

Florida Atlantic University Style Guide: Core Voice

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The Components of Florida Atlantic University's Guide to Writing Website Content

(This should be a chart)

[Florida Atlantic University Style Guide: Core Voice](#) [placeholder]

This document covers the core voice and style that applies to all writing on the Florida Atlantic University website across all audiences.

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[Florida Atlantic University Audience Writing Guide](#) [placeholder]

This document supplements the Core Voice with guidance on writing for specific audiences

- **Students**
- **Incoming Freshman** (very brief notes; see the separate Writing Guide for full details)
- **Faculty and Researchers**
- **Alumni and Donors**
- **Media and Public** (for anything related to press, see also the Florida Atlantic Division of Public Affairs' Editorial Style Guide)

[Florida Atlantic Audience Writing Guide: Incoming Freshmen](#) [placeholder]

This document supplements the Core Voice with guidance on writing for Incoming Freshmen (Gen Z)

[Florida Atlantic Division of Public](#)

→ [Affairs' Editorial Style Guide](#)

This document covers any communication with the press.

1. The Core Voice

Florida Atlantic University's voice reflects who we are and how we show up in the world. It combines the strength of a top public research university with the optimism and welcoming atmosphere of a community built on opportunity. When you write for Florida Atlantic, you represent that balance of confident but approachable, ambitious but grounded and always focused on people.

Our brand personality comes from five defining traits. They guide the tone and clarity of everything we write.

Trait	What it means for our writing
Ambition	We look forward and move quickly. Use language that shows action and progress. Favor verbs that suggest momentum: <i>discover, lead, create, build, explore</i> .
Opportunity	We open doors. Use language that empowers readers to act: <i>you can, you'll find, you have the chance</i> .
Connected and Coastal	We draw energy from South Florida's global connections and coastal spirit. Write with movement and openness that reflect a place where ideas, cultures and opportunities meet.
Exceptional	We aim high but stay human. Speak with confidence supported by facts, not superlatives. Let results and stories prove excellence.

When you apply these traits, Florida Atlantic's voice feels alive: strong, optimistic and real.

1.1. Core Voice Attributes

The way we sound builds trust. Every sentence should reflect these five attributes:

- **Clear**
Use plain language. Write as you would speak to an intelligent friend. Avoid unnecessary jargon or formality. Choose concrete words over abstract ones.
- **Confident**
State facts directly. Replace hedging or filler phrases with precise, active verbs. We don't boast; we demonstrate strength through clarity and evidence.
- **Human**
Write to a person, not a crowd. Use *you* to speak to readers and *we* to represent the university. Bring warmth through rhythm and pacing.

- **Inspiring**
Use language that helps people see themselves achieving, contributing, or discovering. Avoid clichés like “world-class” or “cutting-edge.” Focus on impact instead of hype.
- **Distinctively Florida Atlantic**
Reflect our sense of place. When relevant, bring in the vibrancy, diversity and forward energy of South Florida. Our writing should feel bright, open and dynamic.

1.2. Voice Principles

These principles apply to every piece of content, from homepage copy to press releases.

Use Active Voice

Keep subjects performing the action, not receiving it.

- ✓ **Do:** *Researchers developed new methods for coral restoration.*
- ✗ **Don't:** *New methods for coral restoration were developed by researchers.*

Active voice shows confidence and responsibility. It also reads faster and feels more natural.

Favor First and Second Person

Use *we* and *you* whenever appropriate.

- *We open doors to discovery.*
- *You can start your journey here.*
- *Florida Atlantic opens doors for students.*

First and second person create connection and immediacy. They turn statements into conversations.

Lead with People, Not Process

Highlight who benefits or contributes before explaining the system behind it.

- ✓ **Do:** *Students work alongside faculty on real-world research.*
- ✗ **Don't:** *The university's research programs provide opportunities for students.*

Keep It Simple and Direct

Choose short, strong words over longer ones when they mean the same thing.

- Use *help* instead of *assist*, *start* instead of *initiate*, *use* instead of *utilize*.
- Write in short paragraphs. Avoid filler or repetition.

Show, Don't Tell

Prove achievements through specific details rather than adjectives.

- ✓ **Do:** *Our nursing graduates achieve a 98% licensure rate.*
- ✗ **Don't:** *Our nursing program is one of the best in the nation.*

Balance Warmth and Authority

Sound like a trusted expert who's easy to talk to. Keep sentences professional but never stiff.

- ✓ **Do:** *We're tackling the toughest questions about climate resilience.*
- ✗ **Don't:** *The institution engages in advanced interdisciplinary research endeavors.*

1.3. Applying the Core Voice Across Channels

The Core Voice remains the same across every channel, but the delivery adjusts slightly to match the medium.

Channel	Key Considerations
Webpages	Use short paragraphs, clear headings and conversational tone. Front-load the most important information, meaning, put it at the beginning.
Social Media	Keep it crisp and positive. Write like you're talking to real people. Avoid slogans and corporate phrasing.
Email and Newsletters	Start with the reader's need. Use personal, active subject lines. Keep tone consistent with Florida Atlantic's broader story.
Print and Advertising	Use bold, simple statements that capture energy and clarity. Every word must earn its place.
Video and Scripted Content	Write for speech. Keep rhythm natural and authentic. Use first person to convey emotion and connection.

1.4. Tone Modulation Overview

While Florida Atlantic's voice stays consistent, tone shifts with purpose. Each tone level keeps the same personality but varies the energy and formality.

Purpose	Tone	How It Sounds
Inspire	Upbeat and forward-looking	"You'll see what's possible when you start here."

Purpose	Tone	How It Sounds
Inform	Calm and factual	“Florida Atlantic serves more than 30,000 students across six campuses.”
Support	Helpful and clear	“If you need to reset your password, follow these steps.”
Motivate	Encouraging and active	“Apply today and take the next step toward your goal.”

Writers can move along this range depending on context, but every tone should still sound like Florida Atlantic: confident, human and clear.

1.5. Putting It All Together

The Core Voice is your anchor. Whether you’re writing about research, student life or alumni success, every message should feel like part of the same conversation.

- Be clear.
- Be confident.
- Be human.
- Be inspiring.
- Sound like Florida Atlantic.

That consistency builds trust and recognition, one sentence at a time.

2. Voice and Tone Guides by Audience

Every audience hears the same Florida Atlantic University voice, but each needs a slightly different tone.

