

HANDBOOK OF STYLE

A guide for writers, editors and content creators
working in and with the Department of Social
Welfare and Development





Handbook of Style

Department of Social Welfare and Development

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ACKNOWLEDGEMENT

The development of the DSWD Handbook of Style is one of the milestones contributory to the setting-up of the Social Welfare and Development Learning Institute. As the Department expands its capacity in providing technical assistance to stakeholders, the development of knowledge products and other technical documents increases. The Handbook sets the standard on writing and editing technical documents and publication materials that will be implemented across the offices of the Department.

The Department would like to extend its gratitude to the following that contributed to the Development of the Handbook:

- Australian Government Department of Foreign Affairs and Trade (DFAT) for funding the development of this Handbook;
- Ms. Blanche Rivera-Fernandez for sharing her expertise as consultant in the development of the Handbook;
- Offices/Bureaus/Services at the Central Office and the Field Offices, particularly, the Knowledge Management Focal/Alternate/Secretariat for taking time to review and provide comments to the Handbook; and
- Social Marketing Service for taking part in the technical working group that contributed to the development of the Handbook.

Your valuable contribution facilitated the development of the Department's Handbook of Style.



ASEC. NOEL M. MACALALAD
Standards and Capacity Building Group
and Concurrent Head, SWIDB

FOREWORD

The DSWD Handbook of Style was developed for use of DSWD staff and consultants who write, edit and serve as content creators of different technical documents and knowledge products of the Department.

The DSWD Handbook of Style, or simply Handbook, is meant to make the preparation of written material simpler for DSWD staff and its consultant. This will significantly improve the quality and consistency of the Department's documents and publications across offices, within the Central Office, and the Field Offices.

The Handbook follows the international standards for the development of written materials and was contextualized to the needs of the Department. The topics are arranged in alphabetical order for easy searching of needed technical writing guidance. It also includes English Grammar Refresher and tips for writing as additional features of the handbook suited for the frequent writing problems of the Department.


USEC. CAMILO GUDMALIN
Standards and Capacity Building Group

MESSAGE

Effective communication is important in the journey of the DSWD towards the achievement of its vision to free all Filipinos from hunger and poverty, have equal access to opportunities, enabled by a just, fair and peaceful society.


It is, therefore, imperative that DSWD executives, managers, and staff must be able to practice the different approaches of effective communication to ensure that all stakeholders are able to understand and appreciate the role of the department in helping shape the nation.

The crafting of the DSWD Handbook of Style is one step towards this goal of creating a unified manner of communicating clearly and effectively to both the internal and external publics.

This outlines the different writing styles, techniques, and principles in order to come up with comprehensive and powerful reports and documents that can vividly bring our messages across to various audiences.

I commend the Social Welfare Institutional Development Bureau (SWIDB), under the able leadership of Assistant Secretary Noel Macalalad, for taking the lead to produce this helpful reference.

I urge you, my colleagues, in Central Office and in the Field Offices to use this valuable guide in the daily performance of your tasks. This Handbook of Style demonstrates our common objective to create a unique brand for DSWD that is synonymous to excellence.



ROLANDO JOSELITO D. BAUTISTA
Secretary, DSWD

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PURPOSE AND OBJECTIVES

To come up with effective communication materials, the Department of Social Welfare and Development (DSWD) developed a Handbook of Style that will guide the production of documents and publications by and within the department. This handbook will set the standards for writing and editing that will be implemented across all offices of the DSWD.

The Handbook of Style aims to:

- improve the quality and ensure the consistency of internal and external documents of the DSWD;
- simplify the preparation of written materials for DSWD staff, partners and stakeholders;
- address the common grammatical issues identified by DSWD personnel who prepare communication materials; and
- do away with arbitrary rules and styles emanating from different offices of the department.

Intended Audience

The Handbook of Style is meant for the use of DSWD personnel who prepare written materials such as memos, reports, press releases, briefs, executive summaries, training manuals and technical publications. It is also intended to guide external consultants and editors who will produce, edit or update DSWD publications.

Sources of the DSWD Handbook of Style

As American English is predominantly used in the Philippines, the Handbook of Style follows the rules on grammar and usage of American English. The **Merriam-Webster Dictionary** (<https://www.merriam-webster.com/>) is the authority on spelling and definition of words. For words with various spellings, the first entry in the Merriam-Webster Dictionary should be used.

The **Associated Press Stylebook** (<https://www.apstylebook.com/>) is the leading resource for US journalists and editors. This handbook uses the AP Stylebook as a guide for succinct writing.

Other sources that guided the development of this handbook are the style books of the **American Psychological Association** (seventh ed.), **Asian Development Bank** (2017 ed.), **Food and Agriculture Organization of the United Nations** (2017 ed.), and **Presidential Communications Development and Strategic Planning Office Malacañang** (2016 ed.).

GUIDING PRINCIPLES

Conciseness

Do not use unnecessary words; longer prose is not better. Be brief without losing the meaning.

If you can't explain it simply, you don't understand it well enough.

Albert Einstein

Consistency and Accuracy

There should be no conflicting or incorrect information, standards, decisions or statements in publications.

Do not write so that you can be understood; write so that you can't be misunderstood.

William Howard Taft

Clarity

Written materials must leave no room for misinterpretation. All contents must be clear, correct, precise and understandable the general public.

In the age of digital communications and freedom of information, producing reports that are laden with development jargon and technical language is the equivalent of writing in a secret code that can only be read by the wealthy, powerful and educated. In short, using jargon discriminates against the poor.

Floyd Whaley, ADB

ABBREVIATIONS

Abbreviations are the shortened forms of words, and they often require a period at the end, such as **Prof.** (professor), **Lt. Gen.** (Lieutenant General) **adj.** (adjective), **etc.** (etcetera). Abbreviations for units of measurements, however, do not need a period, such as **ha** (hectare), **kg** (kilogram), **m** (meter) or **l** (liter).

Acronyms and initialisms are abbreviations that are formed by combining the initial letters of words or names.

Acronyms are read as words, such as **ASEAN** (Association of Southeast Asian Nations) and **PAGASA** (Philippine Atmospheric Geophysical and Astronomical Services Administration) while initialisms are read as individual letters, such as **GDP** (Gross Domestic Product) and **WHO** (World Health Organization). Acronyms and initialisms do not require a period.

Use abbreviations to create shorter paragraphs and improve readability, but do not litter sentences with abbreviations. Few things turn off readers more than paragraphs with strings of letters whose meanings they have to decipher.

Abbreviate terms and names composed of at least three words—excluding conjunctions—and which are mentioned at least twice in a section or publication. Terms such as **technical assistance**, **monitoring and evaluation**, and **operation and maintenance**, should not be abbreviated. However, specific DSWD terms such as Social Protection may be abbreviated.

To abbreviate, spell out the full name or term at the first mention, followed by its abbreviation in parentheses. If a word is plural, pluralize its abbreviation by adding an “s” to its shortened form:

- local government units (LGUs)
- non-government organizations (NGOs)
- local social welfare and development offices (LSWDOs)
- Persons with Disability (PWDs)
- Social Protection (SP)

- Pantawid Pamilyang Pilipino Program (4Ps)
- Kapit-Bisig Laban sa Kahirapan-Comprehensive and Integrated Delivery of Social Services (Kalahi-CIDSS)

For publications with at least three chapters or sections, spell out terms and abbreviations in each chapter or section. Readers cannot be expected to remember all abbreviations used throughout a publication.

The Executive Summary, Acknowledgments and Appendixes/Annexes are treated as separate sections; hence, abbreviations used in these parts must be spelled out again at the first mention in other parts of the publication. The same is true for boxes, lists and tables.

Do not start sentences with abbreviations. Acronyms of government agencies, programs and projects should always be preceded by an article (the, a, an).

Officials of the DSWD attended the turnover ceremony.

The institutionalization of the Pantawid Pamilyang Pilipino Program (4Ps) as the national poverty reduction strategy is underway.

A DSWD report showed 3.15 million elderly Filipinos received pension under the Social Pension for Indigent Senior Citizens.

An LGU devastated by Super Typhoon Haiyan requested special assistance.

Commonly known abbreviations need not be defined or spelled out at the first mention because they are more familiar to readers than their spelled-out meaning, and using their definition could cause more confusion.

Some common examples are **ATM, HIV, AIDS, CPR, DNA, HTML, IQ, PDF, HSBC, WWF, UNICEF, PAGASA, no., para., etc., radar, scuba.**

APPENDIXES AND ANNEXES

Appendixes are supplementary materials that explain, elaborate or amplify the information in the main text. They are non-essential but helpful parts of a document or publication.

Like the Acknowledgments and Executive Summary, the Appendixes section is treated as separate from the main document; hence, all abbreviations in the main text should be spelled out again at the first mention in every appendix.

All figures and tables in appendixes should be mentioned in the appendix text. Figures and tables should be numbered and given appropriate titles, as in the figures and tables in the main document text.

To distinguish them as figures and tables appearing in appendixes, label them this way:

Figure A1.1 (for Figure 1 in Appendix 1)
Figure A1.2 (for Figure 2 in Appendix 1)
Table A.1 (for Table 1 in the only appendix)
Table A2.3 (for Table 3 in Appendix 2)

Annexes are standalone documents or attachments at the end of a publication that adds information to the main text. Often, these annexes are authored by external parties and not by the creator of the document to which they are attached. As external documents, annexes cannot be edited or modified by the author; they also do not have to follow the DSWD's Handbook of Style.

Annexes must be listed on the Contents page. Each annex should be numbered and given an appropriate title. "Annex" should be capitalized when accompanied by a number.

