Human Kinetics House Style Guide

Updated 2/18/21

For any topics not covered within this guide, follow *Chicago Manual of Style* for general style issues and follow *Webster's* (www.m-w.com) for spelling. If a term is too technical to be found in *Webster's*, use the following online medical dictionary: http://medical-dictionary.thefreedictionary.com.

Humanities Style

- Numerals for 10 and higher, percentages, running times, and when grouped with numbers 10 and higher (e.g., "2 to 12 people")
- Use "percent" and "degrees" instead of symbol in running text (% and ° are OK in tables and figures)
- Spell out units of measure ("hours," "meters," "grams") in running text
- Abbreviate units of measure in tables, figures, and parenthetical conversions
  - Do not include periods on abbreviated units: 10 yd
  - Use "sec" for seconds and "hr" for hours

Scientific Style

- Numerals for 10 and higher, percentages, running times, when grouped with numbers 10 and higher (e.g., "2 to 12 people"), measurements of time, dates, ages, sample or population size, scores, points on a scale, and exact sums of money
- Use symbols for percentages and degrees: 23%, 45 °C, 45° angle
- Abbreviate all units of measure that follow a number
  - Do not include periods on abbreviated units: 10 yd
  - Use "s" for seconds and "h" for hours

Units of Measure

- *Humanities style:* spell out units in running text; abbreviate units in tables, figures, and parenthetical conversions
- *Scientific style:* abbreviate all units of measure that follow a number
- Do not include a plural *s* in an abbreviated unit (e.g., use "yd" instead of "yds")
- Do not include periods on abbreviated units; the only exception is the abbreviation "in." (to distinguish from the word *in*)
- Use a space before units of temperature: 10 °C, 10 °F
- Do not put a hyphen before an abbreviated measure
    a 35-pound (16 kg) hammer (humanities style)
    a 35 lb (16 kg) hammer (scientific style)
- When abbreviating units such as meters per second, use a slash rather than a multiplication dot between two units ("m/s" instead of "m · s^{-1}"); if there are three units, though, use multiplication dots ("mL · kg^{-1} · min^{-1}" instead of "mL/kg/min")

Unit	Abbreviation
calorie	cal
centigram	cg
centimeter	cm
deciliter	dL
feet	ft
fluid ounce	fl oz
foot-pound	ft-lb
gallon	gal
gram	g
horsepower	hp
hour (humanities style)	hr
hour (scientific style)	h
inch	in. (with period to distinguish from the word *in*)
international unit	IU
joule	J
kelvin	K (no degree symbol used)
kilocalorie	kcal
kilogram	kg
kilometer	km
kilometers per hour	km/h
kilowatt	kW
liter	L
megawatt	mW
meter	m
miles per hour	mph
milligram	mg
milliliter	mL
millimeter	mm
millimole	mmol
millisecond	ms
minute	min
mole	mol
month	mo

ounce	oz
pint	pt
pound	lb
pounds per square inch	psi
quart	qt
second (humanities style)	sec
second (scientific style)	s
volt	V
watt	W
week	wk

Dimensions
- "a 3- x 5-inch index card" or "a three-by-five-inch index card"
- "a field 20 x 50 yd" or "a field 20 yards wide by 50 yards long"

Abbreviations
- *Humanities style:* spell out units in running text; abbreviate units in tables, figures, and parenthetical conversions
- *Scientific style:* abbreviate all units of measure that follow a number
- Do not include a plural *s* in an abbreviated unit (e.g., use "yd" instead of "yds")
- Do not include periods on abbreviated units; the only exception is the abbreviation "in." (to distinguish from the word *in*)
- Use Latin abbreviations within parentheses only: et al., e.g., i.e.
- Do not abbreviate state names in running text; use postal abbreviations within address lists
- Use the abbreviation "U.S." only as an adjective; include periods
- Include periods in the abbreviations "a.m." and "p.m."
- Do not use periods in acronyms: BMI, USDA
- Do not use periods in degrees: PhD

Numbers
- Numerals for 10 and higher, percentages, running times, and when grouped with numbers 10 and higher (e.g., "2 to 12 people")
- *Scientific style only:* numerals also used for time, dates, ages, sample or population size, scores, points on a scale, and exact sums of money
- Use numbers for book cross-references: chapter 4, part II
- Include a comma in a number of four or more digits: 4,000

Ordinal Numbers and Centuries
- Follow general number style: ninth student, 19th century, 21st century
- The *th* and *st* should not be superscripted

Fractions Written as Words
- Write out common fractions: "half," "two-thirds"
- Hyphenate fractions used as adjectives: "three-fourths majority"
- Fractions used as nouns can have a hyphen or no hyphen; use whichever is dominant in the manuscript: "three fourths of all students" or "three-fourths of all students"

Fractions Expressed as Numerals
- Don't use one of the built fractions available in Microsoft Word; use a slash: 2/5
- In a mixed fraction, use a hyphen after the whole number: 2-2/5

Decimals
- When converting a measurement to metric, the answer should usually be rounded to the same number of places after the decimal as in the original number
- Include a 0 before the decimal point in fractions of one (0.95), with the following exceptions (which can never exceed 1.0)
  - Probabilities: .95
  - Correlations: .95
  - Batting averages: .300

Number Ranges
- Use *to* (rather than a hyphen or en dash) for ranges of numbers and years in running text
  20 to 30 people
  1999 to 2000
- In number ranges in parenthetical text, citations, figures, tables, and indexes, use hyphens rather than en dashes (e.g., "pp. 21-22"); this also applies to references, even if the reference style normally calls for en dashes
- When a range includes a unit of measurement, that unit doesn't need to be repeated; the exception is when there is no space before the unit or symbol
  3-4 m
  45-90 yd
  70-75 °C

  3%-4%
  45°-90°
  1RM-3RM
- In indexes, use full numbers for locators (e.g., "101-110")

Math Operators
- If the operator functions as a verb (i.e., "is"), put spaces around the operator
  target heart rate = max HR × 0.60
- If the operator functions as an adjective, close up the operator next to the number
  Fewer repetitions are performed with rest intervals <2 minutes
- As noted in the Special Character Coding appendix, use the codes \x\ for the multiplication sign, \lte\ for less than or equal to, and \gte\ for greater than or equal to
- For less than and greater than, you don't need codes (Use Shift+, for < and Shift+. for >.)