The Core Voice applies to everything you write; this section explains how to adjust the *tone* – not the *voice* – for specific groups. Each audience guide shows which parts of the Core Voice to emphasize, soften, or elevate, so you can speak clearly and effectively to the people you’re trying to reach.

Example

One voice: clear, confident and human.

- With an encouraging and supportive tone appropriate for students: *You can get help from your advisor anytime. We’re right here to guide you.*
- With a factual tone appropriate for the public and media: *We offer academic advising services to students across all colleges.*

The personality is the same and the voice stays constant, but the tone adjusts to the audience's needs and expectations.

Note: Each audience writing guide varies in length based on the complexity of communication needs for that group. Students and faculty/research audiences, for example, interact with more pages, processes and user journeys than others, and therefore require more guidance and examples.

2.1. One Voice, Many Audiences

The separate guides for the audiences that follows answer three questions:

- What does this audience need from us?
- How should our tone feel?
- What choices help our writing connect?

All sections use the same structure so you can move easily from one to another.

2.2. Students

Who they are:

Prospective and current students, from high school seniors exploring options to graduate students deep in their programs.

Tone:

Aspirational, friendly and direct. Sound like someone who believes in them and knows the way forward.

Voice focus:

Use *you* often. Keep energy high but natural. Celebrate possibility and belonging.

Do / Don't

- ✓ **Do:** *You'll find professors who know your name and challenge your ideas.*
- ✗ **Don't:** *Students at Florida Atlantic benefit from a personalized academic experience.*
- ✓ **Do:** *Start building your future here.*
- ✗ **Don't:** *Applications are now being accepted for the fall term.*

Microcopy cues:

Microcopy is content that helps people get around your site and explore further. It can be used for instructions, encouragement to continue or for calls to action.

Encourage action: *Apply Now, Explore Programs, Join Us, Find Your Community.*

2.3. Faculty and Researchers

Who they are:

Current and prospective faculty, research partners and collaborators; people who value rigor, discovery and impact.

Tone:

Intelligent, precise and approachable. Convey depth without sounding formal or abstract.

Voice focus:

Lead with ideas and results. Use confident, active verbs. Explain complex work in language anyone can follow.

Do / Don't

- ✓ **Do:** *Researchers at Florida Atlantic are developing real-time models to protect coastal communities.*
- ✗ **Don't:** *Research initiatives are being conducted to address coastal resilience.*
- ✓ **Do:** *Our R1 designation reflects both academic excellence and the impact of our research across South Florida and beyond.*
- ✗ **Don't:** *Florida Atlantic has achieved R1 status in accordance with the Carnegie Classification.*

Microcopy cues:

Highlight collaboration: *Collaborate, Share Your Work, Join a Research Center.*

2.4. Alumni and Donors

Who they are:

Graduates, supporters and friends who invest time, talent or resources in Florida Atlantic's success.

Tone:

Warm, proud and sincere. Recognize connection before making a request.

Voice focus:

Use *you* and *we* to reinforce shared achievement. Tell short stories of impact.

Do / Don't

- ✓ **Do:** *Your support helps students turn ambition into action.*
- ✗ **Don't:** *Donor contributions are essential to the university's mission.*
- ✓ **Do:** *We're building the next chapter together.*

- **X Don't:** *Florida Atlantic continues to receive generous support from alumni and partners.*

Microcopy cues:

Invite partnership: *Give Now, Get Involved, Celebrate with Us.*

2.5. Community and Partners

Who they are:

Local residents, business leaders, civic groups and organizations that collaborate with Florida Atlantic.

Tone:

Collaborative and forward-looking. Show shared goals and tangible benefits.

Voice focus:

Emphasize partnership, innovation and regional impact. Keep the language welcoming and practical.

Do / Don't

- **✓ Do:** *Together we're driving innovation across South Florida's industries.*
- **X Don't:** *Florida Atlantic collaborates with regional stakeholders to foster innovation.*
- **✓ Do:** *Our students intern, volunteer and lead in communities throughout the region.*
- **X Don't:** *Students participate in a variety of community engagement opportunities.*

Microcopy cues:

Promote connection: *Partner with Us, Learn More, See Our Impact.*

2.6. Media and Public

Who they are:

Journalists, general readers and anyone looking for trustworthy information about Florida Atlantic.

Tone:

Authoritative, factual and open. Be clear, direct and free of jargon.

Voice focus:

Lead with information, not promotion. Use active voice and concise sentences.

Quote sources accurately and give context that helps the public understand why the story matters.

Do / Don't

- ✓ **Do:** *Florida Atlantic researchers discovered a faster way to detect harmful algal blooms.*
- ✗ **Don't:** *A new method of detecting harmful algal blooms was recently discovered by researchers at Florida Atlantic.*
- ✓ **Do:** *The study appears in Nature Communications and was funded by the National Science Foundation.*
- ✗ **Don't:** *The research, which has received national attention, highlights Florida Atlantic's continued excellence.*

Microcopy cues:

Keep calls to action neutral: *Read the Story, Download the Report, Contact Media Relations.*

3. Editorial and Style Standards

These guidelines keep Florida Atlantic's writing consistent, clear and trustworthy across all public-facing content. They work alongside the Core Voice and the audience-specific tone guidance in Section 3. Use this section to check spelling, capitalization, titles and word choice as you write.

3.1. Editorial Foundation

Primary Style Reference

Follow **Associated Press (AP) style** for grammar, punctuation, capitalization and usage unless noted otherwise.

Florida Atlantic-Specific Style

For any terms, titles, names or abbreviations unique to the university, refer to Florida Atlantic Division of Public Affairs' [Editorial Style Guide](#).

These include:

- official names of colleges, centers and institutes
- acceptable abbreviations for degrees
- rules for academic titles
- campus and location naming conventions

Use AP for everything else unless Florida Atlantic's rules clearly differ.

General Principles

- Use active voice whenever possible.

- Prefer first and second person unless clarity requires third person.
- Keep sentences direct and free of jargon.
- Write for reading speed: shorter is better.
- Prioritize clarity and accuracy over style flourishes.

3.2. Headings and Subheadings

Headings (H1, H2)

- Use Title Case.
- Capitalize major words (nouns, pronouns, verbs, adjectives, adverbs).
- Lowercase articles, conjunctions and prepositions unless they begin the heading.
- Keep headings short, clear and literal.

Subheadings (H3, H4, etc.)