The National Climate Change Adaptation Program is annexed here. *(if there is only one annex in the document)*

Annex A presents the criteria used in the Screening and Evaluation Tool.

A new Social Protection Operations Framework is up for approval (Annex B).

ARTICLES

An article modifies a noun by defining whether the noun is general or specific.

A child is capable of more love than you can imagine. (Any child)	The child loves her aunt like her own mother. (A specific child.)
--	--

"A" and "an" are indefinite articles, while "the" is a definite article. The indefinite articles "a" and "an" are used with singular count nouns.

The definite article “the” can be used with singular, plural or uncountable nouns.

a book an article	the article the books the peace
----------------------	---------------------------------------

Use an indefinite article to refer to a noun at first instance. Use the definite article at second instance onward.

A proposal was drafted during the convention. **The** proposal was immediately ratified.

A DSWD official presented data on child pornography and prostitution online.

The official sought the help of law enforcers specializing in cybercrimes.

Use the definite article in the cases below:

with names of rivers, seas, oceans, mountain ranges, group of islands, and plural names of countries (the second common noun may be omitted)	the Chico River the Sulu Sea the Pacific Ocean the Sierra Madre mountains the Visayas the Philippines the United States
with titles (the proper noun must be omitted)	the Queen (but: Queen Elizabeth) the Crown Prince the President the Ombudsman
with names of government buildings and institutions	the White House the Palacio del Gobernador the Malacañan Palace the Research Institute for Tropical Medicine
with names of newspapers, magazines, museums, hotels, theaters, cinemas, and ships	the Philippine Daily Inquirer the New Yorker (but: Time, Esquire) the National Museum the Manila Hotel the Metropolitan Theater the UP Film Center the BRP Tagbanua
with prominent landmarks	the Eiffel Tower the Taj Mahal the Post Office Building
with names of landmarks in an “of” phrase	the Statue of Liberty the Tower of London
with decades or periods	the 1970s the Pleistocene the Stone Age the Renaissance
with musical instruments	the piano the guitar the flute the <i>kulintang</i>

Do not use articles in the cases below:

with uncountable nouns	drink water make coffee plant rice
with plural countable nouns used in a general sense	Cows are herbivores. Corals are dying
with abstract nouns in a general sense	There is hope. Honesty is admirable. Peace has been elusive.
with forms of travel and transportation	by car by plane on land by sea by air
with names of cities, singular names of countries, islands, and mountains.	in Manila in Japan Jeju island Mt. Makiling
with seasons	in winter in summer in spring in fall (but: the rainy season)

BOXES, FIGURES, TABLES

Boxes are generally used for text that is treated as a sidebar. This could be a related story or study, interesting facts that add color to the main text, or lengthy definitions or descriptions of terms and concepts mentioned in the body. They amplify the message of the main text, but their omission does not subtract from the meaning and objectives of the story.

Boxes should be used sparingly and only to ensure that additional information does not obstruct from the flow of the main text.

Boxes, figures and tables should be treated as separate from the main text. Hence, abbreviations already used in the main text but mentioned for the first time in boxes, figures and tables, must be spelled out again.

In figures and tables where four or more abbreviations are used, place the abbreviations in alphabetical order with their definitions after the contents of the tables and figures, instead of spelling them out in the tables.

Figures and tables should always have a source. The source should be placed at the bottom, indented left, outside the table or figure. The word “source” should be capitalized, italicized and followed by a colon. The source itself is simply italicized.

See example below:

Table 3: Economic Profitability of Restricting the Use of Diesel Vehicles, 2018–2030

Parameter	Cumulative Benefit or Cost (USD million)
PM, NO ₂ , and SO ₂ reduction	8.3
GHG reduction	6.5
Additional cost of vehicles (investment and operations)	(9.0)
Balance	5.9

GHG = greenhouse gas, NO₂ = nitrogen dioxide, PM = particulate matter, SO₂ = sulfur dioxide

Source: Asian Development Bank

If the author developed the contents used in the tables and figures, there is no need to cite a source, but credit must be given to the author or the commissioning entity in the main text or in the Acknowledgments.

Avoid footnotes in boxes, figures and tables. Where reference is necessary in boxed contents, use in-text citations. If footnotes cannot be avoided in figures and tables, place them at the bottom, indented left inside the frame.

Boxes, figures and tables must be numbered separately and always given descriptive titles.

Figure 3: Population of Out-of-School Youth, 2016–2019
 Table 1: First-Quarter Enrollment in Public Daycare Centers
 Box 1: What is the Listahanan?

Capitalize all proper nouns in the title, and place the title at the center, above the frame, in bold face. Keep the title short, and do not repeat column heads as titles of figures and tables.

Text inside boxes, figures and tables are justified except for column heads, which are centered.

Names of persons	DSWD Sec. Rolando Bautista Mr. Angel Solis Atty. Rivera Datu Uto of Buayan
Names of places	Greater Manila Area Rizal province SM Megamall Philippines Palma Hall
Names of brands and commercial products	San Miguel Brewery, Inc. Coke Nike Jollibee iPhone Netflix

Names of academic and medical institutions	University of the Philippines Ramon Magsaysay High School Asian Hospital and Medical Center
Names of government offices/agencies, international organizations and civic associations	Department of Health Office of the President House of Representatives Armed Forces of the Philippines United Nations Pag-asa Youth Association of the Philippines
Names of projects, systems and programs	Pantawid Pamilyang Pilipino Program National Household Targeting System for Poverty Reduction Sustaining Intervention on Poverty Alleviation and Governance (SIPAG) Operation Smile
Religious deities, groups, works and celebrations	Jesus, Christ God, Allah Holy Spirit Christmas, Ramadhan, Eidul Fitr Holy Mass Bible, Quran Catholic Church Every Nation Church Christians, Mormons
Nationalities and regional identifications	Filipino Mindanaoans Cebuanos
Titles of historical documents, acts and laws	Republic Act 8552, R.A. 8552 Domestic Adoption Act of 1998 Constitution of the Philippines Administrative Order No. 16 Senate Bill 1 Proclamation No. 475

All tables and figures must be mentioned in the main text. References to tables and figures should be made within the paragraph or immediately after the sentence in which they are first mentioned, before the period. Keep figures and tables and their text mentions on the same page or on facing pages.

For 2018, relief goods for disaster response were prepositioned in 337 local government units (Table 69).

Table 61 shows the administrative costs of the DSWD's unconditional cash transfer program.

Boxes, figures and tables should not exceed one page. If a table cannot fit in one page, it must be placed on facing pages to show continuity.

The font used in boxes, figures and tables should be at least one point smaller than the font of the main text, but the typeface should be the same.

For example, if the font used in the body text is Arial 12pt., the font in boxes, figures and tables should be Arial 11pt. or Arial 10 pt. However, no text in any part of the document should be smaller than 8pt.

CAPITALIZATION

Capitalize all proper nouns. Capitalize all abbreviations except units of measurements. Capitalize all acronyms and initialisms unless the organization or word uses lowercase in its abbreviation.

FAO (Food and Agriculture Organization of the United Nations)
DA (Department of Agriculture)
ISWSFN (International Social Welfare Services for Filipino Nationals)
Danida (Danish International Development Agency)
LGBT (lesbian, gay, bisexual, transgender)
ha (hectare)
sq km (square kilometer)
CoP (Communities of Practice)

Capitalize titles of publications (books, magazines, newspapers, manuals), publication sections/chapters, tables and figures, films, TV shows, musicals, poems, songs, parts of activities. Except for those of tables, figures and sections, italicize all titles in the text.

Annual Technical Report 2018
Ang Probinsiyano
Phantom of the Opera
A Song of Ice and Fire
Chapter 1: Bottom-up Process in Planning and Budgeting
Figure 2: Poverty Incidence in the Philippines, 2018
Session 3: Presentation of Municipal Development Plan

Capitalize military, religious, civic and noble titles.

Prof. Carolina Malay
Brig. Gen. Benjamin Magalong
Cardinal Luis Antonio Tagle
Fr. Robert Reyes
Sr. Mary Mananzan
Pastor Rick Warren
Rev. Timothy Keller
Katherine, Duchess of Cambridge

Capitalize titles of boxes, tables, figures and appendixes/annexes, except articles and conjunctions.

Table 5: Distressed or Undocumented Filipinos Served as of December 2018
 Box 1: Impacts of the Social Pension for Indigent Senior Citizens Program
 Figure 2: Population of Out-of-School Youth, 2011-2019
 Annex A: Social Protection Framework

Follow the rules on capitalization below:

CAPITALIZE	DO NOT CAPITALIZE
Names of streets, villages, barangays cities, boulevards, avenues, countries: Roxas Boulevard Katarungan Village Muntinlupa City United Kingdom	The words “street,” “village,” “barangay,” “city,” “boulevard,” “avenue,” unless accompanied by proper nouns: empty streets strong republic exclusive village
State, Republic, Government, Region when used as such: Government of the Philippines State of Hawaii People’s Republic of China Bangsamoro Autonomous Region	But use thus: Philippine government state executions strong republic provincial government of Aklan northern region
Weather occurrences with specific names Super Typhoon Mangkut El Niño-Southern Oscillation La Niña phenomenon	General weather occurrences/disturbances super typhoon packing 300 kph winds. drought global warming
Professional, religious, civil or noble titles that appear before a person’s name: Muntinlupa Rep. Ruffy Biazon Sen. Joel Villanueva Assistant Secretary Noel Macalalad	Titles that are unaccompanied by names or that refer to an office, not a person The undersecretary must approve the report. She was appointed as social welfare attache. The president ordered the dismissal.
Days, months Friday December 24	Seasons and seasonal activities: autumn, summer harvest month planting season
Historical monuments and buildings Malacañan Palace / Malacañang Rizal Park Liwasang Bonifacio National Treasury	Generic structures palace DSWD main building barangay hall

COPYRIGHT

The DSWD must never plagiarize or use plagiarized contents in any of its publications or communication materials. To check a document's contents against plagiarism, use duplicate text checkers such as <https://www.urkund.com/> and <http://www.plagium.com/>.

