Composition Studies Style Guide

Compiled and edited by:

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(2025-present)

Modified from the *WPA: Writing Program Administration* Style Guide with permission from that publication. We are grateful to the *WPA* editors for allowing us to adapt their document.

1.0 General policies

1.1 Style manuals

Works appearing in *Composition Studies* use *MLA* (9th edition) bibliographic style. The *Chicago Manual of Style, 17th edition (CMS)* should be consulted for issues not addressed by either *MLA* or this style guide.

1.2 Types of texts published in *Composition Studies*

i. At a Glance

This multimodal section invites authors to incorporate visuals with writing to address a specific topic or to offer a succinct introduction to a new book in the field. Contributions in this section are typically by invitation only, although the editors welcome queries from interested authors. Authors are expected to manage the design of this section, although editors work closely with contributors to prepare these manuscripts. At a Glance manuscripts can vary in length, but we suggest that contributions should be **no more than 3,500 words** (including notes and works cited). At a Glance contributions are **not peer reviewed**.

ii. Articles

Original **peer-reviewed** articles relevant to rhetoric and composition studies, including those that address teaching college writing; theorizing rhetoric and composing; administering writing programs; and, among other topics, preparing the field's future teacher-scholars. All perspectives and topics of general interest to the profession are welcome. Article manuscripts should be **no more than 7,500 words** (including notes, works cited, and appendices) and should be previously unpublished. The journal does not publish peer-reviewed articles shorter than 6,000 words.

iii. Course Designs

Course designs describe, contextualize, theorize, reflect on, and present an innovative writing, rhetoric, or pedagogy course. These texts are aimed at writing and rhetoric faculty at post-secondary and graduate institutions. Course design manuscripts should be **no more than 5,000 words** (including notes and works cited). Course designs typically include a syllabus, which we house on the journal's website; the syllabus does not count toward the word count. Course designs are **not peer reviewed**.

iv. Where We Are

Contributions for this section are by invitation only from the editors. This section brings together a diverse group of scholars in the field to reflect on a timely issue. Where We Are manuscripts should be **no more than 2,000 words** (including notes and works cited). These contributions are **not peer reviewed**.

v. Book Reviews

Composition Studies publishes three kinds of **non-peer-reviewed** reviews:

- Single-authored review of a current book (1,000-1,500 words).

- Single-authored review essay of two to three books that draws out intersecting threads among the works, emerging shifts in scholarship and pedagogy, and/or divergent approaches to similar problems or questions (3,000-3,500 words).

- Dialogue among two to three reviewers about **two to three books** either in the field or beyond it that have bearing on practices or theories in composition studies (3,000-3,500 words).

Authors interested in publishing a book review should contact book review editor Wenqi Cui at wcui9@jh.edu.

1.3 General formatting guidelines

i. If submitting an **article**, include an abstract (maximum 200 words) following the title and preceding the epigraph (if you have one) and the body of your text. Do not add the word "Abstract" above the actual abstract; format as double-spaced, and skip a line between the abstract and the beginning of body text. If submitting a course design, book review, or contribution to "Composing With" or "Where We Are," we do not need an abstract.

ii. Order manuscript sections as follows: body text, acknowledgments, notes, works cited, author biographies, and appendices. Please note that it's fine if you don't have acknowledgments, notes, and appendices.

iii. Use Times New Roman font, 12-point type, and double-spacing throughout (including notes and works cited). **Exception to double-spacing: single-space the syllabus portion for a Course Design.**

iv. Add a running head with a shortened version of your title (no more than 50 characters) and page numbering in the upper right corner.

v. Type one space after periods, not two spaces.

vi. When referring to authors in the body of your text, be sure to include their full names upon first mention; use last names in subsequent references. If you refer to an author as a co-author associated with another text, use the full name for the first mention again. (Ex: if you cite a text by Elizabeth Wardle and then cite a text by Elizabeth Wardle and Linda Adler-Kassner, use Wardle's full name upon first mention in both instances.)

vii. In works cited, format dates as Day Month year, using numerals for date, abbreviated spelled-out months, and numerals for date (16 Mar. 2017).