Equations
- When possible, put equations on a separate line rather than in paragraph text (This eliminates weirdness with punctuation and avoids undesirable line breaks.)
- If equations are numbered, the in-text mentions should be lowercased (e.g., "see equation 3.1")
- Single-letter variables should be ital; constants, Greek letters, and descriptive subscripts should be roman (When in doubt about whether a letter is a variable, pick whichever treatment for that character is predominant and make it consistent throughout the manuscript.)

Measurement Conversions

- For projects of level 2 internationalization and above, include metric equivalents for measurements
- In general, round the answer to the same number of places after the decimal you had in the original number
- When converting a range of numbers, the conversion can be approximate, so round the converted numerals to whole numbers if appropriate
- For the metric equivalent of something of a standard size or weight—swimming pools, dumbbells, and so on—the comparable international product probably isn't a direct conversion of the American weight; query the author what the closest metric product is in other countries
- If a measurement is given in metric without an English conversion, a conversion often isn't needed; metric is the standard unit of measure for nutrients on nutrition labels, and it's the standard unit for many formulas, such as the formula to calculate body mass index
- If a recipe calls for a very small amount of a substance (wet or dry), and the American version of the recipe uses teaspoons or tablespoons, you don't have to convert those to metric measurements (metric teaspoons and tablespoons are very close to the American sizes of teaspoons and tablespoons)
- For dry ingredients in quantities larger than a few tablespoons, use grams as the unit of measure
- An American cup is almost equivalent to a metric cup, so it doesn't have to be converted to grams

Headings and Titles

- Use title-style capitalization for chapter titles and all heads, capitalizing all of the following:
    - All nouns, pronouns, verbs, adjectives, and adverbs, regardless of number of letters
    - Prepositions of four or more letters
    - Prepositions that are part of phrasal verbs: Set Up
    - The first word and last word
    - Both words in a hyphenated term: Task-Specific Strength
- There should not be stacked heads; if you find stacked heads, query or add copy
- If there is an article at the beginning of a head, consider whether it can be eliminated (e.g., "The Principles of Training" can be shortened to "Principles of Training")

Edition Numbers

- In running text, edition numbers should be written out and capitalized; there should be a comma before and after the edition number:
    The book *Introduction to Exercise, Third Edition,* is the product of his research.
- If the edition is mentioned but not as part of the title, lowercase it:
    This is the third edition of *Introduction to Exercise.*

Universities, Affiliations, and Academic Degrees

- Our house style for a campus location in a university name is [University] *at* [City]; however, if the university is consistent in using a comma or en dash in its branding, it is acceptable to use the name by which the university is generally known:
    University of Illinois at Chicago
    California State University, Fullerton
   University of Wisconsin–Madison

- On title pages, retired authors should have their affiliations presented as follows:
  Millikin University, Professor Emerita
  University of Iowa, Professor Emeritus
- In abbreviations of degrees, omit the periods: PhD
- Degrees are capitalized, whether abbreviated or written in full, when they follow a personal name, but lowercased when they are used in general terms:
  Sherrilyn M. Billger, Doctor of Economics
  bachelor's degree
  master of science
  master's degree

En Dashes
- Use an en dash in place of a hyphen in a compound adjective when one of its elements is an open compound or when two or more of its elements are open compounds or hyphenated compounds:
  the post–World War years
  a hospital–nursing home connection
  a quasi-public–quasi-judicial body
- An en dash can also be used to indicate a relationship between the two elements or to mean *to*:
  parent–teacher conference
  London–Paris train
- Do not use an en dash for a number range or year range; use a hyphen instead
- Do not use an en dash for a minus sign; use the minus sign that is available in Microsoft Word
- Do not use an en dash surrounded by spaces in place of an em dash—unless the project is using British English (see the British Style appendix)

Figures
- Use periods in figure numbers: figure 2.1
- Figure captions should be initial cap (sentence-style capitalization)
- Use a period at the end of the figure caption
- In any in-paragraph mentions of figures, the word *figure* should be spelled out (not abbreviated) and lowercased: see figure 2.1
- In art, labels should be initial cap (sentence-style capitalization)
- In art labels (and any other element that uses sentence-style capitalization), if the label begins with a symbol or number, the word that follows is lowercased, as in the following example:
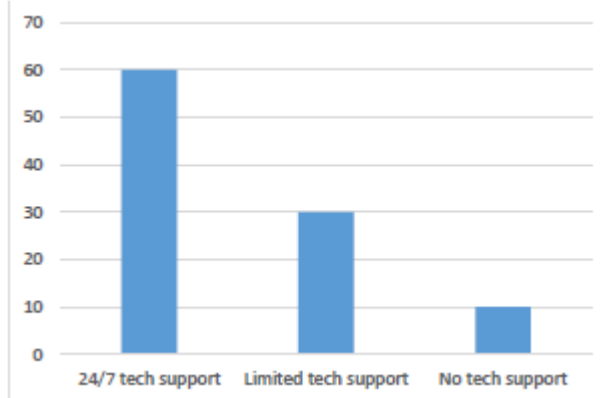
Multipart Figures
- The letter designations for the parts should be lowercase and ital (in any in-paragraph mentions as well as in the caption):

  see figure 2.1*a*

  Figure 2.1 Changes in *(a)* heart rate, *(b)* stroke volume, and *(c)* cardiac output.
- In the caption, italicize both the letter and the surrounding parens (to avoid crashes)
- In the caption, the letter designation should appear *before* the portion of the figure it describes, not after
- In text referring to a range of figure parts, repeat the number but not "figure": see figure 2.1*a* through 2.1*c*

Figures in Layout Proofs
- If a figure continues from one spread to the next, the word *(continued)* should be lowercase and ital; the parens should be ital as well