Copyright shall be governed by Republic Act 8293, or the Intellectual Property Code of the Philippines. Sec. 176.1 of the Law on Copyright states:

Sec. 176.1 Works of Government. No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties. No prior approval or conditions shall be required for the use for any purpose of statues, rules and regulations, and speeches, lectures, sermons, addresses, and dissertations, pronounced, read or rendered in courts of justice, before administrative agencies, in deliberative assemblies and in meetings of public character. (Sec. 9, first paragraph, P.D. No. 49)

The use of images and other visual elements that do not originate from the DSWD must be with the permission of the copyright owner, except where these are allowed by specific licenses under [Creative Commons](https://creativecommons.org/licenses/) (<https://creativecommons.org/licenses/>) or are set in the public domain.

In cases where the DSWD commissions photography and other creative contents, the terms and conditions of use must be clearly laid out in a legally binding contract, approved and signed by all concerned parties.

Photos sourced with permission from other government agencies or offices, non-government organizations, private partners and other contributors are deemed to have met the requirements of the Intellectual Property Code of the Philippines.

All press releases, online contents, training manuals and other communication materials published by the DSWD are the sole property of the agency unless done in partnership with another agency or organization, in which case the DSWD and its partner/s will have equal credit.

For externally sourced or commissioned reports, studies and publications, credit shall be given to the author/s in the Acknowledgments section. However, on the front matter and title page, only the DSWD shall be credited.

DATES

Write dates in this format: day-month-year. Do not use a comma to set off the year. Do not place a zero (0) in single-digit dates.

Historical dates or celebrations are capitalized and spelled out. Use the preposition “on” with complete dates, and with days. Use “in” for month and/or year only.

The national budget was finally approved on 27 November 2019.

Construction of the farm-to-market road in Tinglayan began on Monday, 4 January.

The International Social Welfare Services for Filipino Nationals (ISWSFN) was launched in February 2002 to serve distressed Filipinos abroad.

The Fourth of July is a big holiday for US citizens.

Months and days must always be spelled out. They may take their shortened forms, without periods, in tables and figures. Sunday, not Monday, is the beginning of the week.

Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sept, Oct, Nov, Dec
Sun, Mon, Tues, Wed, Thurs, Fri, Sat

Centuries always use ordinal numbers, without superscript. Decades always use numerals, without apostrophes. Avoid abbreviating years.

technological breakthroughs in the 21st century
revolutions of the 20th century
children of the 1980s
1960s music

Use an en dash (–), not a hyphen, to show a range of dates but use a slash (/) to indicate fiscal, school or crop years. It is also acceptable to use “from” and “to” for range

There will be no more government aid for indigent students in SY 2020/2021.

She was a CHED scholar from 2015 to 2019.

Did the Pantawid Pamilyang Pilipino Program (4Ps) benefit more families in 2014–2017?

Budget for child welfare services was biggest in FY 2011/2012.

If a quarter is mentioned more than twice in a section or document, use Q1, Q2, Q3 or Q4 instead of spelling it out.

Household savings were low in the first quarter (Q1) but the Q2 survey showed significant improvement.

Poverty incidence in Q2 2019 and Q3 2019 hardly changed.

Foreign direct investments in the Philippines showed a steady rise from Q1 to Q4 2018.

Do not begin a sentence with a year or date. Restructure sentences so that dates or years do not come first. Do not refer to time vaguely; always place the exact year or date.

AVOID	USE
Since the program was implemented last year, 10 million beneficiaries have received an unconditional cash grant of PHP 200/month.	Since the program was implemented in 2018, 10 million beneficiaries have received an unconditional cash grant of PHP 200.00/month.
The President will deliver his State of the Nation Address tomorrow.	The President will deliver his State of the Nation Address on Monday, 16 July.

EXECUTIVE SUMMARIES

An executive summary is a short document that summarizes a longer report, such as concept papers, studies, proceedings of trainings or business proposals.

As a rule, an executive summary is about 10% of the original document, and may be anywhere from 1 to 10 pages long. It must be written in indented paragraphs and must follow the order of the original report or proposal, including its main headings.

Use the third person point of view and observe business writing conventions when writing an executive summary.

Below is an example of how an executive summary should flow:

Section/Requirements	Sample Executive Summary ¹
Opening statement and brief background information	Nearly every major challenge the United States faces—from alleviating unemployment to protecting itself from terrorism—requires understanding the causes and consequences of people’s behavior. Even societal challenges that at first glance appear to be issues only of medicine or engineering or computer science have social and behavioral components.
Purpose of research study, and data gathering and analysis methods	The National Academies of Sciences, Engineering, and Medicine appointed an expert committee to determine whether the federal government should fund SBE research... at the National Science Foundation (NSF)...
Overview of findings	The committee drew three conclusions based on a review of previous National Academies reports and other research and information from NSF regarding the agency’s process for establishing priorities. (CONCLUSION 1) Overall, the social, behavioral, and economic sciences produce a better understanding of the human aspects of the natural world...
Summary of Recommendations	The committee offers four recommendations to better enable SBE research to meet the nation’s priorities and challenges. (RECOMMENDATION 1) The National Science Foundation (NSF) should undertake a systematic and

¹ National Academies of Sciences, Engineering, and Medicine (2019). Executive Summary [Excerpt]. In *The Value of Social, Behavioral, and Economic Sciences to National Priorities: A Report for the National Science Foundation*. (pp. 1-2). Retrieved from <https://doi.org/10.17226/24790>.

	fully transparent strategic planning process to provide a clear articulation of the most important scientific questions in the social, behavioral, and economic (SBE) sciences that is consistent with NSF’s mission. In addition...
--	---

FOOTNOTES

A footnote is a less obstructive way to provide attribution for quoted material in a text. Aside from attribution, footnotes are used to provide additional information outside of the text.

Follow the APA style when formatting footnotes. Footnotes use the same typeface as the main text, although in a smaller type size. It is automatically formatted by MS Word.

Footnoted sentence	The DSWD has developed a referral network for child abuse cases through several mandates. ¹
Content footnote	¹ The DSWD child abuse case referral network is mandated by Presidential Decree 603, or the Child and Youth Welfare Code; Executive Order Number 56, or the Family Code; and Republic Act 7610, or the Special Protection of Children against Abuse, Exploitation and Discrimination Act

GLOSSARY

For publications that contain 10 or more abbreviations, technical terms and non-English words, include a glossary of terms at the beginning of the document, immediately after the “Contents” and “Boxes, Figures and Tables” (if there is any). This should be titled simply, “Abbreviations.”

If there are fewer than 10 abbreviations, technical terms or non-English words in the document, just provide their concise definitions in the main text or in footnotes.

Refer to the *DSWD Glossary of Social Welfare and Development Terms (February 2019)* for the definition of terms related to the DSWD’s functions.

Refer to <http://www.fao.org/countryprofiles/iso3list/en> for the correct names of countries. Use the short names, not the official names. For example, use “Afghanistan” instead of “the Islamic Republic of Afghanistan,” or Jordan instead of “the Hashemite Kingdom of Jordan.” However, at first mention, always use “the United Kingdom of Great Britain and Northern Ireland” and its abbreviation, “the UK, in subsequent mentions.

For currencies, use the ISO currency code here: <https://www.iban.com/currency-codes>. Some examples are PHP (Philippine Peso), USD (US Dollar), AUD (Australian Dollar), KRW (Won), GBP (Pound Sterling) and EUR (euro).

HEADINGS

Capitalize all words in headings except conjunctions, prepositions and articles, unless they appear at the start of the headings.

Except for “DSWD,” abbreviations that are not generally recognized should not be used in headings. Spell out names of organizations, agencies or programs even if they have been mentioned in the body. If the names are too long (more than four words), consider changing the heading so it would not include lengthy words and names. Ideally, headings should not be more than 10 words.

Non-English words, which are italicized in the body text, should be set in regular typeface when used in headings.

Never put a superscript to a footnote in headings/titles. On the front matter and title page, the titles of publications or documents should be set at the center; however, the headings of sections and chapters should be indented left.

In boxes, figures and tables, the heading or title should be capitalized, centered, set in boldface and placed above the frame. Column heads and units of measurement should be centered below the title, using the same font in regular typeface. The unit of measurement should be enclosed in parentheses; it does not need to be accompanied by “in.”

See example below:

Table 98: DSWD Total Allotment and Utilization as of December 2018

Appropriations	Allotment (PHP)	Utilization (PHP)
Regular Allotment	139,634,094,566.00	136,617,179,744.74
Automatic Appropriations	312,983,866.00	166,342,555.92
Special Purpose Funds	4,314,978,817.00	2,493,921,349.95

Source: CY 2018 DSWD Annual Technical Report

LISTS

Lists should promote clarity in a body of text. The use of consistent grammatical structure and correct punctuations is crucial to this. Do not hesitate to use vertical lists if doing so will make it easier for the readers to identify important points in a series.

Use bullets to enumerate four or more items that do not need to appear in a specific order. Always use the same type of bullet points in a document. Do not mix bullets and numbers in one list:

What should the crisis team do?

- Never over-reassure.
- Accept and admit uncertainty.
- Emphasize that there is a system in place to learn more.
- Be consistent with its messages.

Use numbered lists for processes and sequences.