- Use sentence case.
- Capitalize only the first word and any proper nouns.
- Write in a tone that helps readers scan.
- Avoid punctuation unless it improves clarity.

Examples:

- **Heading (Title Case):** *Undergraduate Research Opportunities at Florida Atlantic*
- **Subheading (Sentence case):** *How to apply for a summer research program*

3.3. Grammar, Punctuation and Capitalization

Abbreviations

- For guidance on when it's appropriate to abbreviate Florida Atlantic University, please see section 3.4: *University Name*.
- Spell out academic degrees in running text: *Bachelor of Arts, Master of Science*.
- Use abbreviations only when space or context makes them the better choice: *BA, MS, Ph.D.*

Numbers

- Follow AP:
 - Spell out one through nine; use numerals for 10 and higher.

- Always use numerals for ages, percentage values, credit hours and rankings.

Dates and Times

- Use AP formatting: *Aug. 12, 3 p.m., noon, midnight.*
- Avoid redundancies: *Monday, Aug. 12* is correct; *Monday, August 12th* is not.

Capitalization

Use capitals sparingly.

Capitalize only proper names or official titles, not general references.

Examples:

- *College of Engineering and Computer Science*
- *the college* (on second reference)
- *President John Smith*
- *the president* (unless used before a name)

Avoid unnecessary capitals in program names, disciplines, seasons or job descriptions.

3.4. Preferred Terms and Proper Names

Consistency builds trust.

Use these guidelines for common Florida Atlantic terms:

University Name

- Use the full name, Florida Atlantic University, as the default reference. This is the university's preferred usage and you should use it wherever you reasonably can across the site, with a few exceptions that follow here. On first reference, add the abbreviation for the university after the proper name for SEO purposes: Florida Atlantic University (FAU).
- Use Florida Atlantic as the first level of shortening when needed. This may be used in headers, subheads or body copy when repeating the full name would feel heavy or redundant.
- Use FAU:
 - Only sparingly, and only after the university has been clearly identified on the page. The page must first reference Florida Atlantic University and Florida Atlantic before using FAU.
 - When additional shortening is necessary. This includes paragraphs with multiple references to the university, tight UI spaces, navigation labels, links and button CTAs where brevity improves readability.

- In headline and subhead combinations, prioritize clarity and repetition control. When appropriate, use Florida Atlantic University in the headline. If you need to reference the university again in a subhead, you may use FAU to avoid redundancy, provided the university has already been clearly identified.

Campuses and Locations

Use full names on first reference:

- *Florida Atlantic Boca Raton campus*
- *Florida Atlantic Jupiter*
- *Florida Atlantic Harbor Branch*
- *Fort Lauderdale*, not “Ft. Lauderdale”

Avoid abbreviating campus names unless commonly accepted by Florida Atlantic's own usage.

Colleges and Academic Units

Capitalize full titles only:

- *Charles E. Schmidt College of Medicine*
- *Dorothy F. Schmidt College of Arts and Letters*

Lowercase on second reference:

- *the college, the department, the center.*

Academic Degrees

Follow Florida Atlantic's internal list of acceptable formats:

- *Bachelor of Arts (BA)*
- *Master of Science (MS)*
- *Doctor of Philosophy (Ph.D.)*

Avoid using periods in degree abbreviations unless Florida Atlantic Division of Public Affairs' [Editorial Style Guide](#) requires them.

R1 Classification

Use the precise Carnegie phrasing:

- *R1: Very High Research Spending and Doctorate Production*

Avoid informal shorthand like “Tier 1.”

3.5. No-Go Words and Phrases

Avoid language that feels inflated, vague, or institutional.

These terms weaken clarity and make writing sound generic.

Avoid clichés and empty superlatives

- *world-class*
- *cutting-edge*
- *prestigious*
- *top-tier*
- *state-of-the-art*

Avoid distancing phrases

- *students are exposed to ...*
- *Florida Atlantic prides itself on ...*
- *the university endeavors to ...*

Avoid jargon when a simpler word works

- *utilize* → **use**
- *facilitate* → **help / support**
- *implement* → **carry out / put in place**

Avoid passive constructions when possible

- ✓ *Students can choose from a wide range of programs.*
- ✗ *Programs are offered to students.*

3.6. Welcoming and Accessible Language

Write in ways that respect identity, show care and support clarity for all readers.

Guidelines

- Use people-first language unless a group prefers identity-first phrasing.
- Be specific and neutral when describing groups.
- Avoid assumptions about background, ability or experience.
- Use plain language that supports clarity.
- Make sure your phrasing works well for screen readers and translation tools.

Examples

- *students with disabilities*
- *international students*

- *students from historically underrepresented groups*

Avoid euphemisms, stereotypes or language that centers on the institution more than the individual.

Sensitive and Context-Dependent Terms

Certain words can raise concerns depending on how they are used. These terms are not prohibited, but writers should use them thoughtfully and only when they accurately describe the subject matter. The terms become sensitive when they refer to, or could be interpreted as referring to, specific “DEI” programs or initiatives that are restricted by Florida law.

Guiding Principles

- Use the terms only when they are accurate, factual and relevant to the topic.
- Avoid using the terms to describe programs, initiatives, or activities that could be interpreted as “DEI”-focused unless the content has been reviewed and approved by the appropriate Florida Atlantic office.
- If the term is part of a neutral description, research context, or commonly accepted identifier (e.g., medical terminology, demographics, scientific categories), its use is appropriate.
- Do not use these terms rhetorically, aspirationally, or in ways that imply a “DEI” initiative where none exists.
- When uncertain, choose clear, plain language that directly describes the subject.

Examples of Terms That Require Context Awareness

activism, advocacy, advocate, advocates, African Americans, all-inclusive, at risk, backgrounds, barrier, barriers, belong, bias, biased, biases, Black, cultural competence, cultural differences, cultural sensitivity, DEI, disabilities, disability, discrimination, disparity, diverse, diverse backgrounds, diverse group, diversified, diversify, diversity, economic, economics, environmental quality, equality, equitable, equity, ethnicity, expression, female, females, gay, gender, gender diversity, gender identity, genders, health equity, historically, identity, immigrants, inclusion, inclusive, inclusive leadership, inclusiveness, inclusivity, inequalities, inequality, inequities, injustice, institutional, LGBT, LGBTQ, marginalize, marginalized, microaggressions, minorities, minority, multicultural, Native American, Native Americans, orientation, person-centered, person-centered care, polarization, political, prejudice, privilege, promoting diversity, pronoun, queer, race, racial, racism, sense of belonging, sex, sexuality,

social justice, sociocultural, socioeconomic, stereotype, stereotypes, systemic, trauma, traumatic, tribal, underprivileged, underrepresented, underserved, undervalued, victim, victims, vulnerable populations, women, women and underrepresented

How Writers Should Decide When to Use These Terms

- If the sentence is **describing factual research**, population groups, or scientific concepts → **appropriate**.
- If the sentence is **describing a program, initiative, or outcome** that could be interpreted as restricted “DEI” activity → **requires review**.
- If the sentence uses the terms as **general rhetorical language or institutional claims** → **avoid or rewrite**.