viii. In works cited, use inclusive page numbers. In a range of numbers, give the second number in full for numbers through ninety-nine (2–3; 10–12; 21–48). For larger numbers, give only the last two digits of the second number, unless more are necessary (96–101; 103–04; 125–30; 1145–62; 395–401).

ix. Do not use special type (boldface, italics, etc.) anywhere in the manuscript to emphasize meaning.

x. Turn off auto note / numbering function and insert notes manually. Numbered notes should be placed as endnotes, not footnotes, after the end of the main text and before the works cited. The corresponding number should be formatted as a superscript in the text. That said, **endnotes should be used sparingly.** Where possible, embed citations for related content within parentheses in the body of the text.

xi. When citing URLs, do not include http:// in the citation.

- www.compstudiesjournal.com

1.4 House exceptions to *MLA* style

i. List every author of a multi-authored work in bibliography entries rather than citing only the first author. Use "et al." in in-text or parenthetical citations of works with five or more authors.

ii. Use a single em dash (—) for subsequent bibliography entries from the same author, including for subsequent bibliography entries by multiple authors with the same first author.

iii. Omit the month or season of periodicals. Specify both the volume and the number for periodical issues.

iv. The name of a book series should generally be omitted in works cited entries unless the series contains numbered volumes or if the series is essential for identifying or locating the work.

v. Do not list paywall URLs (JSTOR, ProQuest, EBSCO, etc.). If a DOI (Digital Object Identifier) number (which is most stable and therefore preferable) is not available when citing a source that you accessed through a paywall, cite it as you would a print source.

vi. When it is particularly important to situate cited works within their historical context or within a sequence, it is acceptable to use the past tense.

vii. Authors should see 13.0 for additional information about specific usages, such as open compound names, publications, and frequent citations.

viii. Percentages should be numerals (e.g., "2% of students").

ix. *Data* may be singular or plural according to author preference, but its usage should be uniform within each article.

x. It is sufficient to supply the locale for presentations at regularly held conferences; the venue (such as the name of the hotel or convention center) should be omitted.

xi. Consult the *Chicago Manual of Style* for information about hyphenating compounds.

2.0 Parts of the journal

2.1 Cover (front, back, and spine)

2.2 Masthead/journal information

The masthead lists all editorial staff and Advisory Board members. Editorial staff are listed under their corresponding positions, without institutional affiliation. Advisory Board members are listed in alphabetical order, with institutional affiliation in italics listed on the following line. The editors should make corrections for each issue.

2.3 Table of contents

2.4 Editors' introduction

i. See 2.6 for the order of parts in each publication. Editors' introductions do not include author biographies for the editors.

2.5 At a Glance

i. See 2.6 for the order of parts in each publication, minus the abstract. Typically, At a Glance contributions will include most if not all of the parts included for articles.

2.6 Articles, containing the following parts in this order:

The order of parts for articles should be used to guide how other kinds of texts are formatted, with adjustments made according to the specific requirements or needs of those texts.

Several of these sections call for different headings. For more on headings, see 4.0.

i. Title

Titles should be centered and in boldface, as a Title heading.

For titles that begin with a question, place a colon after the question mark (e.g., "How Do Dual-Credit Students Perform on College Writing Tasks After They Arrive on Campus?: Empirical Data from a Large-Scale Study").

ii. Author names

Author names should be in italics. Author names should match how they are presented in the author biographies and on the Table of Contents.

iii. Abstract

Do not include *Abstract* before the text. Abstracts should be no longer than 200 words. Abstracts are required for articles only, not At a Glance, Where We Are, Course Designs, or Book Reviews.

iv. Epigraphs, if included

Epigraphs should appear without quotation marks, set in italic type. The attribution takes the form of an em dash, followed by the author name, a comma, the title of the source (shortened titles are acceptable), and the page numbers (in parentheses). A full citation for the epigraph's source should be included in the Works Cited.

v. Article body

Do not indent the first paragraph of the article body or any paragraph following a heading.

vi. Acknowledgements, if included

If only one person or entity is recognized, use the heading "Acknowledgement."

