

Boothe Prize Essays Style Guide

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This short guide introduces proofreaders of Boothe essays to the style followed by the *Boothe Prize Essays*, which will help make the format of IHUM and PWR essays clear and consistent with each other.

SPACING

Provide only ONE space after the colon.

SPELLING

Spelling must be consistent throughout the essay.

Spell out contractions.

Please use American spelling. If unsure, please consult *Webster's Tenth New Collegiate Dictionary* and use the first entry of spelling.

Exception: Spelling within quotations should preserve the spelling of the original. If there is a clear error in spelling (not a variant in time or in English spelling), use sic.

HYPHENS

Compound words are sometimes joined with a hyphen so that relationships of the words are clear. Please consult the Fifth Edition of the MLA Handbook if you have any questions.

Some examples:

1. Compound adjectives (preceding the noun)

African-American writers

war-torn Bosnia

lower-priced books

DO NOT use hyphens if compound adjectives follow the noun:

The writers are African American.

DO NOT hyphenate multimedia or email.

DO NOT use hyphens if the compound adjective begins with an adverb that ends with an “-ly” or with “too,” “very,” or “much”

overly paid athletes

much maligned president

2. Compound adjectives (ending with “-ed” or “-ing”)

egg-throwing crowd

far-fetched story

3. Compound adjectives (formed by a number, preceding the noun)

nineteenth-century play

twenty-first floor

third-quarter course

4. Compound adjectives (preceding a noun) which might be confusing without a hyphen

Japanese-art student [student of Japanese art, not an art student who is Japanese]

DO NOT hyphenate familiar unhyphenated compound words such as : liberal arts, high school, social security, United States.

United States government

high school curriculum

DO NOT confuse a dash (--) with a hyphen (-) and vice versa. A dash is made with two hyphens (no space in between) and is sometimes automatically converted into a solid dash by software programs.

ITALICS VS. UNDERLINING

While the MLA suggests underlining rather than italicizing the type in manuscripts that are being submitted to be graded, edited, or typeset, the Publications Committee prefers that words should be *italicized* in print (such as titles, foreign words in an English text).

NUMBERS

If referring to numbers infrequently:

Spell out numbers that can be written as one or two words:

twelve

one hundred

two million

Spell out numbers less than ten:

three novels

Use Arabic numerals for numbers that require three words or more if written out:

2 ½

142

43,000

Use Arabic numerals preceding units of measure:

5 millimeters

2 cups

3.5 million people

15 percent

If referring to numbers frequently (if numbers small and large frequently occur in a single paragraph or section):

Use Arabic numerals.

ALWAYS use Arabic numerals in the following cases:

1. DATES: January 1, 2002.
2. DECIMAL FRACTIONS: 2.2
3. PAGE/ FIGURE REFERENCES: page 12, figure 2.
4. SYMBOLS: 3%, \$67.

Other examples of use of numbers

1840s (no apostrophe)

1837-1845 (not 1837-45)

pp. 322-328 (not pp. 322-28)

ABBREVIATIONS AND ACRONYMS

Spell out on first use; include the acronym in parenthesis immediately after the first mention.

chief executive officer (CEO), federal bureau of investigation (FBI).

ELLIPSES: TO ADD CLARIFICATION INSIDE QUOTATION

The paper needs to indicate the skipping of words or sentences inside a quotation by inserting three ellipses in brackets.

Audre Lorde asserts, "I have come to believe [. . .] that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood" (*Sister Outsider* 40).

QUESTION MARK INSIDE A QUOTATION

DO NOT use a comma or period after a quotation mark that ends a direct question.

"Am I my brother's keeper?" Cain asked.
Cain asked, "Am I my brother's keeper?"

TABLES AND CAPTIONS FOR FIGURES AND EXAMPLES USED AS VISUALS (MLA format):

Beneath the graph or illustration, the paper will need to provide:

(1) a descriptive label. **Fig.** for illustration, photograph, map, drawing, graph, chart [do not write out as **Figure.**], **Table** for statistic; **Ex. [Example]** for musical illustration;

(2) a number; and

(3) caption providing information of the source of the table or figure and any notes to immediately follow below the visual (see fig.1).