Tables

- Use periods in table numbers: table 2.1
- Table titles should use title-style capitalization
- Do not use a period at the end of the table title
- In any in-paragraph mentions of tables, the word *table* should be spelled out (not abbreviated) and lowercased: see table 2.1
- Use initial cap for table column heads, spanner heads, table body, and table body heads

Table Footnotes
- A general footnote that applies to the whole table doesn't need any asterisk or letter; it should begin with the italicized word *Note:*
- A single footnote that has a corresponding marker in the table should use an asterisk
- If the table has multiple footnotes, each of which has a corresponding marker in the table, they should be lettered notes; the letters should be roman and superscripted

Tables in Layout Proofs
- In columns with numerals, the numbers should align on the decimal point or, in the case of whole numbers, on the ones digit. (Note that this alignment of table entries is not necessarily the same as *position within the column*, so a table design that calls for centering can still have numbers aligned on the decimal.)
- If a table continues from one spread to the next, the word *(continued)* should be lowercase and ital; the parens should be ital as well

Extracts (Block Quotations)

Quotations of 40 or more words should be broken out from the paragraph to be set as a block quote.
- Delete quotation marks that enclose the extract; if there were single quotation marks within, those should now be changed to double quotation marks
- Do not use ellipses at the beginning of the extract or at the end of an extract that ends with a complete sentence
- If the extract ends with a parenthetical citation, the period at the end of the extract should precede the opening parenthesis of the citation

- As with in-paragraph quotations, the only edits that should be made to extracts are correcting misspellings and typos; if there was a mistake in the original publication (rather than a mistake made in copying the content into the manuscript), the clarification can be done in brackets to indicate the change to the reader

Lists

Note that the following guidelines don't necessarily apply to presentation packages. (Because the slides are mostly lists, it's more important that the capitalization and punctuation be consistent from one list to the next.)

Type of List

Use numbered lists for the following:
- To distinguish a particular order of elements
- When the stem introducing the list specifies the number of elements in the list
- For run-in lists in which enumeration would improve clarity (see Run-In Lists subsection)

Use lettered lists for the following:
- For a sub-sublist, after bullets and numbers have already been used
- For run-in lists in a project with parenthetical numbered citations (see Run-In Lists subsection)
- For answer choices (see Multiple-Choice Tests section)

Punctuation and Capitalization

If the text preceding the list is grammatically completed by the list items (that is, the stem preceding the list is not a complete sentence), follow these guidelines:
- The lead-in text should have no ending punctuation
- The list items themselves should use series commas, and the final item should have an ending period
- There should be an "and" before the final list item

> Perhaps the strongest points in favor of a combined department are
> - efficiency,
> - coordinated use of facilities, and
> - little conflict between park management and recreation programming.

If the text preceding the list is a complete sentence, follow these guidelines:
- The lead-in text should end with a period or a colon
- The list items should be initial cap
- The list items should have ending punctuation if they are complete sentences; if the list items are a mix of sentences and phrases, they should ideally be edited to all be one or the other

> To draw a graph, follow these steps:
> 1. Make heavy lines for the vertical and horizontal axes.
> 2. Choose the appropriate grid scale.
> 3. Indicate units of measurement by placing grid marks on each axis at the appropriate intervals.
> 4. Clearly label each axis with both the quantity measured and the units in which the quantity is measured.

> The Federal Highway Administration has multiple functions.
> - The administration of federal aid to the states for highway construction
> - Highway planning and research
> - Road building on federal domain

List Heads
List heads should use title-style capitalization and no ending punctuation

List Item Heads
- If each list item begins with an introductory phrase, these item headings should be ital rather than bold
    - *Rivers and streams through cities.* These resources are often underdeveloped. Even minimal development can produce great benefits.
    - *Waterfront facilities.* Many cities are located on the banks of lakes or large rivers. This offers great potential for developing recreational sites along the waterfront.
    - *Nature paths.* Many people like to walk for exercise and pleasure. Walking can be even more pleasurable along scenic routes with interesting natural features.

- The capitalization and punctuation of the list item heads (period, em dash, or colon) should ideally be consistent from one list to the next
- The punctuation following a list item head should be ital (in the same way that the em dash following a glossary term is bold)

Run-In Lists
- For lists within paragraph text, the list items may need to be enumerated to improve clarity; when enumerating a run-in list, enclose the numbers in opening and closing parentheses

    Manuscripts undergo several early steps in editorial development, including (1) general review by an acquisitions editor, (2) a read through and thorough review by a developmental editor, (3) subsequent revision by the author, (4) a check by the developmental editor, (5) manuscript preparation and typemarking by managing editor, and (6) a meticulous line edit by a professional freelance copyeditor.

- Don't use numbered run-in lists if the book uses numbered reference citations; either change to lettering, remove the enumeration altogether, or move the list out of paragraph text

Multiple-Choice Tests
- Enumerate the choices with lowercase letters followed by periods (a., b., c., etc.)
- If a question runs into the answers grammatically, no colon should separate the two, and the choices should be lowercase

    2. Heat cramps are caused by
        a. physical activity
        b. water loss
        c. poor conditioning
        d. all of the above

- Choices should only conclude with periods if the question is a complete sentence and each answer is a complete sentence

    4. Regarding eye injury care, which statement is incorrect?
        a. Do not wash a cut or punctured eyeball.
        b. Simple bruises can be treated by applying ice without compression.
        c. Care cannot be administered with contact lenses in place.
        d. An eye should be washed out by applying water to its outside corner.
        e. All injuries involving the corneas should be treated by an eye specialist.

- If a blank is used to represent the first word in the question stem, the choices should be capitalized

    3. _____ causes heat cramps.
       a. Physical activity
       b. Water loss
       c. Poor conditioning
       d. None of the above

- The first word of each answer should be lowercase unless the answer is an independent sentence, is a proper noun, or is used to represent the first word in the question stem

    1. Which principle of BASI Pilates teaches students to conserve energy?
       a. flow
       b. precision
       c. efficiency
       d. none of the above

- Lowercase "true" and "false" as choices

- If there is more than one blank in the question stem, the two responses in each choice should be separated by semicolons.