vii. Notes, if included

Notes appear as endnotes in a section headed "Notes" (or "Note" if there is only one). Notes should be numbered with Arabic numerals. In-text references to notes are set in superscript and placed after terminal punctuation (e.g., "Many scholars support this contention.[1] Others disagree.[2]"). The notes themselves begin with the note number (not superscript), a period, a space, followed by the note text. Automatic endnotes may be used during draft stages, but should be "hard coded" for the final submission.

viii. Works Cited

Use the heading "Works Cited" (or "Work Cited" if there is only one). Citations should be alphabetized and should use hanging indents. Citations should be formatted according to *MLA* (9th edition). See 1.4 for house exceptions to *MLA*.

ix. Author biographies

Author biographies appear in the same order of the article byline, each beginning with the author name set in bold. Avoid using articles before academic titles, which should be lowercase (unless a named professorship). Use lowercase for the names of disciplines unless they are proper nouns (i.e. English), but uppercase for the official (non-generic) titles of departments, colleges, and other units. Spell out the full name of presses and provide the year of publication for books.

Biographies should be no longer than 100 words. Here is an example:

Jacob Babb (he/him) is professor of English and assistant chair of rhetoric and technical writing at Appalachian State University. He is co-editor of *WPAs in Transition* (Utah State University Press, 2018) and *The Things We Carry: Strategies for Recognizing and Negotiating Emotional Labor in Writing Program Administration* (Utah State University Press, 2020). His scholarship has been published in such journals as *WPA: Writing Program Administration*, *Composition Studies*, and *Composition Forum* and in multiple edited collections. He is the co-editor of *Composition Studies*.

x. Appendices, if included

Use appendices sparingly and judiciously. In-text references to appendices should not be capitalized. If there is only one appendix, do not give it a letter index (that is, do not refer to "appendix A" if there is no "appendix B"—simply refer to "the appendix").

The editors reserve the right to make an article's appendices available on the journal website rather than in the print edition of the journal. This choice is typically determined by the length of the appendices.

2.7 Course Designs

i. See 2.6 for the order of parts in each publication, minus the abstract.

ii. Course Designs must include four required sections, using headings to distinguish them:

- A **course description** that briefly outlines the course.
- A **description of the institutional context**, explaining the relationship between the course and/or its specific design and the program, department, institution, or community in which the course is offered.
- A **theoretical rationale** that explains the course's theoretical assumptions and their relationship to the content, structure, activities, and assignments announced in the syllabus.
- A **critical reflection** in which the author assesses strengths and acknowledges weaknesses, proposes adjustments or modifications based on outcomes, and discusses implications for the field at large.
- A **works cited** list that includes titles referenced or consulted, with the exception of those referenced in the syllabus.
- A **syllabus** presented as closely as possible to the document actually distributed to students. Authors should submit the syllabus as a separate document. The syllabus will be published on the journal website rather than in the print issue.

iii. Authors should review the full submission guidelines on the journal website under Submissions. These guidelines include longer descriptions of the sections listed above, as well as guidance for formatting the accompanying syllabus.

2.8 Where We Are

i. See 2.6 for the order of parts in each publication, minus the abstract. Where We Are contributions may or may not include notes or works cited, but they will include author biographies.

2.9 Reviews

Reviews are formatted differently than other texts in the journal. Each review should include the following components:

i. A title, if provided. Titles are used for review essays or reviewer dialogues, not single-text reviews.

ii. Source information, with the reviewed work title in italics and boldface, followed by the author/editor name(s), the publisher, year of publication, and the number of pages followed by pp. Do not use hanging indent for these citations. Here are two examples, first for a single- or multi-authored book and then for an edited collection:

> ***The New Work of Writing Across the Curriculum: Diversity and Inclusion, Collaborative Partnerships, and Faculty Development*****,** by Staci M. Perryman-Clark. University Press of Colorado, 2023. 145 pp.
>
> ***Rhetoric and Guns*****,** edited by Lydia Wilkes, Nate Kreuter, and Ryan Skinnell. University Press of Colorado, 2022. 259 pp.

iii. On the line below the citation, the reviewer's name and institutional affiliation in italics. Here is an example:

Reviewed by Zachary Beare, North Carolina State University

iv. Review body

Do not indent the first paragraph of the article body or any paragraph following a heading.

v. Author biographies

See 2.6.ix for information about formatting author biographies.