Here's how you can avail of the free PHP 100 load:

1. Download the GCash app on your mobile.
2. Register an account.
3. Cash in via online banking or through convenience stores.
4. Send money from your GCash account to any bank account.

List the names of organizations, government agencies, countries, currencies, cities and provinces in alphabetical order unless they must follow a chronological sequence or ranking.

The Sub-Committee on Social Protection is composed of the Department of Agrarian Reform, Department of Agriculture, Department of Education, Department of Health, and Department of Social Welfare and Development, among others.

China, Indonesia, the Philippines and Vietnam are defending their claims to the South China Sea.

The town of Lanuza in Surigao del Sur was the first recipient of the People's Survival Fund, followed by Del Carmen in Surigao del Norte, San Francisco in Cebu, and Gerona in Tarlac.

The first day of the Winter Olympics ended with the United States bagging 5 gold medals; Russia, 3; Canada, 2; and South Korea, 1.

Use a semicolon to separate items in a complex series that forms a sentence, and place a period after the last item. Use lowercase letters at the beginning of each item in the list. There is no need to punctuate lists with short entries.

To qualify for the Social Pension Program for Indigent Senior Citizens, elders must be 60 years old and above; are frail, sickly or with disability; are not receiving pension from SSS or GSIS; and are not getting any support from relatives for their basic needs.

For next year, the DSWD will focus on having an excellent workforce, which will entail the enhancement of our human resource standards and the performance governance system proficiency stage; quality service delivery, which will require innovations in existing processes; and the fulfillment of presidential directives which are tasked to the department.

Use a colon for lists where the lead-in element could stand alone as a sentence.

The rules were clear to tenants: no smoking, no loud parties and no visitors past 10 p.m.

Community partners can use social media to perform crucial tasks during a crisis:

- provide on-the-ground information that is critical for situational awareness and response;
- disseminate information;
- create content and visuals; and
- assist in connecting people, responders and information sources.

MEMOS

A memo, short for memorandum, is a brief document used for daily routine communication within an organization. The first person point of view may be used to write a memo.

A memo follows the general guidelines of business writing. It must be no more than two pages long, single-spaced and justified.

Do not indent sentences in a memo. Instead, skip a line between sentences to show new paragraphs. Keep this block style until the end of the memo.

Keep a memo concise by using headings and lists.

Avoid ending memos with obvious intentions such as “For your compliance,” “For your consideration” or “For your guidance.” The intent and objective of your memo must be clear in the main text.

Avoid having a second page that includes only the signature of the sender.

Below are the main sections of a memo and their sample contents.

Section	Guidelines	Example
Heading	<p>Use “TO” if the memo is addressed to someone of equal or lower rank in the department. Use “FOR” if the memo is addressed to a higher official.</p> <p>An abbreviated military or professional title, e.g. Atty., Dr., Lt. Gen., etc. may be used before the name of the recipient. Do not use courtesy titles like Mr. or Mrs.</p> <p>As in an email, “CC” or “carbon copy,” (which also means “copy furnish”) may be added for secondary recipients of the memo. Do not use CF for “copy furnish.” In writing, CF or Cf. means to compare a topic being discussed with a contrary view.</p> <p>Make the subject clear and concise so the recipient knows exactly what the memo is about before even reading it.</p> <p>Use uppercase for the words “to/for,” “from,” “date,” and “subject.”</p> <p>Use a colon to punctuate each word.</p> <p>Use uppercase for the names of the recipient and sender, and their professional titles, if any.</p> <p>Use title case to write the position, office, date and subject words.</p>	<p>FOR: NOEL MACALALAD Assistant Secretary, Standards and Capacity Building</p> <p>FROM: THE REGIONAL DIRECTOR DSWD Field Office V</p> <p>SUBJECT: K-12 New Curriculum Announcement</p> <p>DATE: 13 November 2019</p> <p>THRU: Place this only if the memo needs to be signed and approved by a different office before being forwarded to the recipient.</p>

	Use commas to separate names from position or department. Do not use a slash in place of a comma.	
Opening	<p>The opening includes the context or background of the memo, its purpose, and the specific task or action to be done.</p> <p>At most, devote only two paragraphs for the opening segment.</p> <p>If a memo is a reply to another memo, use “This refers to” or “This is in response to” immediately in the first paragraph.</p>	<p>The systemwide revision of all undergraduate curricula to align with the revised General Education Curriculum (GEC) and the newly implemented K–12 Basic Education Program has resulted in... Since incoming freshmen will be using these new curricula in the first semester, they must be posted before the first day of registration... In view of this urgent situation, I am authorizing...</p>
Summary and Discussions	<p>A summary is an optional component of this section and is usually recommended for a memo that is longer than a page. One may use bullet points for the summary.</p> <p>The discussion is the longest and most important part of the memo and should include supporting ideas, facts, and research to strengthen the arguments in the memo.</p> <p>Discuss from the most important to the least important points.</p>	<p>Making adjustments as soon as possible achieves more than one meaningful result for the university system. For instance...</p>
Closing and Attachments	<p>This part should be brief and direct.</p> <p>This serves both as a courteous ending and an encouragement for the recipient/s to ask for clarifications regarding the memo if any.</p> <p>For memos with attachment, put “Enclosed: A/S” and refer the recipient/s to attachments (for example, lists, graphs, and research studies) if available.</p>	<p>By refocusing our efforts... Should you have any questions...</p> <p>ATTACHMENTS: Concise title of relevant attachments</p>

NONDISCRIMINATORY LANGUAGE

The DSWD does not condone discrimination in language. It promotes sensitivity and decency in writing, guided by national laws and international commitments that ensure the protection of all people’s rights, especially of children’s.

Do not publish the names of minors, victims of abuse and parties to ongoing legal cases unless in a confidential or internal report that requires such information.

Avoid identifying people by their race, ethnicity, religion, gender, socioeconomic status, disability or political ideology unless it is essential to a story or case.

Use gender-neutral and people-first language. If necessary, reword awkward sentences or use the plural form of nouns.

AVOID	USE
a five-man team	a five-person team, a five-member team
alcoholic	someone with an alcohol problem
alien	foreigner, immigrant, non-citizen
bipolar	person living with bipolar disorder
businessman	entrepreneur, businessperson
chairman	chair
disabled	person/s with disability
drug addict	someone who harmfully uses drugs
First World countries	developed countries
fishermen	fishers, fisherfolk
lady driver	driver
mankind	people, humanity, humankind
manpower	staff, human resources, workforce
middleman	broker, intermediary, go-between
retarded	person with intellectual/mental disabilities
sister city	partner city

A useful reference for nondiscriminatory terms related to age, geography, ethnicity, religion, gender, disability, immigration, and drug and alcohol use is found here: <https://www.diversitystyleguide.com/>. Browse its topic glossaries for guidance on terms that should and should not be used to ensure nondiscrimination in writing.

NON-ENGLISH TERMS

Refrain from using non-English terms whenever possible. Do not italicize non-English terms and abbreviations that are common in English.

Below are examples of non-English terms and abbreviations that do not need to be italicized.

A.D.	bloc	en route	per diem
e.g.	bona fide	en masse	per se
etc.	bourgeois	habeas corpus	prima facie
et al.	cliché	laissez faire	pro bono
i.e.	coup d'état	modus operandi	pro rata
vs.	cum laude	naive	postpartum
addendum	de facto	per annum	versus
ad hoc	en banc	per capita	visa

Note that the word “sic” (literally, “thus”) is italicized within square brackets to indicate an error in fact, spelling, or usage in a quoted material.

“DSWD is apparently [*sic*] committed to uphold children’s rights.”

Almost PHP 1.5 billions [*sic*] has been used for disaster response and rehabilitation.

Use italics for non-English terms and abbreviations that are not common in English. If a translation is provided, it must follow the term in square brackets.

The president occasionally consulted his legal team *sotto voce*.

The Muslim call to *salah* [prayer] is sounded five times a day.

Pope Francis has issued several important decrees *motu proprio*.

For abbreviated non-English terms in a text, spell out the English translation first followed by the non-English abbreviation in parentheses. Do not italicize non-English proper names of institutions, agencies or organizations.

Medecins Sans Frontieres (MSF)
 Agence France-Presse (AFP)
 Instituto Cervantes de Manila

NUMBERS AND NUMERALS

Use words for numbers from one to nine. Use numerals for numbers 10 and above.

Also, spell out the numbers for the cases below.

A number that begins a sentence, a title or a heading	Twenty-seven out of 1,000 Filipino children do not live past 5 years old.
Simple fractions or those in which both parts are whole numbers	half of the participants one-third of Filipino children
Universally accepted proper nouns	Five Pillars of Islam Fourth of July

Use numerals for the cases below. Do not round off amounts, especially in budget reports, case documentations and press releases. However, when the last six digits of an amount are all zeroes, spell out the unit in words.

date and time	20 November 2019 7 a.m. noon midnight
age and grade level	3-month-old infant 7 years old Grade 1
money	PHP 7 million USD 51.90 GBP 330,846.99
any number followed by a unit of measure	1 g 1 kg 10 m

	10 km 26.6 °C
numerals, scores, and points on a scale	1, 2, 3... 89-87 (use hyphen for scores) health rating from 1 (poor) to 5 (good)
specific points in a numbered series	Chapter 1 Study 1
each number in a list of four or more numbers	aged 3, 5, 7, and 12
expressions of statistical or mathematical functions	divided by 4 5 times as likely
decimals, fractions, ratios, and proportions	0.02 1 1:5 1 in 5 Filipinos
percentages and percentiles	99th percentile 21.6%

Numerals are also used in figures and tables, as well as in abstracts of papers.

Spell out a number when it begins a sentence. Otherwise, reword the sentence so that the number does not begin the sentence.

