Social Watch Style Guide

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1. Suggested outline for writing a national report for Social Watch

The purpose of an outline is to help you think through your topic carefully and organize it before you start writing. A good outline makes sure that the points covered flow logically from one to the other. For the best result of your Social Watch national report, it is convenient to in your outline an INTRODUCTION, a BODY, and a CONCLUSION.

In your INTRODUCTION, in would be convenient to present the main reason for your article as well as the major points your paper will be covering. Depending of the case, it could be convenient to present here a thesis statement or a declaration o your belief. The main portion of your article will consist of arguments to support and defend this belief.

In the BODY of the article is where you present the elements of your research. As the reports in many cases need to cover numerous aspects of the social and economic reality of your country, those aspects read better when presented separately, in subsections. For this, it would be beneficial that your outline includes these subsections.

Your statements must be well sustained, as you need to present the sources of your information. Please, do not include any information that is not relevant to your topic, and please avoid including information whose meaning you are not absolutely sure of. Make sure the information that you have noted is carefully recorded and in your own words, if possible. Whenever you make a statement, this statement must be supported by facts or well authorized opinions that you should quote in the core of the text. Quotations require footnotes.

It is convenient to avoid abstractions and stick to concrete, "down to Earth" statements.

Plagiarism is out of the question. A SW national report needs to accurately document all ideas borrowed or quotes used.

In the CONCLUSION you summarize your findings.

Before sending your contribution to the Secretariat, pleas re-read your paper for any content errors. Please: double check quotes, facts and figures; arrange and rearrange ideas to follow your outline; do a spell check; correct all errors that you can spot and improve the overall quality of the paper to the best of your ability; if possible, get someone else to read it over. Sometimes a second pair of eyes can see mistakes that you missed.

Reorganize your outline if necessary, but always keep the purpose of your paper and your readers in mind. A good way to make sure that the readers will easily understand your article is to answer the following:

1. Is my thesis statement concise and clear?
2. Did I follow my outline? Did I miss anything?
3. Are my arguments presented in a logical sequence?
4. Are all sources properly cited to ensure that I am not plagiarizing?
5. Have I proved my thesis with strong supporting arguments?
6. Have I made my intentions and points clear in the essay?
7. Did I leave a sense of completion for my reader(s) at the end of the article?

HOW TO QUOTE

In order to demonstrate that the information presented is credible, the author should resort to citations. Citations are also important for giving due credit to the ideas of others.

Any time information is gathered from a source and presented in the text of a document (be it print or electronic), the author must cite the origin of that information. Placing the pertinent information in quotations within the context of the document does the clearest method of citing a source. FOOTNOTING is the method for documenting quotations, paraphrases, summaries, and other material offered in national report.

FOR FOOTNOTING, PLEASE SEE Section 3. Footnoting.

2. Recommendations

Please take into account the following recommendations when writing and editing your country reports.

For easier reference you will find them in alphabetical order. Cross-referencing has been included when deemed necessary.

It is not possible to cover all stylistic aspects in this document, so if you are in doubt and provided it does not contradict any of the points in this Style Guide, we recommend consulting the style guide of The Economist at:

<www.economist.com/research/StyleGuide/>

Abbreviations (including Initials and Acronyms)
Spell out name in full the first time it appears and provide the abbreviation in brackets: "World Health Organization (WHO)". After that, you can use the abbreviation only.

Those not requiring explanation are: EU, US, IMF, NGO, UN, UNESCO, UNICEF, AIDS.

Abbreviations
No full stops for "Dr David Samuels"
Full stops for "e.g." and "i.e."

Initials
No full stops for "JA Peterson" or "Andrea Smith MP".

Acronyms
No full stops for UNICEF.

Ages
"There were 32 five-year-old children in the class". "She is a lively five-year-old". "They are in their mid-thirties". But "He is five years old".

AIDS
Use capitalised with no full stops. Be careful to distinguish between HIV and AIDS and to use a formulation like "HIV-positive" or "a person living with AIDS" rather than "AIDS sufferer/victim".

Collective nouns
Collective nouns (government, cabinet, police, committee) can be singular or plural, depending on whether the group of people is seen as a singular entity or as a collection of individuals. It is Social Watch editorial policy that collective nouns should be singular, except when a statement becomes incongruous, e.g., "The committee parks its cars in the forecourt." It is more natural to say "The committee park their cars in the forecourt."

Commas
Use the minimum number that permits an unambiguous reading. In "Eventually the law was passed." a comma is unnecessary after "eventually". "However" at the beginning of a sentence rarely needs a comma.

Currency
Approximate currency exchange rate should be given in US dollars whenever a different currency amount is given. If the currency fluctuates a lot, give the date of the exchange rate. The format for US dollars is **USD** (not US$, or U$S, or $). When citing another local currency, give dollar equivalent in brackets, e.g. EUR 1,082 (USD 2,260).

Dates
Days: "1 July 1989" (not July 1, 1989, nor 1st, 15th or 23rd). Decades: "throughout the 1960s and 1970s" (not the 60s and 70s). Centuries: "the 19th century" (no capitals).