2.10 CFPs and Advertisements

Advertisements are formatted for full-page, half-page, or quarter-page, according to the size purchased by the advertiser. Ads are designed and formatted to fit the appropriate size by the advertiser in consultation with the member of the editorial staff currently working with advertisers. Pricing for advertisements is available on the journal's website under "Subscriptions + Advertising."

3.0 Quotations

3.1 Quotations longer than four lines of text should be formatted as block quotes.

3.2 When presenting a block quote containing only a vertical list from the original source, the page layout alone cannot unambiguously convey whether the material is being quoted or was written by the author. A signal phrase should be included in the introduction to the quote, such as "the following list is presented verbatim."

3.3 When altering quotations, do so in a way that is minimally disruptive to the reader. Whenever possible, make alterations or insertions outside of the quotation marks rather than adding square brackets inside the quotation. For instance, the following sentences are presented in order of increasing preference:

i. The authors "argue that [Smith's] recommendations are thoroughly untenable."

ii. The authors contend that Smith's "recommendations are thoroughly untenable."

iii. The authors found Smith's recommendations to be "thoroughly untenable."

3.4 Quotations are presumed to have been represented faithfully, so phrases such as "emphasis in original" are unnecessary. Apart from sic, only use such insertions to indicate alteration.

3.5 There is usually no need to change the capitalization of words within quotations. It is permissible to start mid-sentence quotes with capital letters or to start block quotes with lowercase letters.

3.6 Sic is treated as an English word and should not be italicized.

4.0 Headings

4.1 Articles should be organized with meaningful headings. Authors may enumerate headings and subheadings according to their preferred scheme, as long as it is logical and consistent.

4.2 Do not indent the first paragraph of a section.

4.3 Style headings within manuscripts as follows:

i. Titles (Title heading) of articles are centered and bold.

ii. Top-level headings (A-heads or Heading 1) are left-aligned and bold.

iii. Second-level headings (B-heads or Heading 2) are left-aligned and italicized.

iv. Third-level headings (C-heads, or Heading 3) should appear as a boldfaced, sentence-capitalized phrase at the start of the paragraph, followed by a period.

v. Additional levels of information hierarchy are rarely called for.

vi. The headings Acknowledgements, Notes, Works Cited, and Appendices are left-aligned and bold as Heading 1.

Level	**Format**
Title	**Centered Bold, Title Case Heading, 14 pt. font**
Heading 1	**Flush Left, Bold, Title Case Heading, 12 pt. font** Begin text as a new paragraph after one return. Do not indent that paragraph.
Heading 2	*Flush Left Italicized, Title Case Heading, 12 pt. font* Begin text as a new paragraph after one return. Do not indent that paragraph.
Heading 3	**Flush left, bold, sentence-capitalized heading, 12 pt. font, ending with a period.** Text begins on the same line and continues as a regular paragraph.
Notes, Acknowledgements, Works Cited, and Appendices	**Flush Left, Bold, Title Case Heading, 12 pt. font** Begin text with first entry after one return.
Author biographies	**Flush Left**, with the name in boldface. See an author biography example in 2.6.ix. Author biographies are not included in leveled headings.

4.4 Headings should be capitalized according to MLA rules for capitalizing titles of works.

4.5 Headings should divide and describe the work but should not, by themselves, convey the content of the work—it's useful to think of headings as voluntary reading for the audience.

5.0 Punctuation

5.1 Use the Oxford comma.

5.2 Ellipses are set as a series of periods with spaces between each, preceded by a space, and followed by a space unless it ends the sentence (. . .). Do not use the ellipses character (…).

5.3 En dashes should be used in numeral ranges, in the names of some colleges and universities, and adjectival phrases formed with open compounds (*CMS* 6.78, 6.80, 6.81). For example:

- pp. 5–13
- K–12 education
- University of Missouri–Kansas City
- I identified six writing behavior–related categories.