This ensures compliance while preserving clarity and accuracy in academic, scientific and public-facing writing.

Three “Do / Don’t” Examples

1. Using demographic terms factually

✓ **Do:**

The study examined health outcomes among African American adults in South Florida.

✗ **Don’t:**

*The program is designed to advance equity for African American students.
(This implies a “DEI” initiative without approval.)*

2. Using “diverse” descriptively, not aspirationally

✓ **Do:**

*Students in the program come from diverse academic backgrounds.
(“Diverse” here describes fields of study — not a “DEI” initiative.)*

✗ **Don’t:**

*Our goal is to build a more diverse and inclusive campus community.
(This frames diversity/inclusion as an institutional initiative.)*

3. Using sensitive terms in research vs. program framing

✓ **Do:** *The research team studies socioeconomic factors that influence coastal resilience.*
(This is scientific, neutral and appropriate.)

✗ **Don't:** *The workshop promotes inclusive leadership and addresses systemic inequities.*
(This implies "DEI"-based programming.)

3.7. Style for Web and Digital Content

Headings and Structure

- Use clear, concise headings that help readers scan quickly.
- Write in sentence case unless branding requires otherwise.
- Keep paragraphs short (2–4 sentences).

Use Descriptive Link Text Instead of "Click Here"

Links should help readers know where they are going before they select them. Avoid vague phrases like "click here," "here," "more," or "read more" when they stand alone.

"Click here" doesn't tell people what they will find next. It's also less helpful for people using screen readers, because they may hear a list of links without the surrounding sentence. A page with several "click here" links can quickly become confusing.

Descriptive link text is clearer, more accessible and more useful for search engines.

Write link text that describes the destination or action.

✓ **Do:** Apply for financial aid

✗ **Don't:** To apply for financial aid, click here.

✓ **Do:** Explore undergraduate programs

✗ **Don't:** Click here to view undergraduate programs.

✓ **Do:** Download the orientation checklist

✗ **Don't:** Download the orientation checklist here.

✓ **Do:** Register for Admitted Students Day

✗ **Don't:** For registration information, click here.

When writing links, ask: Would this phrase make sense by itself? If not, make it more specific.

Good link text should:

- Start with a clear action when possible: Apply, Explore, Register, Download, View, Read, Contact
- Name the page, form, resource or action the reader will reach
- Be short enough to scan quickly
- Avoid repeating the same vague label across a page
- Match the reader's goal, not the university's internal process

For buttons and calls to action, use the same principle. A button should tell readers what happens next.

- ✓ Apply Now
- ✓ Request Information
- ✓ View Tuition and Fees
- ✓ Schedule a Visit
- ✗ Click Here
- ✗ Submit
- ✗ More

Clear links build trust. They help readers move forward and make Florida Atlantic's website easier for everyone to use.

Lists

Use bullet points for clarity whenever you present:

- steps
- features
- requirements
- comparisons

Alt Text and Metadata

- Describe the content of images in plain language.
- Include keywords naturally, not as a list.
- Keep descriptions factual and concise.

3.8. Writing FAQs

Frequently Asked Questions (FAQs) help readers find quick answers to common questions. Well-written FAQs reduce confusion, guide readers through processes and help them move forward. Use the Core Voice when writing both questions and answers.

Writing FAQ Questions

Write questions the way readers would naturally ask them.

Best practices:

- Write from the reader's perspective. Use "I," "my" or "we" when appropriate.
- Use plain language. Avoid internal terminology or administrative language.
- Keep questions short and specific. Focus on one topic per question.
- Use real questions. Base them on common inquiries from students, faculty or the public.
- Avoid marketing language. Questions should sound neutral and practical.

Examples

✓ **Do:** *"How do I apply for a scholarship?"*

X **Don't:** *"What scholarship opportunities are available through our outstanding program?"*

✓ **Do:** *"Where can I download my class schedule?"*

X **Don't:** *"How can students access scheduling resources?"*

Writing FAQ Answers

Answers should be direct, helpful and easy to scan.

Best practices:

- Start with the answer. Don't repeat the question before responding.
- Use short sentences and simple language.
- Write in active voice whenever possible.
- Use "you" and "we" where appropriate to keep the tone conversational.
- Provide clear next steps. If readers need to take action, explain exactly what to do.
- Link to the next step. Include a link to forms, portals or detailed information when helpful.

Examples

Question: *How do I apply for a scholarship?*

✓ **Do:**

Submit your application through the scholarship portal by March 1. Log in with your FAU credentials and upload your transcript.

✗ **Don't:**

Scholarship applications are processed through the appropriate system and require submission of documentation by the stated deadline.

Structure and Formatting

To keep FAQs clear and scannable:

- Write each question as a heading or bold line.
- Keep answers one short paragraph when possible.
- Use bullet points or numbered steps if the process has multiple steps.

Use FAQs when:

- readers commonly ask the same questions
- a process has several steps
- a page supports decision-making or task completion

Don't use FAQs to add extra marketing messages or information that belongs in the main content.

3.9. When in Doubt

If you're unsure about:

- a term
- a title
- a spelling
- a punctuation choice
- a formatting detail

Check AP style first, then Florida Atlantic Division of Public Affairs' [Editorial Style Guide](#), and keep your choice simple and clear.

3.10. Quick Reference

Use this page when you need fast answers about spelling, capitalization, terminology or style. It captures the rules you will use most often across Florida Atlantic's public-facing content.