Dashes
Use a short dash (–), with a space on either side.

Governance
The exercise of political, economic and administrative authority in the management of a country's affairs at all levels. It is a neutral concept comprising the complex mechanisms, processes, relationships and institutions through which citizens and groups articulate their interests, exercise their rights and obligations and mediate their differences. (UNDP definition)

Characteristics of good governance include: political accountability, freedom of association and participation, a sound judicial system, bureaucratic accountability, freedom of information and expression as well as capacity building. All these aspects are essential to sustainable development.

Hyphens
No spaces on either side of a hyphen: "clear-sighted", "protein-rich".

Language and spelling
British English will be used throughout. This will be more noticeable in the spelling, e.g. *centre*, not *center*; *traveller*, not *traveler*; *colour*, not *color*. The *-ize* verb ending will be preferred, thus r*ealize,* rather than *realise*.

Exceptions: reports from countries where English (though not *British* English) is the first language.

When using local terms that do not exist in English, please write a definition or explanation in brackets after the local expression.

Italicize non-English words if they have not yet been absorbed into English, so no italics for "coup d'état" or "fait accompli". But do use italics for Portuguese *favela*.

Names of state and private organizations, NGOs

Spell names of organizations fully and correctly. In some countries there are institutions with similar names: the Meteorological Institute is not the same as the Meteorological Centre or the Institute of Meteorology.

Numbers
In running text use: one, two, three, four, five, six, seven, eight, nine, 10, 11, 156, 216,000. In fact charts use only figures.

Thousands should be rendered using a comma: 10,000 and 427,971 (but not in the case of years: 2006). A thousand or 1,000 are both acceptable.

For large round numbers in running text use words if possible: one million, three million, but 375 million.

One billion = 1,000,000,000, i.e., one thousand million, not one million million.

Decimals are indicated by a point: 0.75

Two numbers in the same sentence should be in the same style: "children aged between five and fifteen". A number at the beginning of a sentence is always spelled out: "Fifty-four workers were fired as a result of the strike". But the sentence can usually be reorganized so that the number is not at the start: "The strike resulted in 54 workers being fired". The same applies to percentages at the beginning of sentences: "Forty-five percent of people living with HIV..."

Paragraphing, indentation and spacing
No indentation at the beginning of a paragraph. Do not use a double space after a full stop or colon; use single spaces only. Use double spacing between paragraphs.

Percentages
Write number followed by percentage symbol, e.g. 63%. There should be no space between the number and the percentage symbol.

> ***Percentage rises***
> An increase from 3% to 5% is a 2 percentage point increase or a 2-point increase, not a 2% increase; any sentence saying "such and such rose or fell by x %" should be considered and checked carefully.

Poverty
When defining poverty in your country or region, avoid qualifying it using adjectives (i.e. "abject", "moderate", "severe", etc.), but rather indicate the method used for measuring it (i.e. UNDP or World Bank definitions, national poverty line, etc.).

Quantities
Do not say "a number of", "a lot of", "a large number of", etc. It is better to say "many", "several", "a few". "A number of" could be any number and is therefore meaningless.

State and Government
Clear definitions of the words "state" and "government" should be used. These have been used interchangeably in past editions. We could define "state" as a politically

organized body of people occupying a definite territory and "government" as the agency or machinery that governs the country. "State" encompasses everyone in a country, as in "sovereign state" or "nation state", whereas the "government" is only those who hold political power at any given time.

Capitalize when referring to a particular state: "Repression by the State is common in South Africa. But it is common in many black African states too." Capitalize when referring to a particular government.

Time
Use the twelve hour clock: 9.00 am, 8.30 pm.

Do not say "recently", or "last week", or "last month", or even "last year". Always give dates and years.

Span of years: write "between 1995 and 1999", not "between 1995-1999".

Weights and measures
Use metric system only.

Words of Latin origin
This is a tricky area, since not all authorities agree on the singular and plural forms of words like agenda (plural: agendas), criterion (plural: criteria), forum (plural: fora or forums), media (singular or plural), Where there is disagreement, we will adopt the usage suggested by the Merriam Webster Dictionary or the Oxford English Dictionary.

3. Footnoting[1]

Book, one author

1.   Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

Book, two authors

1. Guy Cowlishaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of Chicago Press, 2000), 104–7.

Book, three or more authors

1. Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the United States* (Chicago: University of Chicago Press, 1994), 262.

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

Editor, translator, or compiler in addition to author

1. Yves Bonnefoy, *New and Selected Poems,* ed. John Naughton and Anthony Rudolf (Chicago: University of Chicago Press, 1995), 22.

Chapter or other part of a book

1. Andrew Wiese, "'The House I Live In': Race, Class, and African American Suburban Dreams in the Postwar United States," in *The New Suburban History,* ed. Kevin M. Kruse and Thomas J. Sugrue (Chicago: University of Chicago Press, 2006), 101–2.

Chapter of an edited volume originally published elsewhere (as in primary sources)

1. Quintus Tullius Cicero. "Handbook on Canvassing for the Consulship," in *Rome: Late Republic and Principate,* ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization,* ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus,* by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

Book published electronically

1. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), <press-pubs.uchicago.edu/founders/>, (accessed 27 June 2006).