Twenty-seven out of 1,000 Filipino children do not live past their fifth birthday. (This is correct.)	Out of 1,000 Filipino children, 27 do not live past their fifth birthday. (This is preferable.)
--	--

If a number must modify another number that functions as a noun, avoid confusion by mixing number words with numerals.

AVOID	USE
10 12-year-olds	ten 12-year-olds
5 10-dollar bills	five 10-dollar bills
3 3-piece suits	3 three-piece suits

To refer to a grade level, capitalize the word “grade” and follow it with a numeral for the level, e.g. **Grade 1, pre-K, K–12**. Do not use a hyphen between “Grade” and the numeral. Note that the uppercase letter K is used to refer to “kindergarten” in “K–□12” and “pre-K.”

Use lowercase words to refer to grades or group of grades. Note that compound words with the word “school” do not need a hyphen.

kindergarten	preschool	elementary
elementary school	junior high school	senior high school
high school	college	university
elementary schoolers	high schoolers	university students
undergraduates	graduates	doctoral fellows

To refer to a grade level in its ordinal form, use words for Grades 1-9 and numerals for Grades 10, 11 and 12. Note that a hyphen is used between the ordinal and the word “grade” when the ordinal grade modifies a noun.

first graders	10th graders
sixth graders	11th graders
ninth-grade students	12th-grade assessments

If the ordinal form begins a sentence, use words.

AVOID	USE
11th and 12th graders complete one of the four tracks of senior high school under the K–12 program.	Eleventh and twelfth graders complete one of the four tracks of senior high school under the K–12 program.
Eleventh and 12th graders complete one of the four tracks of Senior High School under the K–12 Program.	The K–12 program requires 11th and 12th graders to complete one of the four tracks of senior high school.

In legal documents and contracts, spell out the amount and currency before the numerals in parentheses, e.g. **Five Hundred Thousand, Philippine Pesos (PHP 500,000.00)**. For press releases and other non-technical reports, there is no need to spell out amounts and currencies.

ORGANIZATIONS

Use the official spelling of the name and acronym of an organization. Some organizations, including those of the United Nations, follow the British spelling.

If the organization has a non-English acronym, first spell out the name of the organization in English, then place the non-English acronym in parentheses. Do this at the organization name's first appearance, after which simply use the acronym.

European Organization for Nuclear Research (CERN)

Federal Ministry for Environment, Nature Conservation and Nuclear Safety (BMU)

In the list of abbreviations, provide the non-English name first followed by the English translation in parentheses.

CERN- Organisation Européenne pour la Recherche Nucléaire (European Organization for Nuclear Research)

BMU – Bundesministerium für Umwelt, Naturschutz und nukleare Sicherheit (Federal Ministry for Environment, Nature Conservation and Nuclear Safety)

If the name of an organization does not indicate the government to which it belongs, provide the name of the country at first appearance.

PAGE NUMBERS

Use lowercase Roman numerals for page numbers in preliminary sections such as Acknowledgments, List of Abbreviations and Table of Contents. Use Arabic numerals for all the pages of the main text, beginning always with page 1.

For vertically bound documents or publications, place the page numbers at the bottom center of the page. For book-type bound publications, place page numbers at the bottom left and bottom right. In MS Word, choose “outside” when placing page numbers for book-type bound materials.

PHOTO CAPTIONS AND CREDITS

Captions: Every photo must have a one-sentence description that details the photo’s relevance or identifies people in the image.

When listing the names of people, always begin with the person on the left and place “(from left)” before the list of complete names. Do not write “(from left to right)” because there is only one way to go. When naming only one or two people in the photo, state their names and position in the photo:

ASEAN leaders gather at the Manila Hotel for the opening of the summit: (from left) Philippine President Rodrigo Duterte, Brunei Sultan Hajji Hassanah Bolkiyah Mu’izzadin Waddaulah, Indonesia President Joko Widodo and Cambodia Prime Minister Hun Sen. (Guy Ramirez)

DSWD Secretary Rolando Bautista (right) is joined by DSWD Field Office II Director Fernando de Villa (center) and Assistant Regional Director for Operations Lucia S. Allan (left, partly hidden), as he hands financial assistance to villagers from Pamplona, Cagayan who were affected by the typhoon. (Raffy Santos)

Credits: Photos must be credited individually, unless all photos are from the same source. For individual credits, the credit line must appear in parentheses at the end of the caption, after the period:

To credit one source for all photos used, provide a general credit on the Acknowledgments or Copyright page. For the front cover and back cover photos, place the photo caption and credit in the Acknowledgments page.

All infographics such as flow charts, tables, maps, etc. shall be deemed organic content from the DSWD, unless otherwise stated. Should the DSWD publish externally sourced or commissioned infographics, credit must be given to the original source of the data.

Write the title of the infographic and follow the format for photo credit:

Following their return to the Philippines, distressed overseas Filipinos undergo assessment from social workers of the Department of Social Welfare and Development. (Edwin Bondoc)

Profile of Survivors of Gender-Based Violence (Lee Solis)

Breakdown of Benefits of the Pantawid Pamilyang Pilipino Program (Che Rivera)

PROJECT NAMES

A project name must be concise. Provide the complete name of the project or program at first appearance in the document, then refer to it as “the project” or “the program” afterward.

Avoid creating an abbreviation for a project name that is not familiar to the general public. Use a shortened form of the project name instead.

For subsequent projects, use “Second” before the name of the project rather than “2” or “II” after the name. Do not refer to the original project as the “First.” Instead, use the year or period covering the project to distinguish it from the second or third project.

The Strategies toward Acceptance, Reintegration and Transformation (START) for recovering drug dependents and their families has become one of the most relevant projects of the DSWD since 2016.

The Community-Driven Development for Indigenous Peoples (IP-CDD) was created as a partnership between the DSWD and the Office of the Presidential Adviser on the Peace Process. IP-CCD 2017 focused on 10 ancestral domains while IP-CDD 2018 covered 36 ancestral domains.

QUOTATIONS

Provide correct and complete attributions for all source materials.

Use double quotation marks to indicate a quote, except for a quote within a quote, which uses a single quotation mark.

Keep the spelling, capitalization, wording, or meaning of a quoted material. If the quoted material contains errors of fact or spelling, insert “[sic]” in the text to indicate that the quoted material is copied exactly from the source.

Lengthy quotations of 40 or more words must be displayed in a freestanding block of text. Indent the quotation (using tab) about half an inch from the left margin in the same position as a new paragraph. Do not italicize or use quotation marks for indented quotations.

In a speech celebrating the 30th anniversary of the Convention on the Rights of a Child, UNICEF Executive Director Henrietta Fore enumerates some of the changes impacting children today.

“A changing climate. Rapid urbanization. Increasing inequality. Protracted conflicts. More children on the move than at any other time in history — seeking safety and a better life. And the rapid rise of information technology, which is simultaneously uniting us and dividing us... giving children information about the world and a voice, while also threatening their safety.”¹

Reference quoted material in a footnote or an in-text citation. Include page numbers if available.

Do not use quotation marks for paraphrased material.

RANGES

Ranges are expressed using an en dash (–), a punctuation that is longer than a hyphen but shorter than an em dash. There is no space before and after an en dash.

An en dash is equivalent to “up to and including,” and may be read as “to” or “through.”

Below are examples of inclusive ranges.

dates	5–11 April August–May SY 2019–2020 CY 2020-2021
ages	0–12 years old
times	9–11 a.m. 1–5 p.m.
money/amounts	PHP 2,400.00–PHP 3,600.00
distances	96–112 km
scores	81–79
percentages	6.5%–6.9%
pages and references	pp. 10–14 Vols. 1–12
items of equal weight	male–female ratio Manila–Kalibo flight

Never use an en dash to express a range if the word “from” or “between” precedes the first number.

INCORRECT	CORRECT
Office hours are from 9–5.	Office hours are from 9 a.m. to 5 p.m.
There are no direct flights from Manila–Pyongyang	There are no direct flights from Manila to Pyongyang.

RATES AND RATIOS

To refer to a rate, use a slash instead of “per.” To express a ratio, use a colon without a space on either side.

In public health terminology, maternal mortality is referred to as “ratio”, while infant mortality is referred to as “rate”.

The maternal mortality **ratio** in the Philippines remains high at 114 deaths/100,000 live births every year.

The infant mortality **rate** in the country is estimated at 22.2 deaths/1,000 live births.

Use the modifiers “rise” and “fall” to indicate rates of economic growth and of inflation. Use the modifiers “accelerate” and “decelerate” to indicate economic growth and inflation.

The country’s GDP **growth rate fell** from 6.7% in 2017 to 6.5% in 2018. It is forecast to **rise** to 6.9% in 2019.

The country’s GDP **growth accelerated** from 2011 to 2015 but began to **decelerate** in 2016.

REFERENCES

Provide a list of references at the end of the document for all footnotes and in-text citations.

Entries on the References list must be arranged alphabetically.

Follow the APA style when formatting a References list.

Make sure to provide all names and initials, as well as dates and page numbers when available.

An online source must be referenced with either its digital object identifier (DOI) or website address (URL).

Below are common sources and their APA reference formats:

Book (Print)	Last, F. M. (Year Published) <i>Book</i> . City, State: Publisher. Cabot R. C. (1919) <i>Social Work</i> . Boston, Massachusetts: Boston and New York, Houghton Mifflin Co.
(Online)	Last, F. M. (Year Published) <i>Book</i> . Retrieved from URL Cabot R. C. (1919) <i>Social Work</i> . Retrieved from URL
Chapter (Print)	Last, F. M. (Year Published). Title of chapter. In <i>Book/anthology</i> (pp. Pages). City, State: Publisher. Cabot, R. C. (1919). The Motive of Social Work. In <i>Social Work</i> (pp. 176-188). Boston, Massachusetts: Boston and New York, Houghton Mifflin Co.