5.4 Except when used in initialisms, replace ampersands with the word "and." This applies even when ampersands are used in the official name of publications or other entities:

- *US News and World Report*
- Computers and Writing (C&W)
- Association of American Colleges and Universities (AAC&U)

6.0 Capitalization

6.1 Do not capitalize the names of academic disciplines unless they are proper nouns (i.e. English). Capitalize the official names of departments and administrative or academic units. Lowercase all other usages. (*CMS* 8.63, 8.85)

- The Department of English at Illinois State University has embraced an English studies curricular model in its doctoral program: all graduates complete coursework in composition-rhetoric, linguistics, literature, cultural studies, and other disciplines.

- The English department is more intellectually diverse than the biology department.
- The BA in writing and rhetoric is a popular major.
- The Gayle Morris Sweetland Center for Writing is housed in the College of Literature, Science, and the Arts at the University of Michigan. Many students visit the writing center every year.
- We have a robust first-year writing program.

6.2 With the exception of named professorships or honorifics that appear before a name, do not capitalize academic titles (*CMS* 8.22, 8.28):

- The dean has been immensely supportive.
- Ron Sudol, dean of the College of Liberal Arts and Sciences, has been supportive.
- We are grateful for the support of Dean Ron Sudol.
- Ron Sudol is now professor emeritus of writing and rhetoric at Oakland University.
- Vice President Martinez joined the vice president of academic affairs in supporting the measure. The vice president of the Division of Academic Affairs is Sylvia Fredrickson.
- Anne Ruggles Gere is Gertrude Buck Collegiate Professor and Arthur F. Thurnau Professor at the University of Michigan where she serves as chair of the joint PhD program in English and education.

6.3 Capitalize the official titles of courses but not their generic names (*CMS* 8.86). Include a nonbreaking space between the rubric and the course number. Place a colon after the course number, even if the school's style appears otherwise.

- WRT 1060: Composition II is the largest composition course at Oakland University.

6.4 Do not capitalize references to the parts of a work. For example:

- See the appendix for details.
- Chapter four of her work is historical in nature, and chapter five is theoretical.
- The section "Resisting Heteronormativity" is particularly illuminating.

6.5 Except for appearances on the cover or masthead, the names of seasons (fall, winter, spring, and summer) are not capitalized. Seasons are not included in journal article citations (see 1.4.x).

6.6 Racial and ethnic groups are designated by proper nouns and are capitalized. Therefore, use "Black" instead of "black." Likewise, capitalize terms such as "Native American" and "Hispanic." Capitalize "Indigenous" and "Aboriginal" whenever they are used. Capitalize "Indigenous People" or "Aboriginal People" when referring to a specific group (e.g., the Indigenous Peoples of Canada), but use lowercase for "people" when describing persons who are Indigenous or Aboriginal (e.g., "the authors were all Indigenous people but belonged to different nations"). Authors may use their own discretion regarding whether or not to capitalize white, and editors will follow their preference. (This is a modified version of AP's policy.)

7.0 Numbers

7.1 Spelling out numbers vs. using numerals

i. If using numbers **infrequently**, spell out numbers written in one or two words (e.g., "thirty-three" and "one million" but "2.5 million" or "155"). If using numbers **frequently**, type numerals for measurements ("16 litres") and for comparisons (or other situations where numbers are presented together and indicate similar things).

- "In the ten years covered by the study, the number of participating institutions in the United States doubled, reaching 90, and membership in the six-state region rose from 4 to 15."

7.2 Percentages

i. Percentages should be numerals (e.g., "2% of students").

7.3 Chapters, appendices, and other references to parts of a work

i. Chapters and other book divisions should be spelled out in lowercase (e.g., "chapter two," "part one").

7.4 Page Ranges

i. When including page ranges, give the second number in full for numbers through ninety-nine (2–3; 10–12; 21–48). For larger numbers, give only the last two digits of the second number, unless more are necessary (96–101; 103–04; 125–30; 1145–62; 395–401).

7.5 Year Ranges

i. When using date ranges, omit the first two digits of the second year if they are the same as the first two digits of the first year. Otherwise, write both years in full, using an en dash (e.g., 2000–03 or 1898–1901).