Editorial Style

- **Primary reference:** AP Stylebook
- **Florida Atlantic-specific reference:** For any terms, titles or abbreviations unique to the university, refer to Florida Atlantic Division of Public Affairs' [Editorial Style Guide](#)
- **Exceptions:** Use clarity and plain language even if AP allows heavier phrasing

Voice and Grammar

- Use active voice: *The team discovered ...* (not *was discovered by ...*)
- Use first and second person when appropriate: *We, you*
- Avoid jargon: choose simple, direct words
- Short sentences: aim for clarity and speed
- Lead with people, not process

Capitalization

- Capitalize official names
 - *Charles E. Schmidt College of Medicine*
 - *Florida Atlantic Harbor Branch*
- Lowercase on second reference
 - *the college, the department, the center*
- Do not capitalize generic academic fields
 - *biology, psychology, engineering*

Numbers

- Spell out one through nine
- Use numerals for 10 and above
- Always use numerals for:
 - ages (8-year-old)
 - percentages (5%)
 - rankings (No. 12)
 - credit hours (3 credits)

Dates and Times

- AP style months: *Jan., Feb., Aug., Sept., Oct., Nov., Dec.*
- No ordinal endings: *Aug. 12*, not *August 12th*
- Time: *3 p.m., noon, midnight*

University Naming

- Use the full name, Florida Atlantic University, as the default reference. This is the university's preferred usage and you should use it wherever you reasonably can across the site, with a few exceptions that follow here.
- Use Florida Atlantic as the first level of shortening when needed. This may be used in headers, subheads or body copy when repeating the full name would feel heavy or redundant.
- Use FAU:
 - Only sparingly, and only after the university has been clearly identified on the page. The page must first reference Florida Atlantic University and Florida Atlantic before using FAU.
 - When additional shortening is necessary. This includes paragraphs with multiple references to the university, tight UI spaces, navigation labels, links and button CTAs where brevity improves readability.
- In headline and subhead combinations, prioritize clarity and repetition control. When appropriate, use Florida Atlantic University in the headline. If you need to reference the university again in a subhead, you may use FAU to avoid redundancy, provided the university has already been clearly identified.

Campuses and Locations

- Florida Atlantic Boca Raton campus
- Florida Atlantic Jupiter
- Florida Atlantic Harbor Branch
- Use Fort Lauderdale, not *Ft. Lauderdale*

Degrees

- Spell out in running text: *Bachelor of Arts, Master of Science*
- Abbreviate only when appropriate: *BA, BS, MS, Ph.D.*
- Do not pluralize with apostrophes: *MA*s, not *MA's*

Preferred Verbs (Use These More Often)

- use
- help
- build
- create
- discover
- lead
- explore
- support
- join

No-Go Words and Phrases

Avoid terms that sound generic, inflated or institutional:

Clichés:

- *world-class, cutting-edge, top-tier, state-of-the-art, prestigious*

Vague or impersonal phrasing:

- *students are exposed to* → **students experience**
- *Florida Atlantic prides itself on* → **Florida Atlantic demonstrates**
- *endeavors to* → **works to, aims to**

Plain-Language Swaps

Instead of ... Use ...

<i>utilize</i>	use
<i>implement</i>	put in place, carry out
<i>facilitate</i>	help, support
<i>leverage</i>	use, build on
<i>impactful</i>	effective, meaningful

Links and CTAs

- Make link text descriptive: *Learn about scholarships*
- Avoid “click here” or nonspecific labels
- Use verbs that encourage action: *Apply, Explore, Join, Read*

“DEI” or “Inclusive” Language

Please see the section on [Welcoming and Accessible Language](#) for additional guidance.

- Avoid stereotypes or assumptions
- Default to neutral, respectful phrasing
- Use clear, direct terms that support clarity

When You’re Unsure

1. Check AP Stylebook.
2. Check Florida Atlantic Division of Public Affairs’ [Editorial Style Guide](#) for proper names and titles.
3. Choose the simplest, clearest wording.

4. Microcopy and UX Writing Guidelines

Microcopy is the small but important text that helps people move through digital experiences. It includes button labels, form instructions, error and success messages, navigation cues and short informational prompts.

Good microcopy keeps people confident, reduces friction and helps them complete tasks quickly.

These guidelines give you the foundation for writing digital text that is clear, supportive and consistent with Florida Atlantic's Core Voice.

4.1. Principles for Digital Interactions

Be clear and direct

Write as if someone is scanning the page while making a decision.

Use the simplest words that get the job done.

- ✓ *Create your account*
- ✗ *Account creation is required for access*

Guide the user forward

Every piece of microcopy should help the user know *what to do next*.

- ✓ *Continue to payment*
- ✗ *Next*

Stay human

Use a conversational tone and natural phrasing that matches how you would speak to someone sitting next to you.

- ✓ *Let's get you signed in.*
- ✗ *Authentication is required to proceed.*

Use verbs that encourage action

Good microcopy moves people forward.

Lead with strong verbs: *Apply, Explore, Join, Continue, Save, View, Read.*

Keep it short

The shorter the prompt, the faster the understanding.

Aim for 2–6 words in buttons, 8–12 words in help text and one sentence for most instructions.

Avoid blame

If something goes wrong, be helpful, not accusatory.

- ✓ *Please enter a valid email address.*
- ✗ *You entered an invalid email address.*

4.2. Buttons, Labels and Calls to Action (CTAs)

Button Text

- Use action verbs that clearly state what happens next.
- Write in sentence case or initial capitals (not ALL CAPS unless required by design).
- Avoid vague CTAs like *Submit* or *Click here*.

Examples

- ✓ *Apply Now*
- ✓ *Explore Programs*
- ✓ *Read the Story*
- ✓ *Register for Orientation*
- ✗ *Submit*
- ✗ *More Information*
- ✗ *Click Here*

Labels

Use simple, intuitive labels that match what people expect to see.

- ✓ *Email Address*
- ✓ *Student ID*
- ✓ *First Name*

Avoid long or technical phrasing.

- ✗ *Electronic Mail Contact Information*

4.3. Form Instructions and Help Text

Keep instructions short and helpful

- ✓ *Use your Florida Atlantic email address if you have one.*
- ✓ *Passwords must be at least 10 characters.*

Place instructions where they're needed

Put help text below or next to the field it relates to.
Avoid long explanations before the form begins.

Be specific

- ✓ *Upload a PDF or Word file (2MB max).*
- ✗ *Upload your document.*

Use conversational phrasing

- ✓ *If you need to change your major, start here.*
- ✗ *Major-change requests must be submitted using the following form.*

4.4. Error Messages

Error messages exist to help people recover quickly.
Keep them short, clear and constructive.