(Online)	<p>Last, F. M. (Year Published). Title of chapter. In <i>Book/anthology</i> (pp. Pages). doi:# or Retrieved from URL</p> <p>Cabot, R. C. (1919). The Motive of Social Work. In <i>Social Work</i> (pp. 176-188). Retrieved from http://www.gutenberg.org/files/49545/49545-h/49545-h.htm</p>
Newspaper (Print)	<p>Last, F. M. (Year, Month Date Published). Article title. <i>Newspaper Title</i>, pp. Page(s).</p> <p>Ordinario, C.U. (2019, November 19). PHL rises in talent index but trails peers in Asean. <i>Business Mirror</i>, pp. 1, A2.</p>
(Online)	<p>Last, F. M. (Year, Month Date Published). Article title. <i>Newspaper Title</i>. Retrieved from URL.</p> <p>Ordinario, C. (2019, November 19). PHL rises in talent index but trails peers in Asean. <i>Business Mirror</i>. Retrieved from URL</p>
Magazine (Print)	<p>Last, F. M. (Year, Month Published). Article title. <i>Magazine Title</i>, volume(issue), pp. Page(s).</p> <p>Gibbs, N. (2013, December). The Choice. <i>Time</i>, 182 (26), pp.26-27.</p>
(Online)	<p>Last, F. M. (Year, Month Date Published). Article title. <i>Magazine Title</i>, Retrieved from URL</p> <p>Gibbs, N. (2013, December). The Choice. <i>Time</i>, Retrieved from http://poy.time.com/2013/12/11/pope-francis-the-choice/</p>
Journal (Print)	<p>Last, F. M., & Last, F. M. (Year Published). Article title. <i>Journal Name</i>, Volume(Issue), pp. Pages.</p> <p>Tarren-Sweeney, M., & Gaemans, A. (2019). A narrative review of stability and change in the mental health of children who grow up 273 in family-based out-of-home care. <i>Developmental Child Welfare</i>, 1(3), pp.273-294.</p>
(Online)	<p>Last, F. M., & Last, F. M. (Year Published). Article title. <i>Journal Name</i>, Volume(Issue), pp. Page(s). doi:# or Retrieved from URL</p> <p>Tarren-Sweeney, M. & Gaemans A. (2019). A narrative review of stability and change in the mental health of children who grow up 273 in family-based out-of-home care. <i>Developmental Child Welfare</i>, 1(3), pp.273-294. Retrieved from URL</p>
Online database article	<p>Last, F. M. (Year Published). Article title. <i>Journal Name</i>, Volume (Issue), Page(s). doi:# OR Retrieved from URL</p> <p>Banlaoi, R. (2018). The Lamitan Bombing and Terrorist Threat in the Philippines. <i>Counter Terrorist Trends and Analyses</i>, 10(9), 1-5. Retrieved from URL</p>
Website article	<p>Last, F. M. (Year, Month Date Published). Article title. Retrieved from URL</p> <p>De la Guardia, M. (2019, November 15). From one crisis to another. Retrieved from https://www.unicef.org/stories/south-sudan-one-crisis-another</p>
Blog post	<p>Last, F. M. (Year Month Date Published). Article title [Type of blog post]. Retrieved from URL</p>

REPORTED SPEECH

Reported speech is a speaker's words expressed in a subordinate clause in a sentence. The subordinate clause usually begins with the word "that." Do not use quotation marks in reported speech.

To turn direct speech into reported speech, first choose a reporting verb then change the point of view, tense, as well as time and place used in the direct speech.

Below are examples of common reporting verbs and words that follow them.

Reporting verbs followed by "that"	Reporting verbs followed by "that" or a to-infinitive	Reporting verbs followed by a clause that begins with a question word	Reporting verbs followed by a direct object plus a to-infinitive
add admit agree announce answer argue boast claim comment complain confirm consider deny doubt estimate explain fear feel insist mention observe persuade propose remark remember repeat reply report reveal say state suggest suppose tell think understand	decide expect guarantee hope promise swear threaten	decide describe discover discuss explain forget guess imagine know learn realise remember reveal say see suggest teach tell think understand wonder	advise ask beg command forbid instruct invite teach tell warn

The simple present tense usually changes to simple past tense in reported speech, and the simple past tense usually changes into past perfect tense. The future tense usually changes into past tense in reported speech.

DIRECT SPEECH	REPORTED SPEECH
“This is my first time to lead the awards, and its importance does not escape me,” the department secretary said.	The department secretary said that it was his first time to lead the awards, and that its importance did not escape him.
“In Paris in 2015, countries around the world put their support behind a vision of a resilient, sustainable and low-carbon future for our planet,” said UNDP Administrator Achim Steiner.	UNDP Administrator Achim Steiner said that in Paris 2015, countries around the world had put their support behind a vision of a resilient, sustainable and low-carbon future for our planet
“We will not stop until every child has a caring and secure home,” the Secretary said.	The Secretary promised that they would not stop until every child had a caring and secure home. OR The Secretary promised not to stop until every child had a caring and secure home.

The modals “must,” “could,” “should,” “would” “may” and “might” do not change tense in direct speech.

DIRECT SPEECH	REPORTED SPEECH
“We must ensure that our children are placed in the most ideal of conditions for their growth,” the Secretary said.	The Secretary said that we must ensure that children are placed in the most ideal conditions for their growth.
“Could you inform the director that our office called?” the assistant requested.	The assistant requested that the director be informed that the assistant’s office had called.

Keep the original tense if the sentence expresses a general fact, or if the action or condition is yet to be completed.

DIRECT SPEECH	REPORTED SPEECH
“Health plays a central role in achieving the Sustainable Development Goals,” the UNDP Administrator said.	The UNDP Administrator said that health plays a central role in achieving the Sustainable Development Goals.
“WHO and UNICEF are working closely with the Department of Health to swiftly respond to outbreaks,” the representative said.	The representative said that WHO and UNICEF are working closely with the Department of Health to swiftly respond to outbreaks.

Change the word order and remove the question mark to embed a question in reported speech.

DIRECT SPEECH	REPORTED SPEECH
The Executive Director asks, “How much progress have we made?”	The Executive Director asked how much progress we had made .
The mayor inquires, “Has the DSWD distributed all the relief goods?”	The mayor inquired if the DSWD had distributed all the relief goods.

Paraphrased Quotes

Paraphrase quotes to achieve brevity and clarity.

Do not plagiarize. Paraphrase direct quotes and borrowed ideas by changing the wording and word order of the original quote.

DIRECT QUOTE	PARAPHRASE
In an open letter, UNICEF Executive Director Henrietta Fore writes, “A changing climate. Rapid urbanization. Increasing inequality. Protracted conflicts. More children on the move than at any time in history — seeking safety and a better life. And the rapid rise of information technology, which is simultaneously uniting us and dividing us...giving children information about the world and a voice, while also threatening their safety.”	In an open letter, UNICEF Executive Director Henrietta Fore outlines eight growing challenges for the world’s children: prolonged conflicts; pollution and the climate crisis; a decline in mental health; mass migration and population movements; statelessness; future skills for future work; data rights and online privacy; and online misinformation. (The list resulting from paraphrasing can also be presented as bullets.)

Direct Quotes

Direct quotes use quotation marks. Use direct quotes sparingly as they tend to stand out.

Use direct quotes to maintain:

Accuracy	In an open letter, UNICEF Executive Director Henrietta Fore wrote, “Thirty years ago, against the backdrop of a changing world order– the fall of the Berlin Wall, the decline of apartheid, the birth of the world wide web– the world united in defence of children and childhood.”
Authority and Credibility	”We are very concerned that polioviruses are now circulating in Manila, Davao, and Lanao del Sur,” said World Health Organization (WHO) Representative in the Philippines, Dr. Rabindra Abeyasinghe.
Interest	“Sometimes, embedded deep within our most pressing challenges are promising opportunities,” Fore said.

Attribution

Provide correct and complete attribution for all quoted material. A complete attribution consists of the author’s last name, page number/s if available, and year of publication if available.

If the author’s name is unavailable, the attribution should include at least a shortened title of the work.

Either footnotes or in-text citations may be used to provide attribution for quoted material. Footnotes are less obstructive than in-text citations, while in-text citations enable quick referencing.

Use superscript numerals to indicate footnotes. Enclose a part of or the whole in-text citations in parentheses.

Put a period before the superscript numeral in a footnoted sentence. Put a period after the parentheses at the end of a sentence with an in-text citation.

Below are examples of correct and complete attributions.

Reference	Sen, R. (2003). <i>Stir it Up Lessons in Community Organizing and Advocacy</i> . San Francisco, CA: Jossey-Bass.
Footnoted sentence	According to Sen (2003), for community organizing to tip the balance of power, it must take into account both political and economic climate and must be “grounded in a clear and common understanding of how the world works.” ¹
Sentence with in-text citation (any of these samples are correct)	<p>According to Sen (2003), community organizing has to be “grounded in a clear and common understanding of how the world works” (p.10).</p> <p>In 2003, Sen suggested that community organizing be “grounded in a clear and common understanding of how the world works” (p. 10).</p> <p>Community organizing has to be “grounded in a clear and common understanding of how the world works” (Sen, 2003, p. 10).</p> <p>Community organizing has to be “grounded in a clear and common understanding of how the world works,” according to Sen (2003, p. 10).</p> <p>Sen (2010) suggested that community organizing be “grounded in a clear and common understanding of how the world works” (p.10)</p>

SPELLING

Use the American English spelling of words. Refer to Merriam-Webster Online for spelling. When Merriam-Webster Online gives more than one acceptable spelling for a word, use the main entry, not the variant(s).