    5. Capitalists, even among sport owners, try to keep productivity _____ and wages _____.
       a. high; low
       b. low; high
       c. growing; decreasing
       d. none of the above

Key Terms and Glossary Entries
- In running text, key terms should be bold, but the punctuation that follows should not be bold
- In a glossary entry, the term and the em dash that follows it should be bold
- Lowercase glossary terms (except proper nouns and acronyms)
- Use initial cap for the definition
- Include a period at the end of the definition
- Order the glossary entries using letter-by-letter alphabetization

Indexes
- Lowercase main entries and subentries, except for proper nouns and acronyms
- Use hyphens for page ranges
- Use full numbers for page ranges (e.g., "101-110")
- Order the index entries using letter-by-letter alphabetization
- In index layout proofs, the first entry at the top of the verso should not be a subentry; it should be a main entry or a *(continued)* line; the *(continued)* line should be set like a main entry (not appear above the column):

dance improvisation *(continued)*
   postural control and 40-41, 237
   in practice 236-241
   in training 59-60, 236-238
dance training. *See also* instructional strategies
   age-appropriate 58-60

Eddy, Martha 4, 9
EEG. *See* electroencephalography
effector level 118, 137
efference copy 128
efferent neurons. *See* motor neurons
efficiency 25, 172

Gender-Neutral Language
- Avoid terms that inadvertently exclude females:

Examples	Alternatives
mankind	humanity, people, human being, humankind
man's achievements	human achievements
the best man for the job	the best person for the job
man-made	synthetic, manufactured, machine-made
the common man	the average person, ordinary people
man the stockroom	staff the stockroom
nine man-hours	nine staff-hours
workmen's compensation	workers' compensation
chairman	chairperson
businessman	business executive
fireman	firefighter
mailman	mail carrier
policeman	police officer
congressman	congressional representative

- Two terms that present particular difficulty in our field are *sportsman* and its correlate *sportsmanship*. A few terms that can be used in their place follow:

    Sportsman
    sportsperson
    sports lover
    sports enthusiast
    athlete
    honest/fair player

    Sportsmanship
    sporting conduct
    sporting behavior
    fair play
    fairness
    being a good sport/good loser
    competing honorably

Pronouns
- There are two uses of the singular "they":
    1. The preferred pronoun of a specific person (for example, someone whose gender identity is nonbinary)
    2. A generic pronoun for an unknown person or a theoretical person

- When a real person uses the singular "they" (and "their" and "them") for themself, this pronoun should always be retained

    C.J. Smith, an author and researcher, did their doctoral studies at Oxford.

- For an unknown person or theoretical person, the pronoun should be addressed in one of the following ways, whenever possible:
    1. Recast the sentence to be plural (e.g., change "The player should consult his coach" to "Players should consult their coach")
    2. Reword the sentence to avoid having a pronoun (e.g., change "The average student is worried about his grade" to "The average student is worried about grades")

- On a K-12 project, the singular "they," "their," and "them" should always be used in place of "he or she," "him or her," or "his or her," because some school districts require nonbinary language
- On all other projects, the singular "they" is preferable to "he or she" because it is a more inclusive term
- For both types of singular "they" usage, use a plural verb: "they are" (similar to "you are")

Race Terms
- Do not hyphenate *African American*, *Asian American*, *Hispanic American*, or *Native American*
- *African American* and *Black* are both acceptable terms (Both are used in Black-written publications.)
- Capitalize *Black* when used as a race category
- Follow author preference in the choice between *white* and *White* (since there are valid arguments for either option)
- *POC* and *BIPOC* are U.S.-centric terms, so they should usually be avoided in books of internationalization level 2 and above; similarly, *BAME* is a U.K.-centric term and should usually be replaced
- The term *minorities* is outdated and is regarded by some as having a negative connotation of lower status; *underrepresented group*, *marginalized population*, and *ethnic minority* are better choices (Depending on the context, it may be better to specify the racial groups referred to.)
- Preserve the race designations used in a particular research study—e.g., do not change *Latinx* to *Hispanic* if that's not the term respondents selected in the survey (The term that the author has used in the manuscript is probably the term used when the research was published.)

Prefixes
- Do not use a hyphen with common prefixes
    coauthor
    extralong
    glenohumeral
    multijoint
    nondominant
    overcompensation
    preevent
    redo
    socioeconomic
    superset

- An exception is made—and a hyphen included—when (1) the closed-up word would be confused with another word or (2) a double vowel would make the word hard to read
    re-flex (to flex again)
    re-create (to create again)
    non-elite
    non-entity
    semi-indirect

    For double vowels, follow *Webster's*: double e's (preenrollment, reevaluate) are closed up, but double i's (multi-industry, semi-independent), double a's (meta-analysis), and double o's (co-owner) are hyphenated

Slashes
- Avoid using slashes between words, which make the author appear lazy

- - If there's a slash between two words that mean the same thing, choose one word and delete the other
    - If there's a slash between two words that don't mean the same thing, use the word *or*
    - Avoid the use of *and/or*; simply choose *and* or *or*
- When abbreviating units such as meters per second, use a slash rather than a multiplication dot between two units ("m/s" instead of "m $\cdot$ s^{-1}"); if there are three units, though, use multiplication dots ("mL $\cdot$ kg^{-1} $\cdot$ min^{-1}" instead of "mL/kg/min")
- Use a slash for fractions: 2/5

Sport Versus Sports
- *Sports medicine* is always plural; for all other subdisciplines (e.g., sport sociology) use the singular form
- As an adjective with other nouns, *sport* can be singular or plural, depending on the context (e.g., *sports rules* is plural because each sport has its own body of rules; *sport science* is usually singular, referring to sport as a field of study)

  sport events
  sport facilities
  sport management
  sport mechanics
  sport performance
  sport science

  sports equipment
  sports officiating
  sports rules

- There are exceptions to the guidelines presented here (e.g., *Nancy Clark's Sports Nutrition Guidebook*); when in doubt, check with the DE or Acq Ed