Guidelines

- Tell the user what happened.
- Tell the user what to do next.
- Avoid technical language and blame.

Examples

- ✓ *Please enter a valid phone number.*
- ✓ *Your session timed out. Sign in again to continue.*
- ✗ *Invalid input detected.*
- ✗ *Error 403: Unauthorized request.*

Tone

Use a calm, helpful tone.
Never sound angry, frustrated or condescending.

4.5. Confirmation Messages and Success States

Be positive and brief

- ✓ *Your application has been submitted.*
- ✓ *Thanks. Your registration is complete.*

Give next steps when needed

- ✓ *Your form is complete. Check your email for a confirmation message.*

Avoid unnecessary enthusiasm or exclamation marks

Keep the tone professional and warm.

4.6. Navigation and Wayfinding

Good navigation language helps users understand where they are and where they can go.

Principles

- Use clear, descriptive labels: *Academics, Apply, Visit, Research, Tuition and Aid.*
- Avoid internal jargon in menus:
 - ✗ *Matriculation Services*
 - ✓ *Enrollment Services*

Breadcrumbs and Page Titles

Make these direct and reflective of user goals.

- ✓ *Undergraduate Admissions > Apply*
- ✓ *Financial Aid > Scholarships*

Avoid titles that mirror internal organizational structures.

4.7. Writing for Accessibility

Use descriptive link text

Helps screen readers and improves SEO.

- ✓ *Learn about research opportunities*
- ✗ *Click here*

Keep language simple

Users who rely on assistive tools read more easily when the language is direct.

Avoid sensory-only instructions

- ✗ *Click the blue button*
- ✓ *Click the Apply button*

Add alt text that describes purpose, not decoration

- ✓ *Student in a lab using microscopy equipment*
- ✗ *Image*

Match heading levels to the page hierarchy

Clear structure improves navigation for everyone.

4.8. When to Use More Formal Tone

In rare cases, digital content may need a more formal tone:

- legal disclosures
- policy statements
- regulatory requirements
- official notices

In these cases, keep the language clear and concise while maintaining accuracy.

4.9. Quick Microcopy Reference

Use these more often:

Apply, Explore, Join, Continue, Start, Read, Learn, View, Save.

Avoid these:

Click here, Submit, More, Proceed, Utilize, Authenticate.

Error tone:

Helpful, specific, calm.

Form instructions:

Short, clear, placed near the field.

Navigation labels:

Use words people expect and understand.

5. SEO and Discoverability

Search engines help people find Florida Atlantic. Your writing helps them understand and stay. Good SEO writing is clear, natural and purposeful. When you write with readers in mind, you usually write in ways that help Google and AI search tools understand your page, too. Use these guidelines to make content easy to find and easy to follow.

5.1. Write for People First

Search engines reward content that reads well, answers real questions and matches what people actually search for.

Principles

- Lead with clarity, not keywords.
- Use natural language that reflects Florida Atlantic's voice.
- Avoid keyword stuffing or awkward phrasing.
- Keep your main point near the top of the page.
- Organize information so readers can scan quickly.

Good writing is good SEO.

5.2. Use Keywords Naturally

Keyword research will inform which terms matter most to audiences. When you know those terms, weave them into your writing in a way that feels natural.

Where to place keywords

- Page titles (H1)
- First sentence or first paragraph
- Section headings
- Image alt text (when relevant)
- Link text (when descriptive)
- Meta descriptions (when available)

How to use them

- Write as if speaking to someone who uses that phrase.
- Keep sentences smooth and conversational.
- Avoid repeating the same keyword too often; use variations that people might also search (e.g., *nursing program*, *nursing degree*, *BSN*).

5.3. Align Content With Search Intent

People come to pages for different reasons. Your writing should match what they want to do.

Three types of intent

Informational

Readers are learning, comparing or exploring.

- Write clearly.
- Explain concepts without jargon.
- Use headings that match their questions.

Navigational

Readers want to find a specific page or service.

- Keep labels descriptive and familiar.
- Put the most important links where users expect them.

Transactional

Readers are ready to act: apply, register, download, RSVP or log in.

- Use strong verbs.
- Keep instructions short.
- Remove barriers and confusion.

When writing a page, ask: *What is the reader trying to do here?*
Then shape your text around that purpose.

5.4. Structure Pages for Speed and Scanning

Most readers decide whether a page is useful within a few seconds.
Make it easy for them to stay.

Make pages easy to scan

- Use short paragraphs (1–4 sentences).
- Break text into sections with clear headings.
- Use bullet points for lists or instructions.
- Keep sentences clean and direct.

Front-load important information

Start with what readers need most, not background or history.

Write simple, descriptive headings

- ✓ *How to Apply for Financial Aid*
- ✗ *Financial Aid: Application Guidelines and Information*

Search engines rely heavily on headings to understand your content.

5.5. Write Strong Page Titles and Meta Descriptions

These appear in search results and influence whether someone clicks through. Make them clear, direct and accurate.

Page titles (H1)

- Use one clear idea.
- Include the primary keyword naturally.
- Keep it short when possible.

Examples

- ✓ *Biomedical Science (BS)*
- ✓ *Apply to the Wilkes Honors College*

Meta descriptions

If your platform allows custom descriptions, write a short sentence (around 155 characters) that summarizes the page and includes the core benefit.

- ✓ *Learn how to apply to Florida Atlantic University. Explore requirements, deadlines and steps to start your application.*

Avoid promotional language; focus on clarity and usefulness.

5.6. Write Effective Alt Text

Alt text helps people who use screen readers and helps search engines understand images.

Guidelines

- Describe the content and purpose of the image.
- Be concise.
- Use natural language.
- Include keywords only if they fit naturally.
- Avoid phrases like “Image of” or “Picture of.”

Examples

- ✓ *Student conducting research in a wet lab with microscope equipment*
- ✓ *Faculty member presenting at the Florida Atlantic Data Science Conference*

Images that are purely decorative should be marked as such in code, not described.

5.7. Use Descriptive Link Text

Links help users and search engines understand structure and relationships across pages.

Use

- *Explore nursing degrees*
- *Read the research summary*
- *View tuition and fees*

Avoid

- *Click here*
- *More*
- *Read now*

If the link leads to an action, make the action clear.

5.8. Keep Pages Fresh and Relevant

You don't need to constantly revise pages, but content should remain accurate and useful. Search engines reward relevance and clarity.