Always follow the spelling used by organizations or government offices for their names, even if these do not follow the DSWD Handbook of Style.

TIME OF DAY

Use the 12-hour clock and the lowercase abbreviations **a.m.** (*ante meridiem*) and **p.m.** (*post meridiem*).

Do not insert a “0” (zero) before hours earlier than 10 a.m. and 10 p.m.

Refer to 12 a.m. as “**midnight**” not 12 midnight. Use “**noon**” not 12 noon to refer to 12 p.m.

Use a colon to separate the hour from the minute, e.g. **11:59 a.m., 4:30 p.m.–5:30 p.m.**

While writing “2 o’clock in the afternoon” is correct, use 2 p.m. instead for brevity.

UNITS OF MEASUREMENT

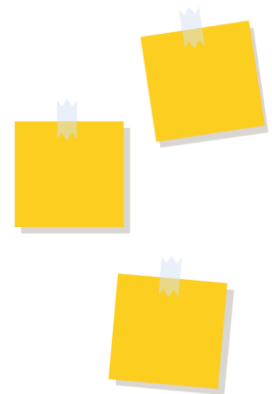
Use the metric system to express units of measurement.

Use only the singular form when abbreviating units of measurement. Do not use a period after the abbreviation, and do not use a hyphen with an abbreviated unit of measurement, e.g. a **100 kg heavyweight champion, the family's 10 ha farm, 2 liters (l) of water**, etc.

As with all abbreviations, if a unit of measurement is used frequently in a document, spell it out at first appearance and provide the abbreviation in parentheses. Refer only to the abbreviated form thereafter.

Refer to the International System of Units (SI) for more units of measurement and their abbreviations.

English Grammar Refresher



PARTS OF SPEECH

Nouns name a person, place, thing, or idea. Nouns can be concrete or abstract.

CONCRETE NOUNS	ABSTRACT NOUNS
child food shelter water school	peace love health rights education

Nouns can be countable and uncountable. Countable nouns can be pluralized. Uncountable nouns are usually not pluralized.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
child - children woman- women right - rights need - needs agency - agencies	food water security protection education

Verbs express an action or a state of being. Verbs may be action, linking or helping verbs.

ACTION	LINKING	HELPING
The child goes to school. The child went to school.	The child is in school. The child looks happy.	The child is going to school. The child has gone to school. The child will go to school.

Aside from be-verbs, some sensory words function as linking verbs: **appears, Gets, feels, grows, looks, proves, remains, smells, sounds, stays, tastes, turns.**

Verbals are nouns that take the form of verbs but function as nouns, adjectives or adverbs. Verbals include gerunds, infinitives, and participles.

Gerunds end with the suffix -ing.

Infinitives are usually preceded by the word “to.”

Participles may end with the suffixes -ing, -ed, or -en.

Smoking is dangerous to your health. (Gerund functioning as a subject)
Quit smoking . (Gerund functioning as a direct object)
To be or not to be . (Infinitive functioning as a subject)
The lawyer decided to be present for her client. (Infinitive functioning as a direct object)
He is tired . (Participle functioning as an adjective)
The meeting was tiring . (Participle functioning as an adjective)
The system is broken . (Participle functioning as an adjective)

Note the confusion that may arise between gerunds and infinitives.

The man stopped **smoking**. (The man no longer smokes.)
The man stopped **to smoke**. (The man decided to smoke.)

The woman stopped **thinking**. (The woman no longer thinks.)
The woman stopped **to think**. (The woman decided to think.)

Adjectives and Adverbs

An **adjective** modifies a noun or pronoun.

The **slow** transaction frustrated many. (Adjective modifying the noun “transaction”)
The transaction was **quick**. (Adjective modifying the noun “transaction”)

An **adverb** modifies a verb, an adjective or another adverb. Adverbs can modify these words to show manner, time and place and frequency.

The trains run **daily**. (Adverb of frequency)
The trains run **smoothly**. (Adverb of manner)
I will ride the train **today**. (Adverb of time)
The trains run **everywhere**. (Adverb of place)

Note some confusable adjectives and adverbs below.

This medicine is **good** for you. (Adjective modifying the noun “medicine”)
This medicine works **well**. (Adverb modifying the verb “works”)

The restaurant operates **every day**. (Adverb of frequency modifying the verb “operates”)
Traffic accidents have become an **everyday** occurrence . (Adjective modifying the noun “occurrence”)

Most of the population live in urban areas. (Adjective modifying the noun “population”)
Urban areas are the **most** populated areas in any country. (Adverb modifying the verb “populated”)
People **mostly** live in the cities. (Adverb modifying the verb “live”)

The crew was **late**. (Adjective modifying the noun “crew”)
The crew has been late **lately**. (Adverb modifying the adjective “late”)

The staff works **hard**. (Adverb of manner)
The staff **hardly** works. (Adverb of frequency)

PREPOSITIONS

A preposition is a word or phrase that indicates location or some other relationship between nouns and pronouns. It must always precede a noun or a pronoun known as an object of the preposition.

The Philippine government assumes the major responsibility **for** social welfare.

DSWD is **at** the forefront **of** promoting and protecting the rights and welfare **of** the poor, marginalized and disadvantaged.

A pronoun following a preposition must be in the objective form

The President has appointees working directly under **him**.

Children must have guardians caring for **them**.

To **whom** should this letter be addressed?

Since a preposition always precedes a noun or a pronoun, do not confuse the preposition “to” with the to-infinitive, which includes a verb.

The DSWD extends educational assistance to eligible indigent students. (The word to is a preposition.)	The Department advises interested students to check with the nearest DSWD office. (The phrase “to check” is a to-infinitive.)
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Below are common prepositions and their objects.

on	indicates day, date, street	on Monday on June 12 on Maginhawa St.
in	indicates month, year, season, specific time of day, city, country, enclosed space; also used to mean “attending or experiencing”	in June in 2020 in summer in the morning in the evening in Manila in the Philippines in school in need
at	indicates time, specific time of day, seasons; also used to mean “on location”	at 9 a.m. at noon at midday at night at midnight at Christmas at school
to	indicates a destination, whether a place or a person, including objective personal pronouns;	to school to someone to whom

	also used to mean “until”	from nine to five
for	indicates a duration, a purpose or reason, including objective personal pronouns	for one year for reference for someone
from	indicates a source, whether a place or a person, including objective personal pronouns; also used to mean “beginning”	from DSWD from someone from nine to five
into	indicates movement toward the inside or middle of a space; also indicates a change of size or state, as well as a result of an action	into the room into cubes into coconut jam forced into child labor

The verbs “ask,” “show,” “discuss,” “describe,” “demand,” “order,” “request” and “help” do not require prepositions after them. Each one takes a direct object instead, e.g. **demand a pay hike, discuss the challenges, describe the situation, ask the partners, request a quotation**, etc.

AGREEMENT BETWEEN SUBJECT AND VERB

A verb agrees with its subject in number. Singular subjects take singular verbs. Plural subjects take plural verbs.

UNICEF works to protect and promote the rights of every Filipino child.

UNICEF and **DSWD work** together to address the different dimensions of child poverty in the Philippines.

Subordinate clauses between the subject and the verb do not affect subject-verb agreement.

UNICEF, among the UN agencies supporting DSWD, **has** been in the country since 1948.

The president, along with the members of his cabinet, makes the final decision on issues.

Prepositional phrases between the subject and the verb do not affect subject-verb agreement.

The **DSWD**, along with other government agencies, **is** committed to upholding children’s rights.

Lawmakers, to whom the complaint was addressed, decided it was up to the court to decide.

Except for the versatile pronoun “none,” below are indefinite pronouns that take singular verbs.

each	every	any
no one	everyone	anyone
either	everybody	anybody

neither	somebody	nobody
none		

These indefinite pronouns usually take plural verbs: **both, many, few, several, all, some.**

However, if any of the indefinite pronouns “**any,**” “**half,**” “**some,**” “**none,**” and “**all**” is followed by the prepositional phrase “of,” the verb agrees in number with the object of the preposition.

Less than half of the **amount** promised to UN **has** been collected.

Half of all **people** living in poverty **are** younger than 18 years old.

Some of the **money** **is** used to implement food aid programmes in the country.

Some of the **funds** rely heavily on US contributions.

None of the **research** on child malnutrition **was** carried out in urban areas.

None of the UN’s Sustainable Development **Goals** (SDGs) **are** attainable without the contribution of higher education and research.

All of **this protocol** **is** to be strictly followed.

All of **these protocols** **are** to be strictly followed.

If compound subjects are joined by the coordinating conjunction “and,” the verb must be in the plural form.

A mother and a child **need** protection.

The writer and the director **support** gender equality in the film industry.

If the subject is joined by the coordinating conjunction “and” and refers to the same person, or is taken as a unit, the verb must be in the singular form. Note that the subject may be preceded by only one article, or one possessive pronoun.

The writer and director of the film **is** also a comedian.

Fish and chips **is** the quintessential British street food.

If a compound subject is joined by the paired conjunctions “neither/nor,” or “either/or,” the verb agrees with the subject closest to it.

Either the government or its relevant agencies contribute to ensuring the welfare of Filipino children.

Either relevant agencies or the government itself contributes to ensuring the welfare of Filipino children.

Neither a child's citizenship nor socioeconomic circumstances prevent UNICEF from upholding the rights of a child.

Neither a child's socio-economic circumstances nor citizenship prevents UNICEF from upholding the rights of a child.