Cross-References
- For references to art, tables, specific chapters, or other sections in the text, use a lowercase term plus the appropriate numeral or letter
    - figure 12.7
    - table 4.2
    - chapter 3
    - part II
    - appendix A
- Cross-references may be parentheticals, phrases, or complete sentences
    - (figure 12.7)
    - As discussed in part II,
    - (see chapter 3)
    - See appendix A for a full set of instructions.
- Every numbered figure (including a photo that is assigned a figure number) and table should be preceded in the text by a cross-reference
- Cross-references that use titles should not include quotation marks
    - see the History in Sports sidebar
    - see chapter 3, Program Design
- Eliminate the terms *above* or *below* from cross-references, replacing them with wording such as *that follows*, *earlier*, *later*, or *previously mentioned*

Trademarked Names
- When a generic equivalent is available, use it in place of a trade name (e.g., "photocopy" rather than "Xerox"; "in-line skates" rather than "Rollerblades")

- Trademarked names that are left in should be capitalized
- Trademark symbols (™) and registered trademark symbols (®) should be deleted, unless we have agreed to include them on a particular project (usually a project done in collaboration with the organization that holds the trademark)

Website Addresses

- Remove "http://" (or "https://") from a website address that includes "www." (This rule also applies to references, even if the reference style doesn't call for removing the "http://")
- Include "http://" in a website address that does not include "www."
- For HK website addresses, we make two exceptions, based on our company branding; we don't include "https://" and we use capital letters to make it easier to read:

    US.HumanKinetics.com

    HKPropel.HumanKinetics.com

    Canada.HumanKinetics.com

    CoachEducation.HumanKinetics.com

    Journals.HumanKinetics.com

- In non-HK web addresses, it is unnecessary to use capitalization to distinguish the words

Pluralization

1960s, 1970s
thank-yous
dos and don'ts
PhDs
Xs and Os, *but* A's and B's (to distinguish from the word *As*)

Miscellaneous

- No word space between initials in names (in references or text)
- Because we do not use a final *s* when we use *Human Kinetics* as a possessive, we do not use the final *s* with other words that end in *s*: Tiger Woods' scores, Edwin Moses' career
- A complete sentence following a colon should be capitalized
    There is one golden rule of copyediting: Do not change the author's meaning.
- Do not use *as* to mean *because*
- Do not use *impact* as a verb; change to *affect* (Although this usage of *impact* is acceptable according to *Webster's*, its use is controversial enough that it's best to avoid it.)
- Use *that* for restrictive clauses and *which* for nonrestrictive clauses
- The terms *more than* and *over* can be used interchangeably
- Use person-first language when referring to an individual with a disability: man who is blind, student who has a developmental disability (instead of "blind man" or "developmentally disabled student")
- Distinguish between *cardiorespiratory* (used in context of exercise, endurance) and *cardiovascular* (used in context of disease)
- When referring to a particular hall of fame, capitalize it ("MLB Hall of Fame"); if not referring to a specific hall of fame, lowercase it ("a member of 13 halls of fame")
- In phone numbers, use hyphens between the area code and number; omit the initial 1: 217-351-5076

- For the abbreviation for maximal oxygen consumption, include an overdot (coded as \od\) and make "max" full size rather than subscript

$$\dot{V}O_2\text{max}$$

- Follow *Webster's* for the distinction between *between* and *among*:

    There is a persistent but unfounded notion that *between* can be used only of two items and that *among* must be used for more than two. *Between* has been used of more than two since Old English; it is especially appropriate to denote a one-to-one relationship, regardless of the number of items. It can be used when the number is unspecified ⟨economic cooperation between nations⟩, when more than two are enumerated ⟨between you and me and the lamppost⟩ ⟨partitioned between Austria, Prussia, and Russia —Nathaniel Benchley⟩, and even when only one item is mentioned (but repetition is implied). ⟨pausing between every sentence to rap the floor —George Eliot⟩ *Among* is more appropriate where the emphasis is on distribution rather than individual relationships. ⟨discontent among the peasants⟩ When *among* is automatically chosen for more than two, English idiom may be strained.

    If the authors themselves have misused *among*, they will likely object to its being changed. So when possible, rewrite the sentence to avoid using *between* or *among* (e.g., change "the relationships among the three groups" to "the interrelationships of the three groups").

Specific Terms

acknowledgment
AD (and BC)
adviser (but advisory)
afterward
All-American
a.m. (and p.m.)
anabolic hormone responses (NOT anabolic hormonal responses)
appendix; appendixes (appendices when referring to organ)
at-bat (noun, adjective)
attention-deficit/hyperactivity disorder (ADHD)

B_{12}, B_6 vitamins (all numbers with B complex vitamins are subscript)
backward
bandanna
BC (and AD)
beanbag
benefited
biceps (NOT bicep)
Big Ten Conference
bingeing
blog
bodybuilding
burpees

carrys (noun; as in canoe maneuvers or football rushing)
coauthor
coeditor
cool down (verb)
cool-down (noun, adjective)
copyedit
copyeditor
counterattack (noun, verb)
cross country runners
cross country running (noun, adjective)
cross-country skiers
cross-country skiing (noun, adjective)
cross-training

deadlift
deadlifting (noun, adjective)
decision making (noun, predicate adjective)
decision-making (adjective)
diagramed (but diagrammable, diagrammatic)
dialogue
dietitian
disc (in vertebrae, compact discs, and disc golf)

dorsiflexion
double-check (verb)
double-dribble (verb)
double dribble (noun)
double-fault (verb)
double fault (noun)
doubleheader
Down syndrome

early-season (adjective)
ebook (capitalize as Ebook in headings)
email (capitalize as Email in headings)
extralong
eye–hand coordination

FitnessGram
flier (a handbill or pamphlet)
flys (noun; a weightlifting exercise)
focuses (not foci)
follow through (verb)
follow-through (noun, adjective)
formulas (not formulae)
free throw (noun, adjective)
fulfill

1984 Games (Games always cap when it refers to Olympics)
gauge
glenohumeral
goal setting (noun, predicate adjective)
goal-setting (adjective)
gold medalist
ground stroke
gymnastics (noun, adjective)