8.0 Typography

8.1 Ellipses

i. *Quotation within sentence*: Use three periods with a space before each and a space after the last (. . .) to indicate that words have been excised from the original.

ii. *Quotation omitting a sentence*: Use a sentence period followed by three periods with spaces before and after each other. Ex: "A writer has a number of rhetorical strategies and techniques to use, depending on what the writer wishes to accomplish, what kind of response the writer hopes to spark in the reader. . . . Using something other than written definitions, categories, and descriptions of data could provide additional mediational means for the student researchers to make sense of their data" (191).

8.2 Superscripts

i. Superscripts should be reserved to mark notes, corresponding to endnotes. Do not use superscripts for ordinals (e.g., "6th edition").

8.3 Italics

i. Using italics to emphasize certain words should be avoided in most cases. Avoiding italics for emphasis also helps readers who are experiencing the journal in alternate modalities, such as screen readers.

ii. The practice of italicizing foreign phrases is a point of some inconsistency. Although *CMS* and other style manuals suggest italicizing such phrases only when they are likely to be unfamiliar to the reader, paradoxically, some familiar foreign phrases are so commonly set in italics that readers would be surprised to see them in roman type. In essence, our goal is to avoid tripping up readers. As such, do not italicize:

- discipline-specific terms that are universal to members of our field (like ethos, pathos, and kairos);
- words that may have foreign origins but are generally considered English (versus, sic, zeitgeist);
- foreign words that are well-known to scholars of all disciplines (ibidem, et alia, et cetera—granted, these are most likely to appear as abbreviations).

However, do italicize phrases that are less-than-universal (*tikkun olam*, *eloquentia perfecta*, etc.) and familiar phrases that might invite misreading, especially if they are longer than one word (*a priori*, *quid pro quo*, *ad hoc, ad hominem*, etc.). If a word or phrase becomes familiar through use in the work, only italicize the first invocation.

iii. Per *CMS* 7.63, references to words as words should be set in italics (this is especially pertinent to studies involving keyword frequencies). As a rule of thumb in these cases, mentally inserting the phrase "the term" should yield a sensible sentence:

> The interests of composition were well-represented: [the term] *composition* appeared 25 times in the corpus, followed only by [the term] *rhetoric* and [the term] *student*.

9.0 Lists

9.1 Inline lists

i. Inline lists can be enumerated in any appropriate and consistent manner, but avoid a period after the index. Use both left and right parenthesis around the index, as in "Three things are required for survival: (1) food, (2) shelter, and (3) water." Numerals should be used particularly when the total quantity of the items is significant.

9.2 Vertical lists

i. Vertical lists can be marked with bullets (if the ordering or quantity of items is unimportant) or with numbers.

ii. Depending on the context, vertical lists can be treated either as part of the sentence (including internal punctuation and conjunctions) or as its own entity (without punctuation). In the former case, the list items should not be capitalized.

10.0 Visuals

We encourage authors to use visuals sparingly and judiciously. Visuals are expensive and labor intensive, and they present challenges for universal design. Figures and tables are enumerated separately with Arabic numerals. Since visuals may be moved around as the journal is laid out, do not refer to the relative position visuals in text (such as "see above" or "in the figure below").

10.1 Figures

i. **In-text references**

The word "figure" is not capitalized in in-text references. Do not use the abbreviation "fig." For example:

As shown in figure 3, a large percentage of respondents disagreed.

ii. **Figure captions**

Figure captions appear above the figure, prefaced by the capitalized word "Figure" and the figure number (no period). The caption, in italics, begins on the next line and should be in the form of a noun phrase that characterizes the figure, and should not present any information or commentary beyond identifying the figure and attributing its source. For example:

Figure 1

A Photo of a Typical Depression-era Classroom (Courtesy of Getty Images)

10.2 Tables

i. Tables should be numbered separately from any illustrations (table 1, table 2, etc.). Every table should be cited in the text by the number rather than by location relative to the text, either directly or parenthetically (*CMS* 3.51).

ii. **In-text references**

The word "table" is not capitalized in in-text references. For example:

As table 2 demonstrates, median scores improved.

iii. **Table captions**

Table captions appear above the table, prefaced by the capitalized word "Table," and the table number (no period). The caption, in italics, begins on the next line and should be in the form of a noun phrase that characterizes the table's content. It should not present any information or commentary beyond identification. For example:

Table 2

Means, Standard Deviations, and Inter-Correlations for Collaborative Writing Process Variables, (n = 474)

10.3 Images

i. Images and line-art should be submitted as image files in uncompressed TIF or JPG format and as separate files, at 300 dpi or higher. Be sure to include permissions for use of images created by others.

