

geographysouthwest writing guidelines

Part 1. Image guidelines

Part 2. Editorial style guidelines

Part 2. General writing guidelines

Part 1. Image guidelines

You are welcome to send images to be published on this website. Please follow these guidelines

Images:

- Should be sharp, in focus and with clear colour contrast
- Landscape not portrait
- Original format - not cropped or edited in a photo-editing package
- Have a clear title and caption

Image size, and format: A JPEG file size of 1 MB is ideal for the website. 795 x 300, pixels. Some software has a “save for web” or “web-friendly” option.

Graphics: Graphics such as sketch maps or charts should be scanned or photographed and saved in an appropriate format for uploading such as jpeg, jpg or png

Image credit/attribution: please provide the photographer’s name, if they wish to be credited

Permissions:

1. Images of adults who can be clearly identified or named should be if: -
 - a. they have given their permission, e.g. in an email
 - b. the photo was taken during an activity such as a fieldwork visit, conference or meeting where it was made clear to participants that photos could be published and used on websites
2. Images showing faces of children or students under 18 years of age must not be submitted unless written permission has been obtained for the photo to be published on this website.
3. Please be aware that some business premises and landowners restrict the publication of photos taken on their premises. e.g. shopping centres, industrial premises, building sites and farms.
4. Images taken from copyright free sites such as Pexels can be submitted, providing the correct title and attribution is attached. For example, many images on such sites require a credit to the photographer to be included. Note that images should **NOT** be included from Getty, Alamy and many newspaper sites which enforce strict copyright restrictions

Copyright: Images published on the website will be copyright Geography Southwest. Please note that they can be copied from the website subject to the provisions our creative commons licence.

Part 2. Editorial style guidelines

1. **Name of website: geography southwest** It is referred to throughout in lower case
2. **Publication titles:** All publications, films, books, ships etc to be highlighted in italics where the text editor allows e.g. *Essential Mapwork Skills, The Guardian, HMS Ark Royal*

3. **Dates:** these formats: **Wednesday 29 April 2020**. 19th century; 1962–63; 1990s
4. **Name of region:** The region is referred to as South West England, or the south west.
5. **Use of lower case:** Lower case to be used for buildings, rocks types, birds, coastal features except where these are titles. e.g. carboniferous rocks, Lyme Regis, estuary, Exe Estuary, Tarka Trail, local museums. Lower case also is used for subjects unless they are part of a title – geography lessons, but Geography Consultant, Geographical Association
6. **School/ University names:** in capitals when the title, but lower case elsewhere. e.g. Exeter School, University of the West of England; in the school; university students.
7. **Job titles:** Capital letters are to be used for job titles e.g. Environmental Consultant
8. **Educational titles/abbreviation/capitals**
 - a. curriculum levels A Level (no hyphen), GCSE, KS3, NEA, KS2, KS1, 16+
 - b. Other acceptable abbreviations where well known = NEA, NQT, ITE, GA, RGS, but the following in full: Environment Agency, National Trust
9. **Educational Schools and University year groups** – use of capitals or lower case: Year 10, but otherwise lower case; students in year 10, sixth form, year 3, first year undergraduates, but Head of Sixth Form. Students not pupils for secondary and university.
10. **Names:** first name and last name without title, (not Mr or Mrs) unless Dr or Professor. Authors' names to be in bold italics where text editor allows this.
11. **Title of articles on website pages:** to be capped only at start unless proper name – e.g. Coastal studies of the Devon coast, but Dawlish Warren case study.
12. **Measurements:** Use metric where possible or converted to metric. Use standard abbreviations km, cm, etc (no stops). In text, use standard abbreviations after specific units of numbers, but words may be used in more general contexts, e.g. '23 km' but 'several kilometres'.
13. **Compass directions:** – South West on first occasion, but could be SW later in same text
14. **Numbers:** Numerals numbers above 999 without commas (1000) numbers above 9999 with space (10 000) 5 million
15. **Quotations:** If quotations are used in the text, please make the original source clear, for example: 'Adapted from data in the Financial Times 30 March 2014', or 'Company marketing manager, quoted in the Independent, 30 November 2013'.
16. **Shortened versions:**
 - Use 'Student Book' not 'Student Textbook' or 'pupil book' etc
 - Use 'Teacher Guide' or 'Teacher Handbook not 'Teacher Resource' etc
 - Use 'Kerboodle' not 'Digital Platform' etc
 - Use 'Worksheet' not 'Handout'

17. Spelling – should be British English including ise endings. Be consistent. Use ed for past participles, e.g. spelled not spelt. Learned not learnt.

18. Computer technology

Avoid	Preferred option
CD	disc / CD-ROM
programme	program
e-mail / E-mail	email

Part 3. General writing guidelines

- 1. What to include in article:** make sure you cover Who, What, Where, When, Why, How?
Imagine you are talking to the reader – what do they want to know?
- 2. Style:** Avoid being too informal or ‘chatty’ and avoid slang.
- 3. Structure.** Use the writing templates provided where possible. Within each section, break up long text with sub-headings and bullet points
- 4. Sentence length:** Aim for shorter sentences, up to 15 words, with one main idea per sentence
- 5. Jargon.** Aim to use everyday language and give simple explanations of terminology if writing for students as well as teachers. e.g. gabions, stones in a wire cage
- 6. Readability: Try to avoid complex language if simpler words will do.**
 - Participate in* – **take part**
 - Prior to* – **before**
 - Discontinue* – **stop**
 - In the event of* – **if**
 - Duration* – **time**
 - Inform* – **tell**
 - Scheduled to undergo* – **due to have**
 - Accordingly, consequently* – **so**
 - With reference to, with regard to* – **about**
 - If this is the case* – **if so**
 - For the purpose of* – **to**
- 7. Use the active voice, not passive.** For example: ‘children are able to measure....’
- 8. Be aware of sensitivities** – e.g. ‘people with a disability’ rather than ‘the disabled’. Visually impaired, not partially sighted. Low income rather than poor
- 9. Check spelling and grammar!**

(updated 30 April 2020)