Notice that on internet citations, students should provide two (2) dates: the upload date (the date the webmaster uploaded the website) and an access date (the date the student accessed the website).

The upload date should follow the website owner and then followed by the student access date.

Date order should be day-month-year.

Indicate web addresses with < >.

The label and caption should be flushed to a *left* margin.

When the visuals are first discussed in the body of the text, the essay needs to direct the reader to see the visual that is being illustrated. Such as (see fig. 4), (see ex. 2). This needs to be done only once.

ENDNOTES VS. FOOTNOTES

Please format the paper for endnotes. Convert footnotes if necessary.

WORKS CITED

Please check over the works cited page for appropriate style. We do not use bibliographies.

When citing websites within the body of the text, students should cite the abbreviated “title” of the website rather than the author or URL. No page numbers are necessarily.

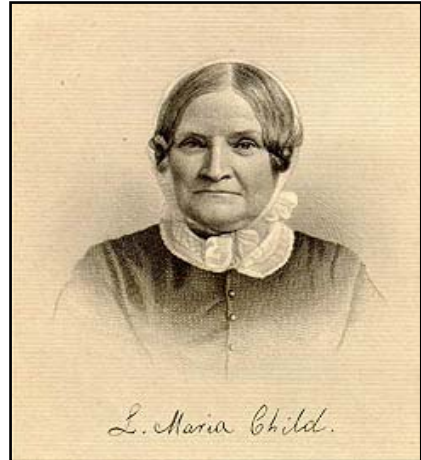











Fig. 1. Lydia Maria Childe, portrait. Source: Early American Fiction, online, University of Virginia Lib., internet, 2 March 2002. 28 April 2003.
<<http://etext.lib.virginia.edu/eaf/authors/cal/lmfcCal.html>>

PROOFREADERS' MARKS

Symbol	Meaning	Example
☞ or ☞ or ☞	delete	take it out
○	close up	print as <u>one</u> word
☞	delete and close up	close up
^ or > or ˆ	caret	insert here <i>(something)</i>
#	insert a space	put one [^] here
eg#	space evenly	space evenly [^] [^] where [^] indicated
stet	let stand	let marked text stand as set
tr	transpose	change <u>order</u> <u>the</u>
/	used to separate two or more marks and often as a concluding stroke at the end of an insertion	
[set farther to the left	<u>too far to the right</u>
]	set farther to the right	too <u>far to the left</u>
ˆ	set as ligature (such as æ)	encyclo <u>pæ</u> dia
=	align horizontally	<u>alignment</u>
	align vertically	<u> </u> align with surrounding text
x	broken character	im <u>per</u> fect
□	indent or insert em quad space	
¶	begin a new paragraph	
Ⓟ	spell out	set <u>5 lbs.</u> as five pounds
cap	set in CAPITALS	set nato as <u>NATO</u>
sm cap or s.c.	set in SMALL CAPITALS	set <u>signal</u> as SIGNAL
lc	set in lowercase	set S outh as south

<i>ital</i>	set in <i>italic</i>	set <u>oeuvre</u> as <i>oeuvre</i>
<i>rom</i>	set in roman	set <u>mensch</u> as mensch
bf	set in boldface	set <u>important</u> as important
= or -/ or  or /M/	hyphen	multi-colored
$\frac{1}{N}$ or <u>en</u> or /N/	en dash	1965–72
$\frac{1}{M}$ or <u>em</u> or /M/	em (or long) dash	Now—at last!—we know.
∨	superscript or superior	² as in πr^2
∧	subscript or inferior	₂ as in H ₂ O
 or 	centered	 for a centered dot in $p \cdot q$
	comma	
	apostrophe	
	period	
; or ;/	semicolon	
: or 	colon	
 or 	quotation marks	
(/)	parentheses	
[/]	brackets	
OK/?	query to author: has this been set as intended?	
↓ or ⊥ ¹	push down a work-up	an unintended mark
 ¹	turn over an inverted letter	inve rted
wf ¹	wrong font	wrong <u>size</u> or <u>style</u>

¹The last three symbols are unlikely to be needed in marking proofs of photocomposed matter.