When to update pages

- Dates and deadlines change
- Programs evolve
- Requirements shift
- New partnerships or opportunities arise
- Outdated or repetitive content needs cleanup

When not to update

- To add keywords that don't fit
- To make small changes that don't add value
- To reword information that's already clear

Write to help readers, not to chase search volume.

5.9. Accessibility and SEO Work Together

Clear writing, consistent structure and descriptive text improve both accessibility and search performance.

Shared principles

- Use headings in order
- Write in plain language
- Offer clear alt text
- Keep paragraphs short
- Use descriptive link labels
- Avoid jargon and vague phrasing
- Ensure that meaning does not rely on visual formatting alone

What helps readers helps search engines.

5.10. Quick SEO Reference

- Lead with clarity.
- Use keywords only where they fit naturally.
- Match tone and structure to search intent.
- Write headings that reflect the content beneath them.
- Keep pages scannable.
- Use descriptive links and accurate alt text.
- Update when facts change, not when buzzwords do.

6. Examples Library and Templates

Examples help you see how the Core Voice and audience-specific tone come together in real writing.

Use this section to guide your approach when you create new pages, rewrite older content, or shift tone for a particular group. Each example follows the same pattern:

- **Old Version:** typical institutional phrasing
- **Revised Version:** clear, active, human and aligned with Florida Atlantic's voice
- **Notes:** short reminders about what changed and why

These examples are models. The goal is not to replicate them word for word, but to apply the same principles in your own writing.

6.1. Homepage Hero Examples

Old Version

Florida Atlantic University is committed to excellence in teaching, research and community engagement.

Revised Version

At Florida Atlantic, you'll discover ideas that move you forward, in a place where research, opportunity and community come together.

Notes

- Starts with *you* to create a direct, human connection
- Uses active voice and movement: *discover, move, come together*
- Highlights impact, not institutional intent
- Avoids clichés like *committed to excellence*

6.2. Academic Program Overview

Old Version

The Bachelor of Science in Nursing program provides students with a rigorous curriculum designed to prepare them for professional nursing practice.

Revised Version

The BSN program gives you hands-on experience from your first semester. You'll learn from expert faculty, work in clinical settings across South Florida and graduate ready to lead in a fast-growing field.

Notes

- Uses *you* throughout
- Moves from description to benefit
- Specifies real outcomes and environments
- Uses active verbs: *gives, learn, work, graduate*

6.3. Research Story or Press Summary

Old Version

Florida Atlantic researchers are conducting an interdisciplinary study aimed at developing novel techniques for mitigating the effects of harmful algal blooms.

Revised Version

Researchers at Florida Atlantic are developing faster ways to detect and respond to harmful algal blooms, work that protects coastal communities across Florida.

Notes

- Simple, direct language
- Explains impact clearly
- Removes jargon: *interdisciplinary, novel techniques, mitigating the effects*
- Uses active verbs and real-world outcomes

6.4. Student Story / Success Profile

Old Version

As a first-generation college student, Maria benefited from various support services offered by the university.

Revised Version

Maria is the first in her family to attend college. At Florida Atlantic, she found mentors who helped her map out her goals, build confidence and land an internship that changed her path.

Notes

- Tells a story rather than labeling
- Active and personal: *find mentors, build confidence, land an internship*
- Uses specific details that feel human and real

6.5. Giving / Development Page

Old Version

The university continues to rely on generous contributions from alumni and friends to support a wide range of initiatives.

Revised Version

Your support opens doors for students and powers research that strengthens our region. When you give to Florida Atlantic, you help the next generation discover what's possible.

Notes

- Speaks directly to the reader
- Focuses on outcomes, not needs
- Warm and sincere without exaggeration

6.6. Event Promotion

Old Version

Florida Atlantic invites the community to attend the annual Research Showcase, which highlights innovative projects and provides networking opportunities.

Revised Version

Join us for the Research Showcase. It's a chance to meet the people behind Florida Atlantic's most exciting discoveries and connect with partners from across South Florida.

Notes

- Clear call to action: *Join us*
- Human-centered: *meet the people, connect*
- Removes vague language like *innovative projects*

6.7. Microcopy Templates

Buttons and CTAs

- *Apply Now*
- *Explore Programs*
- *Register for Orientation*
- *Read the Story*
- *Join the Event*
- *Contact Us*

Form Instructions

- *Use your Florida Atlantic email address if you have one.*
- *Passwords must be at least 10 characters.*

- *Upload a PDF or Word file (2MB max).*

Error Messages

- *Please enter a valid email address.*
- *Your session expired. Sign in again to continue.*
- *We couldn't process that file. Try uploading a PDF or Word document.*

Confirmation Messages

- *Your application is complete. Check your email for next steps.*
- *Thanks. Your registration is confirmed.*

6.8. Final Note

Use these examples as guides, not scripts.

The goal is to write in a way that sounds natural, human and unmistakably Florida Atlantic, clear in purpose, strong in impact and full of momentum.

7. Governance and Maintenance

A strong voice stays strong when it's used consistently.

This guide helps everyone who writes for Florida Atlantic speak in a clear, confident, human way. This work continues long after the first draft of any page to maintain our humanity and consistency.

Use this section to keep writing aligned with the Core Voice and make sure updates support clarity, accuracy and impact.

7.1. Purpose of Governance

Governance ensures that content feels like it comes from one university, not many.

It creates consistency across pages, teams and time.

It helps readers trust what they find, because every page:

- Sounds like Florida Atlantic
- Stays accurate
- Supports user needs
- Avoids duplication or drift

Governance is not about enforcing rules.

It's about protecting clarity and making the writing experience easier for everyone.

7.2. When to Use This Guide

Writers and editors should refer to this guide when they:

- create new pages
- revise existing content
- update high-traffic or high-priority sections
- write microcopy, CTAs, or interface text
- prepare news, stories or announcements
- check tone or clarity for specific audiences
- address questions about grammar, terms or spelling
- align heading structure and labeling across departments

If a choice isn't covered here, use AP style followed by Florida Atlantic Division of Public Affairs' [Editorial Style Guide](#), and default to the clearest, simplest option.

7.3. Checking Content for Voice and Clarity

When reviewing your writing, use these quick tests:

The “You/We” Test

Does the writing speak directly when appropriate?

Replace third-person institutional phrasing with second or first person where it makes the writing stronger.

The “Active Voice” Test

Can you identify who is acting in the sentence?

If not, revise for active voice.

The “Clarity First” Test

Would someone understand this on their first read?