11.0 Names and titles

11.1 See 6.0 for information on capitalizing names and titles. See 13.5 for personal names, deadnames, and other usages.

11.2 Place spaces between initials in names (as in, C. S. Lewis)

11.3 The names of colleges and universities should be styled according to the institution''s own identity standards (*Wikipedia* is usually a reliable source for this, since most schools' PR departments make sure that their name is styled correctly there). For example:

- University of Washington Tacoma
- University of Wisconsin–Milwaukee [note the en dash]
- St. John's University
- Saint Paul College
- University of Texas at Austin
- the Ohio State University

11.4 Verify the accuracy of the names of publishers in citations. For instance, Utah State University Press and University Press of Colorado are not interchangeable, even though Utah State is an imprint of the latter. Similarly, some texts are jointly published by the WAC Clearinghouse, in which case both publishers should be acknowledged in the citation (e.g. The WAC Clearinghouse/Parlor P).

12.0 Pronouns and Deadnames

12.1 Gendered pronouns should be used sparingly and with great care. Authors should use individuals' specified pronouns when citing or writing about others. If authors cannot determine the pronouns used by individuals they are citing or writing about, the singular "they" is acceptable.

12.2 In addition to respecting individuals' specified pronouns, writers should avoid using deadnames when referring to or citing individuals.

12.3 Third person pronouns can apply to singular referents (the "singular they"). These pronouns always take a plural verb, even if only a single person or thing is addressed. Here is an example:

> When I give this project to a student, they typically balk at the work required.

12.4 Theirself or themself are acceptable as gender-neutral, singular pronouns.

12.5 If gendered pronouns are used, spell out the phrases "his or her," "he or she," "himself or herself." Do not use slashes (as in his/her, he/she, s/he, or him/herself).

13.0 Specific usages

13.1 Initialisms, acronyms, and abbreviations that do not need to be explained

i. CCCC [never CCCCs or Cs]
ii. CWPA
iii. ESL
iv. WPA (for writing program administrator; spell out writing program administration)
v. MLA
vi. NCTE
vii. COVID-19

13.2 Capitalization

i. email
ii. internet
iii. web
iv. website
v. *PRE/TEXT*
vi. COVID-19

13.3 Hyphenated compounds

Authors should use these hyphenated compound forms, although they should preserve different uses in direct quotations.

i. composition-rhetoric
ii. current-traditional
iii. land-grant
iv. rhet-comp
v. non-tenure-line
vi. two-year
vii. tenure-line
viii. first-year writing

13.4 Closed compounds

Authors should use these closed compound forms, although they should preserve different uses in direct quotations.

i. antiracist
ii. arhetorical
iii. byproduct
iv. copyedit
v. dataset
vi. email
vii. longtime

viii. midpoint
ix. multivocal
x. nonparametric
xi. ongoing
xii. policymaking
xiii. postsecondary
xiv. timeframe
xv. timespan
xvi. website

13.5 Personal names

i. The following individuals have surnames that are open compounds:

The editors update this list as needed; contact the editors if a name needs to be corrected or added.