Titles of articles, books, movies, and similar works are considered singular and take singular verbs. They are also italicized.

Social Welfare and Social Work by Thelma Lee Mendoza is a recommended reading for every Filipino social worker.

Lord of the Rings is possibly the best movie adaptation of a book.

Even today, *Elements of Style* is considered a bible for journalism students.

MISPLACED AND DANGLING MODIFIERS

A modifier is a word or phrase that adds to the meaning of another word or phrase. The usual modifiers in a sentence are adjectives and adverbs. An adjective modifies a noun or pronoun; an adverb modifies a verb, an adjective, or another adverb.

A misplaced modifier is a word or group of words that is incorrectly placed in a sentence, usually far from the word or group of words it modifies.

To correct a sentence with a misplaced modifier, simply move the modifier next to or as close as possible to the word or words it modifies.

INCORRECT	USE
The hikers marveled at the scene <u>watching the sun set.</u>	<u>Watching the sun set,</u> the hikers marveled at the scene.
The President addressed the foreign leaders at the conference <u>welcoming them to Manila.</u>	<u>Welcoming them to Manila,</u> the President addressed the foreign leaders at the conference.

A dangling modifier is a word or group of words that is not logically related to the word that it is next to in a sentence.

To correct a sentence with a dangling modifier, rewrite the sentence so that the modifier has and is as close as possible to a word or group of words to modify.

INCORRECT	USE
<u>Waiting for results of college entrance examinations</u> , the anxiety is unbearable.	Waiting for the results of college entrance examinations, <u>test takers</u> often find the anxiety unbearable.
<u>Entering the city</u> , skyscrapers come into view.	Skyscrapers come into view as <u>we</u> enter the city.

PARALLELISM

Parallel ideas must be presented in parallel grammatical form. Avoid faulty parallelism by making sure nouns, prepositions, tenses and modifiers agree with one another in a sentence.

Use the same part of speech in a series of words or phrases.

AVOID	USE
We must all strive for <u>equality</u> , <u>peace</u> , and <u>being secure</u> .	We must all strive for <u>equality</u> , <u>peace</u> , and <u>security</u> .
The project aims to <u>provide</u> age-appropriate lessons to children, <u>strengthen</u> parent-child bond, and <u>empowerment</u> of women and children.	The project aims to <u>provide</u> age-appropriate lessons to children, <u>strengthen</u> parent-child bond, and <u>empower</u> women and children.
Projects must be completed <u>carefully</u> , <u>within budget</u> and <u>without delay</u> .	Projects must be completed <u>with care</u> , <u>within budget</u> and <u>without delay</u> .
Universal healthcare is not based on <u>how much</u> a person can pay in contribution, <u>how well</u> or sick that person is, or <u>the willingness</u> of that person to contribute.	Universal healthcare is not based on <u>how much</u> a person can pay in contribution, <u>how well</u> or sick that person is, or <u>how willing</u> the person is to contribute.

Words after correlative conjunctions must agree with each other. Correlative conjunctions come in pairs: either/or, neither/nor, not only/but also.

AVOID	USE
You are <u>either for us</u> or <u>you are against us</u> .	You are <u>either for us</u> or <u>against us</u> .
Unaccompanied children are <u>neither safe nor are they secure</u> in times of conflict.	Unaccompanied children are <u>neither safe nor secure</u> in times of conflict.
The government is not only <u>responsible</u> for children's welfare but also <u>for their development</u> .	The government is responsible not only <u>for children's welfare</u> but also <u>for their development</u> .
The government is not only <u>responsible</u> for children's welfare but also <u>for their development</u> .	The government is not only <u>responsible</u> for children's welfare but also <u>accountable</u> for their development.

REDUNDANCY

Avoid redundancy and aim for concise writing.

These are unnecessary words often used in reports: **essentially, relevantly, basically, actually/actual, moving forward, having said this, as follows, in order to, additionally, by and large, currently, namely.**

Do not use double negatives.

INCORRECT	USE
I hardly never exercise.	I hardly ever exercise.
I do not see nobody here.	I do not see anybody here.

Delete one of often two synonymous words in a sentence.

INCORRECT	USE
added bonus	bonus
end result	result
false pretense	pretense
final outcome	outcome
estimated at about	estimated at/is about
still remains	remains/is still

Avoid unnecessary intensifiers. Do not use words or phrases that add no meaning or value to the sentence.

INCORRECT	USE
absolutely essential	essential
completely unanimous	unanimous
a total of php 30 million	PHP 30 million
on a daily basis	Daily
First and foremost	First
Due to the fact that	Due to
In the event that	If

Know the origin of certain words.

INCORRECT	USE
25th year anniversary	25th anniversary
new innovations	innovations
close proximity	close

Avoid a modifier, a preposition or a prepositional phrase that is inherent to the meaning of a word.

INCORRECT	USE
free gift	gift
filled to capacity	filled/at capacity
has been previously found	has been found
invited guests	guests
major breakthrough	breakthrough
one and the same	the same
period of time	period/time
plan ahead	plan
protest against	protest
revert back	revert
small in size	small
unexpected surprise	surprise
unintended mistake	mistake
written down	write

future plans foreign imports	plans imports
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PUNCTUATIONS

Comma

Use a comma to separate elements in a series. In a complex series of phrases or a series where an element involves another conjunction, put the comma before the concluding conjunction.

The most vulnerable sectors are farmers, fishers and children.

The issue is whether the office condones sexual assault, violates women and promotes a culture of machismo.

During a crisis, the government must choose a spokesperson that is empathetic, caring, committed and dedicated.

The evacuees were given rice, noodles, and ham and cheese sandwich for lunch.

Use a comma to separate an introductory clause or phrase from the main clause.

Four decades after the 1986 EDSA revolution, Filipinos face the same political and social problems.

To establish process excellence, the DSWD enhanced its financial management systems.

Use a comma to set off a non-essential phrase. Non-essential phrases are those whose absence from a sentence would not change the meaning or confuse the reader.

Early recovery and rehabilitation efforts, which are crucial in disaster response, include cash-for-work schemes, emergency shelter assistance and restoration of damaged houses.

The new social worker, who came to the meeting early, made an excellent presentation of the case.

Use a comma with conjunctions such as “and,” “for,” and “but” if the conjunction links two clauses that can stand alone as sentences. Tip: Both clauses have separate subjects.

The spacewalk was cut short, and NASA implemented some changes to its suits, including the addition of absorbent padding in helmets.

No mother will give up her own children, but poverty forces people to do things they normally would not.

Use a comma for attribution or a direct address.

“There were no casualties because people heeded our warnings this time,” PAGASA said.

Captain, I beg you, let my boy live.

I assured her, “If you can come back tomorrow, we could process your application.”

Use a comma to introduce a complete one-sentence quotation within a paragraph, but use a colon for multiple-sentence quotations.

Jesus said, “I am the Way, the Truth and the Life.”

They asked the child: “Where are your parents? Do you know where you live?”

Colon

Use a colon to introduce lists, tabulations and texts.

These are the essential oils you’ll need at home: lavender, thieves, peppermint.

Figure 1: Street Children, Street Families and Sama-Bajau Served as of December 2018

Use a colon to join two independent clauses if the second interprets, exemplifies, restates, undermines, elaborates or balances the first.

I stuck to the rules: she broke them.

In court, the truth came out: he shot the poor kid even after the boy surrendered.

Use a colon for time, dialogue, Bible verses, and film and book subtitles.

Hunger Games 2: Catching Fire

Running time: 1:50:30

Philippians 1:6

Semicolon

Use a semicolon to clarify a series where the items are long or the individual segments contain material that requires the use of a comma.

Through Foster Care Services, the DSWD ensures that children experience a nurturing environment;

a loving, stable and secure home; and the chance for permanent placement or adoption.

Use a semicolon to link two sentences that are related, and there is no conjunction to connect them. A semicolon is also used to link words such as “nevertheless,” “however,” “hence,” “also.”

The social worker asked if the girl wanted to stay with her parents; she did not.

They promised to be fair; however, they cannot assure results in our favor.

Difference between a Hyphen and a Dash

A dash is used to signal an abrupt change in thought, to separate a phrase with elements that use a comma, and to show attribution. It is also used in datelines.

Baghdad (AP)—The city is on fire.

China is our friend—President Duterte

That house by the sea—old, crumbling, weathered—is where I spent many happy years as a child.

A teenager invented a flashlight powered by heat from the hands—scientists didn’t think of that—and presented it at the regional Science Fair.

A hyphen is a joiner: it forms new words that become modifiers. It is also used to avoid duplicate vowels or triple consonants: **middle-class family**, **hell-bent on implementation**, **pre-existing conditions**, etc.

General Rules

Use a comma to separate elements.

Use a colon to introduce or amplify elements.

Use a semicolon to link independent clauses that are related, where a period would provide too much of a separation.

Commas and semicolons always go inside quotation marks; colons go outside unless part of the quote.

A colon has more effect than a comma, less power to separate than a semicolon and more formality than a dash. – *Elements of Style, Strunk and White*

TIPS FOR WRITING

Use a conversational yet informative tone in writing. Do not use jargon that may not be understood by the general audience. If nobody outside your organization will understand the meaning of a term, that is jargon. If technical or scientific terms cannot be avoided, provide a brief definition of the terms or define the term or concept in a boxed content.

The *Style Guide for the Government* (2016) suggests the use of plain language by following these guidelines:

- Use simple vocabulary.
- Consider the reader's point of view.
- Directly address the reader.
- Prefer the active voice to the passive.
- Be organized.
- Know the importance of brevity.
- Be direct.
- Use the present tense as default.
- Avoid the use of government jargon or unnecessary bureaucratese.
- Make quantitative information accessible.



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