passive	Active
The child was operated on yesterday.	We operated on the child yesterday.
Your letter was replied to by Joe Blogs on 10 June 2009.	Joe Blogs replied to your letter on 10 June 2009.

2. Keep sentences and paragraphs short

Try to use fewer than 25 words in each sentence. Long sentences are hard to read and usually contain more than one main idea. Aim for only one main idea for each sentence.

Short sentences also help us structure our writing. When each sentence contains only one idea, it's easier to work out the most logical order.

If you feel your writing is dull with too many short sentences, vary the length of your sentences to make your writing more interesting.

The same applies to paragraphs. Short paragraphs make text reader-friendly and less intimidating.

Too much text puts readers off. Think about how you can break it up. Try adding:

- Bullets
- Tables
- More headings
- Lots of white space (space without any text or graphics).

3. Be positive

Use positives not negatives. Positives are more concise and elicit a better response from the reader.

Don't	Do
Do not hesitate to call me on 9345 5522 if you need any further information.	For more information, please call me on 9345 5522.
We cannot review your history until you have provided us with all the required information.	We can review your history as soon as you provide us with all the information we require.

4. Deal with negatives

Use one word to replace a negative phrase. Your sentences will be shorter and easier to understand.

Don't	Do
not able	unable
not certain	uncertain
does not have	lacks
not often	rarely
not the same	different
not unlike	similar

5. Say things once

Don't use unnecessary words. Make your sentences clearer and more concise by watching out for these expressions:

Don't	Do
at a later date	later
collaborate together	collaborate
current trend	trend
estimated at about	estimated at
for a period of 10 days	for 10 days
originally created	created
follow after	follow
continue on	continue
ahead of schedule	early
at this point in time	now
due to the fact	because, since
give consideration to	consider

take into consideration	
in the event that	if
it would appear that	apparently
until such time	until
as a consequence of	because
despite the fact that	although
on two separate occasions	twice
with regard to	because, about
in the near future	soon

6. Which and that

Writers often confuse *which* and *that*.

Use *which* to add non defining information to a sentence. Leaving out the information would not change the meaning of the sentence. Think of it as “which, by the way”. Ensure *which* follows a comma.

Use *that* to add a defining clause to a sentence. The meaning of the sentence would change if the clause was left out.

Which	That
<p>The document, which is in the printer tray, is ready to be signed.</p> <p>OR</p> <p>The document is ready to be signed. It is in the printer tray</p>	<p>The document that is in the printer tray is ready to be signed. (The one on the desk still needs to be checked.)</p>

7. Spelling

Spelling should follow *The Australian Concise Oxford Dictionary*.

Don't (American)	Do (British)
recognize, organization, standardize	recognise, organisation, standardise
inquiry	enquiry
center, meter	centre, metre
color	colour
acknowledgment	acknowledgement
traveled	travelled