Hacky Sack
health care (noun, adjective)
heartbeat
heart rate monitor
high-intensity (adjective)
high intensity (predicate adjective)
high school (noun, adjective)
hula hoop

in-line skating
in-season (noun, adjective)
in season (predicate adjective)
Internet

key code

lat pull-down
lifestyle
log in (verb)
login (noun, adjective)
log out (verb)
logout (noun, adjective)
long-sleeved (adjective)
longtime (adjective)
Lutz

mannequin
middle-aged (adjective)
middle aged (predicate adjective)
midseason
mis-hit
mucous (adjective)
mucus (noun)
multijoint

NBA All-Star
NCAA All-American
Nerf ball
nondominant
non-elite
non-English-speaking
non-entity
nonlinear
non-weight-bearing (NOT nonweight bearing)
number one (adjective, as in "cancer is America's number one killer")

off-balance (adjective)
off balance (predicate adjective)
off-season (noun, adjective)
Olympians
Olympic Games (always capitalize Games when referring to Olympics)
Olympic gold medalist
Olympic Trials
one-arm, two-leg (adjective, as in "he did a one-arm handstand")
online (noun and adjective)
orthopedic (use *orthopaedic* only in proper names or British-style text)
out of bounds (adverb)
overcompensation

~~P.E.~~ = physical education (the abbreviation PE is OK if heavily used in manuscript)
peripheral artery disease (NOT peripheral arterial disease)
~~phys. ed.~~ = physical education (the abbreviation PE is OK if heavily used in manuscript)

Pilates
pinny (a vest worn to identify one as part of a team)
p.m. (and a.m.)
postexercise
powerlifting
preevent
preexercise
preexisting
pull-down (noun, adjective)

quadriceps (NOT quadricep)

racket (e.g., tennis racket)
racquetball
rating of perceived exertion (NOT rate of perceived exertion)
re-create (to create again)
rectus abdominis
redo
redraw
re-flex (to flex again)
regimen (NOT regime)
rock 'n' roll
~~Rollerblade~~ = in-line skating

salable
Salchow
short-sleeved (adjective)
shoulder-width ("Stand with feet shoulder-width apart.")
sign in (verb)
sign-in (noun, adjective)
sign up (verb)
sign-up (noun, adjective)
silver medalist
sit-up
socioeconomic
speedskating, speedskater
Spinning (trademarked name of specific stationary cycling class)
~~StairMaster~~ = stair stepper
student-athlete (noun)
sulfur
Summer Olympics, Summer Games (Games always cap when it refers to Olympics)
supercompensation
superset
syllabuses (not syllabi)

taekwondo
take off (verb)
takeoff (noun)

tee ball (NOT T-ball)
teenage (noun, adjective)
Thera-Band
time line
totaled
toward
triceps (NOT tricep)
type 1, type 2 diabetes
type I, type II (muscle fibers)

U.S. (abbreviation OK as adjective, but spell out United States as noun)
US.HumanKinetics.com

$\dot{V}O_2max$ (overdot over the V, coded as "\od\"; subscript 2; full size "max")
vitamin B_6, B_{12}

warm up (verb)
warm-up (noun, adjective)
website
weightlifter
weightlifting
wetsuit
Wiffle ball
Winter Olympics, Winter Games (Games always cap when it refers to Olympics)
worksheet
World Wide Web
world-class (adjective)
world-record holder

X-ray (noun, verb, adjective)

Appendix A: Special Character Coding

For any character not listed here, you can use the symbol that's available in Word (either using the Symbols portion of the toolbar or using a keyboard shortcut). Note that although coding is required for less than or equal to and greater than or equal to, no coding is needed for less than (<) and greater than (>).

When putting character coding in a phrase that has formatting—italics, bold, subscripting, or superscripting—the character code should not have the formatting (for example, if V\od\O$_2$max is a bold glossary term, remove the bold from "\od\").

Symbols and Diacritics

Symbol	Description	Coding
×	times	\x\
≤	less than or equal to	\lte\
≥	greater than or equal to	\gte\
'	prime; minute; foot symbol	\p\
"	double prime; second; inch symbol	\dp\
–	macron; overbar	\lo\
Q̇	overdot	\od\
ˇ	hacek (upside-down circumflex)	\h\

Placeholder

Symbol	Description	Coding
■	black box placeholder	\bb\

Greek Letters

Letter	Description	Coding
A	Alpha	\gA\
α	alpha	\ga\
B	Beta	\gB\
β	beta	\gb\
Γ	Gamma	\gG\
γ	gamma	\gg\
Δ	Delta	\gD\
δ	delta	\gd\
E	Epsilon	\gE\
ε	epsilon	\ge\
Z	Zeta	\gZ\
ξ	zeta	\gz\
H	Eta	\gH\
η	eta	\gh\

Θ	Theta	\gU\
θ	theta	\gu\
Ι	Iota	\gI\
ι	iota	\gi\
Κ	Kappa	\gK\
κ	kappa	\gk\
Λ	Lambda	\gL\
λ	lambda	\gl\
Μ	Mu	\gM\
μ	mu	\gm\
Ν	Nu	\gN\
ν	nu	\gn\
Ξ	Xi	\gJ\
ξ	xi	\gj\
Ο	Omicron	\gO\
ο	omicron	\go\
Π	Pi	\gP\
π	pi	\gp\
Ρ	Rho	\gR\
ρ	rho	\gr\
Σ	Sigma	\gS\
σ	sigma	\gs\
Τ	Tau	\gT\
τ	tau	\gt\
Υ	Upsilon	\gY\
υ	upsilon	\gy\
Φ	Phi	\gF\
φ	phi	\gf\
Χ	Chi	\gX\
χ	chi	\gx\
Ψ	Psi	\gC\
ψ	psi	\gc\
Ω	Omega	\gV\
ω	omega	\gv\

Appendix B: British Style

Manuscripts being published specifically for our British market must often retain a distinctive British style. Here are some of the main areas of difference between American and British style:

Punctuation
- No series comma, except when each item is a grammatically complete sentence or when a comma would eliminate ambiguity (e.g., the final list item or penultimate list item contains a conjunction)

  > The performers are ready, the set is in place, and the audience is waiting.
  > My favourite breakfast is coffee, bacon and eggs, and toast.
  > The restriction applies to professors, part-time instructors, and graduate or undergraduate students.