If you need to reread it, simplify it.

The “Real Language” Test

Would you say it out loud this way, to an intelligent non-expert?

If not, rewrite.

The “Purpose” Test

Can you state the goal of this page in one sentence?
If not, refine or reorganize.

7.4. Keeping Content Accurate

Accuracy matters for trust.

When facts, requirements, or timelines change, the writing should reflect the current state clearly and quickly.

Writers should update:

- deadlines and dates
- admission requirements
- program descriptions
- research highlights or statistics
- contact information
- partnership details
- policy references
- tuition or financial aid information

Only update information that has materially changed.

Avoid rewriting pages solely to refresh language unless the updates improve clarity.

7.5. Versioning and Style Consistency

Content evolves. To keep writing consistent:

- Use the most up-to-date version of this guide.
- Align headings, labels and recurring language across similar pages.
- Keep a short internal note (even a sentence) describing the purpose of each page. Future writers will rely on it.
- Avoid mixing newer and older writing styles within the same page; rewrite the whole page where needed.

This keeps the reader's experience smooth and predictable.

7.6. Cross-Channel Alignment

While this guide focuses on the website, the same principles apply to other public-facing content:

- emails
- newsletters

- print pieces
- social posts
- event materials
- digital campaigns

Using the same voice across channels reinforces the brand for students, researchers, alumni, donors, partners and the public.

Writers should adapt tone for the medium and audience but keep the core traits intact: clear, confident, human and forward-moving.

7.7. Optional Practices for Long-Term Maintenance

The following practices can support long-term quality, though each division can decide how to apply them based on its own capacity and workflows:

- Create a brief note indicating when content was last reviewed.
- Revisit high-impact pages on a regular cadence to ensure accuracy.
- Share style reminders with teams who write frequently.
- Keep a shared list of terms or phrases that evolve over time.
- Flag pages that receive recurring questions from readers and consider clarifying them.

These are not requirements. They simply help content stay clear, accurate and aligned.

7.8. When to Ask for Help

If you aren't sure about:

- voice and tone
- audience alignment
- clarity or readability
- accessibility language
- SEO phrasing
- consistent use of Florida Atlantic-specific terms

...refer back to Sections 2–6 for guidance.

If you still have questions, ask your team's designated content reviewer or editor for clarity.

Clear writing is a shared responsibility, and no one is expected to navigate it alone.

7.9. Final Reminder

Governance is ongoing.

This guide gives Florida Atlantic a voice that's strong, true and easy to recognize.

The more consistently everyone uses it, the clearer and more compelling the university's story becomes, one page, one sentence and one word at a time.

8. Resources and Further Reading

This section gathers the tools, references and external resources that help you write with confidence and consistency.

Use it when you need clarification, want to deepen your understanding of Florida Atlantic's voice, or need support with grammar, accessibility or digital best practices.

8.1. Florida Atlantic Resources

These internal resources help you stay aligned with the university's terminology, brand and editorial consistency.

Florida Atlantic Division of Public Affairs' [Editorial Style Guide](#).

Use this as your reference for:

- official names of units, colleges, centers and institutes
- degree abbreviations and acceptable formats
- academic and administrative titles
- newsroom conventions
- campus location references

The style guide works alongside AP style and takes precedence where Florida Atlantic has unique requirements.

Florida Atlantic University Brand Guidelines

Use the brand guidelines when you need to understand:

- the overall brand structure
- core messaging elements
- design and layout standards
- photography direction
- color, typography and logo use

While this writing guide focuses on words, the visual identity supports tone, clarity and consistency.

8.2. More Style References

These external resources support clarity, structure and consistency in public-facing writing.

Associated Press (AP) Stylebook

Primary reference for:

- grammar
- punctuation
- capitalization
- abbreviations
- numerical style
- usage questions

Use AP as your default unless Florida Atlantic Division of Public Affairs' [Editorial Style Guide](#) differs.

Merriam-Webster Dictionary

Use as your reference for:

- spelling
- hyphenation
- preferred word forms

When AP and Merriam-Webster differ, follow AP.

8.3. Accessibility Resources

Clear writing supports accessibility, and these references help you create content that works for as many people as possible.

WCAG (web Content Accessibility Guidelines) Overview

Use this to understand:

- how headings should be structured
- what makes alt text effective
- how color contrast affects readability
- best practices for navigation and labels
- how users with assistive technologies experience content

PlainLanguage.gov

Use this for:

- plain-language principles
- examples of before-and-after improvements
- guidance on clarity and organization

Plain language aligns strongly with Florida Atlantic's Core Voice.

8.4. UX, Microcopy and Content Strategy Resources

These optional references support better digital writing, clearer interactions and improved user experience.

NNgroup.com (Nielsen Norman Group)

Evidence-based guidance on:

- usability
- readability
- interaction design
- navigation patterns
- microcopy and UI writing

Content Design Resources

These offer useful frameworks for writing content that supports user goals:

- *"Letting Go of the Words" (Ginny Redish)*
- *"Content Design" (Sarah Richards)*
- *"Designing Connected Content" (Cruce Saunders and Carrie Hane)*

These resources are not required reading, but they reinforce many principles in this guide.

8.5. SEO and Discoverability Resources

Optional tools and frameworks for writers who want additional support with search-friendly writing.

Google Search Essentials (formerly Webmaster Guidelines)

Use these for:

- understanding how Google evaluates page quality
- best practices for descriptive titles and headings
- avoiding practices that harm discoverability

Google's Search Quality Rater Guidelines (Overview)

Use this *only* for high-level understanding of:

- what signals trust and authority
- what makes content helpful and people-focused
- how expertise is demonstrated through clarity

Again, this is optional and not required for day-to-day writing.

8.6. Writing and Editing Tools

These tools help keep your writing clear and consistent, though they do not replace human judgment.

Readability Tools

- Hemingway Editor
- Readable.com
- Word's built-in readability check

Use them to identify sentences that are too long or too complex.

Grammar Tools

- Grammarly (free version is fine)
- Word's grammar checker

Use them as a safety net, not as a stylistic authority.

8.7. Final Reminder

You don't need to remember every rule.

You only need to remember where to look.

- Use the Core Voice to guide how you sound.
- Use the audience sections to adjust your tone.
- Use the editorial and style standards to stay consistent.
- Use these resources when you need backup.

The more consistently we use this guide, the clearer and stronger Florida Atlantic's story becomes.