- Adams Wooten, Courtney / Courtney Adams Wooten
- Barr Ebest, Sally / Sally Barr Ebest
- Bou Ayash, Nancy / Nancy Bou Ayash
- Brunk Chavez, Beth / Beth Brunk Chavez - Use Beth Brunk for discussion of her work in manuscripts, but cite the name used for the publication in the Works Cited.
- Stolley, Amy Ferdinandt / Amy Ferdinandt Stolley
- García de Müeller, Genevieve / Genevieve García de Müeller
- Grutsch McKinney, Jackie / Jackie Grutsch McKinney
- Hallman Martini, Rebecca / Rebecca Hallman Martini
- Haltiwanger Morrison, Talisha / Talisha Haltiwanger Morrison
- Kilfoil, Carrie Byars / Carrie Byars Kilfoil
- Kimme Hea, Amy C. / Amy C. Kimme Hea
- Speigel, Cheri Lemieux / Cheri Lemieux Speigel
- Lorimer Leonard, Rebecca / Rebecca Lorimer Leonard
- Reichert Powell, Pegeen / Pegeen Reichert Powell
- Rupiper Taggart, Amy / Amy Rupiper Taggart
- Siegel Finer, Bryna / Bryna Siegel Finer

ii. Other names often misspelled or used incorrectly:

The editors update this list as needed; contact the editors if a name needs to be corrected or added.

- Linda Adler-Kassner
- Mark Blaauw-Hara
- Jennifer Consilio

- Dominic DelliCarpini
- Ruth Fischer
- T J Geiger II [no periods, with a space between T and J] (Geiger, T J)
- Trent M Kays [no period]
- Beth L. Hewett
- Barbara E. L'Eplattenier
- Carrie S. Leverenz
- Katrina L. Miller
- Jessica Nastal-Dema - Use Jessica Nastal for discussions of her work in manuscripts, but cite the name used for the publication in the Works Cited.
- Staci M. Perryman-Clark
- Patti Poblete
- Irvin Peckham
- Dara Rossman Regaignon
- Dànielle Nicole DeVoss
- E. Shelley Reid
- Shirley K Rose [no period]
- Barb Blakley Duffelmeyer
- Kara Taczak [commonly misspelled]
- Irwin Weiser
- dawn shepherd [lowercase]

13.6 Publications

- *College Composition and Communication* [not *CCC*]
- *JAC* [not *Journal of Advanced Composition* unless discussing it historically]
- *Kairos*
- *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* [not *Pedagogy*]
- *PRE/TEXT*
- *Teaching English in the Two-Year College* [not *TETYC*]
- *WPA: Writing Program Administration* [not *WPA* or the *WPA Journal*]

13.7 Frequent citations

- Policy statements and official resolutions should be generally treated as self-contained, independent reports for the purposes of citation, whether they happen to be published in a journal or online. Do not treat them like journal articles, but do cite the relevant journal issue as a container. The following examples are in MLA style, beginning with the general pattern:

  [Authors or compilers, if different from the corporate author—omit if none specified]. [*Title in italics*]. [Corporate author/publisher], [Date—omit if provided later], [Container citation].

  Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors. 2021, tinyurl.com/reviewheuristic.

  CCCC Statement on Working Conditions for Non-Tenure-Track Writing Faculty. CCCC, 2016, cccc.ncte.org/cccc/resources/positions/working-conditions-ntt.

  CCCC Statement on Preparing Teachers of College Writing. CCCC, 2015, cccc.ncte.org/cccc/resources/positions/statementonprep.

  Cox, Anicca, Timothy R. Dougherty, Seth Kahn, Michelle LaFrance, and Amy Lynch-Biniek. *The Indianapolis Resolution: Responding to Twenty-First-Century Exigencies/Political Economies of Composition Labor*, CCCC, *College Composition and Communication*, vol. 68, no. 1, 2016, pp. 38–67.

  CWPA, NCTE, and the National Writing Project. *Framework for Success in Postsecondary Writing*. CWPA, 2011, wpacouncil.org/aws/CWPA/pt/sd/news_article/242845.

  Evaluating the Intellectual Work of Writing Administration. CWPA, 1998, wpacouncil.org/positions/intellectualwork.html.

  Hansen, Kristine, Jeffrey Andelora, Heidi Estrem, Clint Gardner, Joseph Janangelo, and Susan Miller-Cochran. *CWPA Position Statement on Pre-College Credit for Writing*. CWPA, Sep. 2013, wpacouncil.org/files/cwpa-statement-pre-college-credit.pdf.

  St*atement on Dual Credit/Concurrent Enrollment Composition: Policy and Best Practices*. CCCC, Nov. 2012, cccc.ncte.org/cccc/resources/positions/dualcredit.