- Quotation marks (sometimes called *inverted commas)* are the opposite of American practice: single quotes are the norm, with double quotes reserved for quotes within quotes
- When a quotation forms part of a sentence, the closing quotation mark precedes a comma, period, or semicolon
- A spaced en dash is preferred over an em dash

  > Recovery can take several months – even years.

- No periods after *Mr*, *Mrs*, *Dr, St*

Prepositions
- lives *in* High Street (NOT on)
- stands *on* queue (NOT in line)
- have experience *of* (NOT with)
- discussion *on* (NOT of)
- basis *on* which to explain (NOT by)
- in respect *of* (NOT to)
- in relation *of* (NOT to)
- new lease *of* life (NOT on)
- in isolation *of* (NOT from)
- important *in* (NOT for)

Spelling

There are no easy rules to apply in this area; consult the *Oxford English Dictionary* for assistance
- acknowledgement
- aetiology
- among (not amongst)
- analyse
- backwards
- behaviour
- calibre
- centimetre
- centre
- colour
- co-operate
- enquiry
- favourite
- fibre
- fulfil

- furore
- gramme
- headteacher
- honour
- instil
- judgement
- kilometre
- licence (noun) but license or licence (verb)
- metre
- paediatrician
- paralyse
- per cent
- plateaux
- practise (verb) but practice (noun)
- programme
- reflexion
- skilful
- spelt
- theatre
- towards
- travelling
- vigour but vigorous
- whilst
- wilful

Miscellaneous Issues
- Organizations should be thought of as a plural "it," not a plural "they"
- Dates should appear as follows: 1 April 1999, 10 July 1994
- Money: £4.95, 66p

British Terms to Avoid
- "fag" (cigarette) may be misunderstood by non-British readers
- "niggler" (petty person) or "niggle" (slight injury) may cause discomfort for American readers

Appendix C: Copyeditor Expectations

Level O Copyediting
- Correct errors in typing, grammar, and punctuation and obvious errors in fact
- Check and correct spelling (Where *Webster's* gives variant spellings, use the first-occurring variant.)
- Ensure consistency in capitalization, spelling, and hyphenation throughout the manuscript (An exception might be manuscripts by multiple authors, such as edited books with many contributors.)
- Check that typemarking is accurate
- Cross-check table of contents against chapters
- Insert character coding for special characters
- Create a style sheet, which includes a list of what character codes were used and in which chapters
- Use Word's spell-check feature to check each file before returning the manuscript

Level C Copyediting

C-level copyediting is typically requested for three types of manuscripts: well-written ones that need minimal alteration of language, trade books in which the author's style should be carefully preserved, and low-budget ones that do not warrant extensive editing because of cost considerations. Most C-level projects involve occasional higher level editing—for example, replacing a particularly poor word choice or rewriting a sentence that is difficult to understand. For C-level copyediting, do all of the tasks listed for O-level copyediting, plus the following:
- Eliminate wordiness or redundancy.
- Balance paragraphs (splitting very long ones or combining very short ones)
- Ensure that each figure and figure caption matches its in-text mention
- Ensure that each table and table title matches its in-text mention
- Check cross-references to sidebars, chapters, and chapter sections to make sure that they are accurate
- Cross-check author/date citations against references
- Cross-check in-paragraph key terms against key terms list or glossary
- Check the spelling of athletes' and notable figures' names using reliable online sources
- Check that organization names are accurate using the organization's own website

Level B Copyediting

B-level editing focuses on polishing sentences to create a smooth-reading manuscript. A project classified as B-level may involve a small amount of A-level editing and always includes C-level editing. In addition to the tasks outlined for O-level and C-level editing, the copyeditor is expected to do the following:
- Ensure that word usage expresses meaning properly and smoothly
- Edit sentences to be clear, concise, and polished
- Make all rewriting consistent with the author's style
- Verify that sentences are logically organized within paragraphs

Level A Copyediting

A-level editing involves a big-picture approach to a manuscript: The copyeditor is asked to evaluate the overall organization and presentation of ideas. In addition to all O-level, C-level tasks, and B-level tasks, the copyeditor is expected to do the following:
- Rewrite paragraphs or parts of chapters that are poorly written, illogical, or confusing
- Point out missing pieces within paragraphs or chapters that confuse the logic or presentation of argumentation

- Reorganize ideas within paragraphs or chapters that are poorly presented and confusing
- Rewrite paragraphs or parts of chapters directed at the wrong audience; that is, simplify overly technical writing or polish overly simple, unsophisticated writing

Queries
- Query the developmental editor about typemarking that might need to be changed or with big-picture questions, using the following format: **\qqDE: Question?xqq**
- Query the author about content that is unclear, missing information, or reference discrepancies, using the following format: **\qqAU: Question?xqq**
- When asking the author whether an edit is OK, briefly explain what was edited so that the author knows what's been changed
- Do not ask the author to flesh out a discussion, and do not make suggestions such as adding figures or rearranging chapters; it is too late at this stage to make developmental edits

Permissionable Content
Copyeditors should not alter figures, tables, and sidebars that are reprinted from another source, except in the following ways:
- Changes in capitalization to conform to HK style
- Changes in abbreviations to conform to HK style
- Correction of spelling, grammatical, and punctuation errors

Content that has a credit line of "Adapted…" may or may not be permissionable. If edits are made to such material, please query the DE whether it's OK to edit.

Checking URLs
- In running text and recommended reading lists, the copyeditor should check the functionality of every URL to make sure it works and goes to a site that seems appropriate
- In references, the copyeditor should look for obvious typos (e.g., "www.microsft.com") but does not need to check functionality or query the author about outdated URLs

Appendix D: Internationalization Levels

Level 1: No internationalization necessary

This would be our least-used level. The product will be sold in the United States only or in the United States and Canada. U.S. measures only. No metric. No expectation of sales by HK subsidiaries. No cost added to internationalize.