Article in a print journal or magazine

1. John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

Article in an online journal

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[1] Adapted from: Kate L. Turabian, "Manual for Writers of Research Papers, Theses, and Dissertations," <www.press.uchicago.edu/books/turabian/turabian_citationguide.html>.

1. Mark A. Hlatky et al., "Quality-of-Life and Depressive Symptoms in Postmenopausal Women after Receiving Hormone Therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) Trial," *Journal of the American Medical Association* 287, no. 5 (2002), <jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo>, (accessed 7 January 2004).

Newspaper article

Newspaper articles may be cited in running text ("As William Niederkorn noted in a *New York Times* article on 20 June 2002, . . . ") instead of in a note or a parenthetical citation, and they are commonly omitted from a bibliography or reference list as well. The following examples show the more formal versions of the citations.

1. William S. Niederkorn, "A Scholar Recants on His 'Shakespeare' Discovery," *New York Times,* 20 June 2002, Arts section, Midwest edition.

Thesis or dissertation
1. M. Amundin, "Click Repetition Rate Patterns in Communicative Sounds from the Harbour Porpoise, *Phocoena phocoena*" (PhD diss., Stockholm University, 1991), 22–29, 35.

Paper presented at a meeting or conference

1. Brian Doyle, "Howling Like Dogs: Metaphorical Language in Psalm 59" (paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, 19-22 June 2002).

Web site

Web sites may be cited in running text ("On its Web site, the Evanston Public Library Board of Trustees states . . .") instead of in a parenthetical citation, and they are commonly omitted from a bibliography or reference list as well. The following examples show the more formal versions of the citations.

1. Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, <www.epl.org/library/strategic-plan-00.html>, (accessed 1 June 2005).

4. APPENDIX I: Some words and expresions to avoid

(from BBC News Styleguide at <www.bbctraining.com/pdfs/newsstyleguide.pdf>)

Superfluous words and phrases

Here are some of these and their (brief) equivalent

At this moment in time	now
By virtue of the fact that	because
In the absence of	without
Made good their escape	escaped
Leaves much to be desired	poor
Was of the opinion that	thought
Put in an appearance	appeared
On account of the fact that	because
In conjunction with	and
A large proportion of	many
Placed under arrest	arrested
In the event that	if
With the exception of	except

Some words are superfluous because the elements in a phrase have the same meaning:

New innovation	innovation
Red in colour	red
Razed to the ground	razed
Exactly the same	the same
Close proximity	close
In the field of biology	in biology
Collaborate together	collaborate
Consensus of opinion	consensus
Future plans	plans
Prior experience	experience
Revert back	revert

5. Appendix II: Alternatives to sexist language

(from: <owl.english.purdue.edu/handouts/general/index.html>)

Generic Use

Never use a masculine generic form that might conceivably include women. The meaning of "man" is so closely identified only with adult male that the generic use of "man" and other words with masculine markers should be avoided.

Examples	**Alternatives**
mankind	humankind, humanity, people, human beings
man's achievements	human achievements
man-made	synthetic, manufactured, machine-made
the common man	the average person, ordinary people
to man the stockroom	to staff the stockroom
nine man-hours	nine staff-hours

Occupations

Avoid the use of "man" in occupational terms when persons holding the job could be either male or female.

Example	**Alternatives**
chairman	chair, moderator (of a meeting), coordinator (of a committee or department), presiding officer, head
businessman	business executive
fireman	firefighter
steward/stewardess	flight attendant

"Spokesman" and "spokeswoman" are preferable to "spokesperson", but if possible attribute a quote to the organisation, e.g. "The AA said ... "

Pronouns

Because English has no generic singular- or common-sex - pronoun, we have used HE, HIS, and HIM in such expressions as "the student needs HIS pencil." When we constantly personify "the judge," "the critic," "the executive," "the author," and so forth, as male by using the pronoun HE, we are subtly conditioning ourselves against the idea of a female judge, critic, executive, or author. There are several alternative approaches for ending the exclusion of women that results from the pervasive use of masculine pronouns.

a.   Recast into the plural.

Example
Give each student his paper as soon as he is finished.

Alternative
Give students their papers as soon as they are finished.

b.   Reword to eliminate gender problems.

Example
The average student is worried about his grades.

Alternative
The average student is worried about grades.

c.   Replace the masculine pronoun with "one", "you", or (sparingly) "she or he", "her or his" as appropriate.

Example
If the student was satisfied with his performance on the pre-test, he took the post-test.

Alternative
A student, who was satisfied with his or her performance on the pre-test, took the post-test.

Indefinite Pronouns

Using the masculine pronouns to refer to an indefinite pronoun (everybody, everyone, anybody, anyone) also has the effect of excluding women. In all but strictly formal uses, plural pronouns have become acceptable substitutes for the masculine singular.

Example
Anyone who wants to go to the game should bring his money tomorrow.

Alternative
Anyone who wants to go to the game should bring their money tomorrow.