Level 2: Minimal internationalization required

Metric is a must. Add metric equivalents and avoid terms that have inappropriate or offensive connotations in other English-speaking countries. Products at level 2 and higher always include metric units of measure, either as the sole form of measurement or with accompanying English units. No other obvious steps are to be taken to internationalize the product. The cost for internationalizing a product to level 2 standards is negligible and doesn't need to be accounted for.

Level 3: Be internationally sensitive, within reason

Metric is a must. At level 3, we will be internationally sensitive with text, art, photos, cover, marketing, and cover presentation, but we will not take extreme measures to make the product internationally appealing. Authors would point out when statistics are from U.S. samples (e.g., "Physical activity has declined from 33% to 30%" becomes "In the United States, physical activity has declined from 33% to 30%"). We may request some revisions to accommodate international readers, we will select photos with an eye for balancing American images with those from other countries, and we will try to use words and images on the cover that are internationally sensitive. But we will not take this to the extreme. We will do what we can within the budget and time constraints of the project.

Level 4: Extreme internationalization desired, but product will still be sold in the United States

Metric is a must. All areas, all departments are to accommodate international concerns. We are willing to pay for the development costs that this will require, and these costs are significant. Some examples: As in level 3, authors would point out when statistics are from U.S. samples (e.g., "Physical activity has declined from 33% to 30%" becomes "In the United States, physical activity has declined from 33% to 30%"). At level 4, authors would also be asked to add a comparable number of statistics and examples from other countries so as to broaden international appeal. Editors would review the products with international audience needs in mind. The copyeditor would follow an international style sheet. We would balance the use of photos with obvious American-only connotations (brand names, stores, or even situations and backgrounds such as grilling burgers by a lake or having all rock-climbing photos be at American sites) with photos from other countries. Subsidiary staff would be free to change the spellings of certain terms, such as using *behaviour* instead of *behavior* in marketing copy within their subsidiary-specific marketing pieces.

Level 5: The product is to be developed for a non-U.S. audience (no U.S. readers)

A level 5 product is one that will not be sold in the United States. Instead, it will take on all of the characteristics required for sales in the country or region stipulated. This will apply not only to the language used in the product but also to design, photos, and marketing. Interestingly, it is less expensive to develop English-language products at this level than to develop English-language products at level 4. Products at level 5 might be created for a certain English-speaking country (e.g., using *programme* and *behaviour* for the UK or a European audience), or they might be translated into a language other than English. Such translation, of course, is expensive.

Appendix E: Sensitivity and Bias

The purpose of this appendix is to raise awareness about insensitive language or content that could potentially be hurtful to certain audiences. These are recommendations rather than rules. If a particular author prefers identity-first language instead of person-first language, for example, that is an author preference we should respect. This is especially true if the author is part of the group being discussed—it would not be appropriate to tell someone what label to use for their own identity.

Generalizations, Assumptions, and Stereotypes
- Broad statements about a generation (millennials, baby boomers, etc.)
- Assumptions about rural areas (education levels, socioeconomic status)
- Binary gender classifications
- Use of terms "gender" and "sex" interchangeably ("sex" is biological/anatomical; "gender" is a social construct)
- Emphasis on women's physical appearance (e.g., framing men's weight loss as being about health while assuming that women's motivation for weight loss is having a sexy body)

Insensitivity to Particular Cultures and Situations
- Deaf culture (the Deaf community as a linguistic minority group)
- Technology access
- Weight stigma
- Psychiatric illness stigma
- Disabilities

Making Light of Other People's Serious Situations
- "prisoner squat," "prison bootcamp," "con body"
- Joking about dementia ("I must have early Alzheimer's!")
- Joking about obsessive-compulsive disorder ("I'm so OCD!")

Names in Examples and Vignettes
- No ethnic diversity
- Ethnic names associated with academic struggle, economic disadvantage, misbehavior, etc.

Irrelevant Descriptors and Patronizing Connotations
- female administrator (rather than just "administrator")
- inspiring Paralympic athlete (rather than just "Paralympic athlete")

Terms to Change to Person-First Language
- blind man (substitute "man who is blind")
- developmentally disabled student (substitute "student who has a developmental disability")
- user, addict (substitute "patient with an addiction")
- terminally ill patient (substitute "patient with a terminal illness")
- the blind (substitute "people who are blind")
- the homeless (substitute "people experiencing homelessness" or "people in transitional housing")
- a schizophrenic (substitute "a person with schizophrenia")

Terminology to Avoid
- slaves (substitute "enslaved Africans" or "enslaved people")
- tribe (referring to a Native American nation)*
- chinks in the armor (the word "chink" has more than one meaning, but because one is a racial slur, it's best to avoid it completely; substitute "cracks in the armor" or "gaps in the armor")

- poverty ridden
- poverty stricken
- inner city
- ghetto
- handicapped
- challenged
- impaired
- afflicted with, stricken with (which imply a low quality of life)
- sufferer
- high functioning, low functioning
- normal (as a way of distinguishing one group from another)
- special needs
- mental retardation (substitute "intellectual disability" or "developmental disability")
- wheelchair bound
- confined to a wheelchair
- vegetable (substitute "person in a vegetative state")
- epileptic fit (substitute "seizure")
- defect (substitute "congenital disability")
- midget (substitute "little person" or "someone with dwarfism")
- elderly (substitute "older adults," "older patients," etc.)
- sexual preference (substitute "sexual orientation")
- homosexuals (substitute "people who identify as gay," "lesbians," or "gay men")
- __phobic (depending on context, a term like "homophobic" might be more accurately described as "LGBTQ+ discrimination"; likewise "Islamaphobia" might better be described as "prejudice against Muslims")
- crazy (substitute "extreme" or "wild" if that's the intended meaning; use "mentally ill" if that's what is meant)
- Mrs. (change to her first name or to "Ms."—whichever parallels male names used in the text)

*See CMS 8.38-8.39 for treatment of names of ethnic and national groups