

# TIC Stylebook

*Compiled by Kristen Marie Byers*

## The Art of Abstracting

An abstract is a summary of the important points of a document. Abstracts concentrate on the essential information contained in an article and usually contain quotes taken directly from the article. Readers can look at an abstract to see if an article contains content that is of interest to them.

TGIF is not the only place you can find abstracts — many professional journals use them as well.

Clear writing covering the article's content is the first priority. It is best to stay away from flowery or extremely technical language. Also avoid slang and other informal-sounding language.

An abstract should be complete and self-contained. It should be informative and understandable without reference to the original document. Abstracts of research reports, in particular, should enable the reader to understand the methods and results of the research without reference to the original document. The words contained in each abstract will be used as index words by the computer. It is therefore important that someone searching TGIF can retrieve this abstract by typing in key words pertaining to the article's subject.

There are two main types of abstracts:

1) **Descriptive abstracts** provide a summary of what the document is about. They provide a general overview of the topics covered in the original, but do not necessarily present any of the detailed findings or conclusions of the document. The language of these abstracts is more general. This type would be used for a longer work such as a book or for articles that review a particular product or method.

2) **Informative abstracts** serve as a brief substitute for the original work. It must therefore restate the main ideas of the original article. In abstracts of research material, this means that the quantitative or qualitative results of the research must be presented. This type of abstract is generally used for articles and papers.

Most of the TGIF abstracts will require and contain elements of both: there will be descriptive statements concerning the purpose and methods and informative statements concerning results.

Abstracts for *research articles* should use the following guidelines:

**Purpose:** State the goal or objective of the research, avoiding repetition of the title.

**Methods:** Describe only the basic methodology, such as what was tested and where (i.e. golf fairways under laboratory conditions).

**Results:** Give summaries of quantitative results such as data collected and relationships observed. Give priority to new and significant findings. Indicate limits of accuracy, if any.

**Conclusions:** Indicate possible implications of the results as stated by the author.

If there are eight or fewer grasses, insecticides, etc. in the study, mention them all by name; if there are more than eight, don't mention them by name.

**Example:** Three herbicides (Roundup, Dimension and Kerb) were tested...  
Twenty-five postemergence herbicides were tested...

When the results appear in the form of long tables, you *do not* need to summarize those results in words (it would be too difficult to summarize that much information; that's why the researcher used a table to begin with!) Instead, just explain the type of information that is present in the tables.

## Abstracting Tips

- To begin entering abstracts into the database, ENTER NEW05 for serial source records, WEB05 for web sources, or MDATA05 for monograph sources.
- Topics emphasized in the article should also be emphasized in the abstract.
- Include specific names of people and places if they are important to the focus of the article.
- Always use present tense verbs (except in quotes or when talking about an experiment that already occurred).
- Avoid contractions (unless contained within quotes).
- Do not incorporate your own opinion into the abstract.
- Remember that TIC does not advocate any information contained in articles — so even if the article DOES advocate a method or product, do not make the abstract itself reflect the opinion of the article's author. If you wish to include a direct suggestion to readers, make sure it is contained within quotes.
- Try to avoid personal pronouns (I, you, we, they).
- Do not include words that are English slang or would be difficult to translate into to other languages. Keep in mind that TGIF has subscribers worldwide, and English may not be everyone's first language.
- Avoid "dating" an abstract — don't use words like "new" or "current" or "recent." However, listing a specific date is okay for experiments, major tournaments, etc.
- A rule of thumb: longer, more in-depth articles generally get longer abstracts.
- Longer, stronger abstracts are written for the publications *Golf Course Management* and the *USGA Green Section Record*. These are large publications that span across the most genres of audiences and are read by many practitioners, researchers, and students involved in the industry. Processing notes (located on the selection sheet under the SCODE) will sometimes contain information that indicates how long the abstract should be.
- For very short (1-2 paragraph) articles, use the word "briefly" to indicate the brevity of the article. ("Briefly summarizes..."). This lets readers know that the article is very short.
- For magazine articles that use subheadings, try to include something from under each subheading. Simply listing the subheadings ("Topics include mowing, fertilizing, irrigating...") is sometimes an acceptable way to do this. If the article is rather long, it may be better to go into more detail.
- Magazine titles and species names should be underlined using the appropriate ^code (^IWords to be Underlined^R).
- Although not necessary, you will find that many sentences contained in abstracts begin with a verb. Never begin a sentence with "This article discusses..." or "The article presents..." Instead, just begin the sentence with "Discusses" or "Presents."

## Useful Verbs

*Categorized According to Purpose*

<i>General</i>	<i>Test Results</i>	<i>Focus</i>	<i>Brief</i>	<i>Editorial</i>	<i>Other</i>
Addresses	Evaluates	Emphasizes	Briefly	Advises	Attributes...to...
Announces	Examines	Focuses on	Comments on	Cites	Depicts
Concludes	Explores	Stresses	Introduces	Encourages	Displays
Defines	Investigates		Mentions	Recommends	Predicts
Describes	Proposes		Notes	Responds to	Reviews
Details	Reports		Summarizes	Suggests	Traces
Discusses	Surveys			Supports	
Explains					
Gives					
Highlights					
Illustrates					
Includes					
Introduces					
Lists					
Overviews					
Profiles					
Presents					
Provides					
States					
Summarizes					

## Diacritic (^D) Codes

*Note: ^D codes are given for uppercase letters only. If you need a diacritic for a lowercase letter, simply use the same ^D code but substitute a lowercase letter.*

<i>Symbol</i>	<i>Name</i>	<i>^D Code</i>
Áá	Acute accent vowels	^D'
Çç	Cedilla	^D,C
Ââ	Circumflex vowels	^D^
ß	German sharp	^Dss
Àà	Grave accent vowels	^D`
Ææ	Ligature	^DAE
Øø	Slashed O	^D/O
Ññ	Tilde	^D~
Ää	Umlaut	^D"
μ	Mu	^D*m
Ðð	Eth	^D(T
þ	Thorn	^D)T
£	Pound Sterling	^D\$L
¢	Cent	^D\$c
₰	Krone	^D\$O
¥	Yen	^D\$Y
©	Copyright	^DCO
®	Registered	^DRG
§	Section	^DSC
¶	Paragraph	^DPG
°	Degree	^DDG
·	Centered Dot	^DDT
¡	Broken Vertical Bar	^DBB
a <sup>a</sup>	Feminine ordinal a	^D#a
o <sup>o</sup>	Masculine ordinal o	^D#o
≈	Approximately equal	^D#~
¬	Not	^D#n
¼	Fractions	^D14
×	Multiplication	^D#X
÷	Division	^D#%
'	Prime	^D#'
"	Double prime	^D#"
« »	Open and closed French guillemet	^D<<>>
¡	Inverted exclamation point	^D!!
¿	Inverted question mark	^D!?
_____	Underline	^DUL
_____	No-break space	^DNB
–	Soft hyphen	^DSH
±	Plus or minus	^D+-
a <sup>1</sup>	Superscript	^T
a <sub>2</sub>	Subscript	^O
<del>Strikeover</del>	Strikeover	^S
<i>Italics/Underline</i>	Italics/Underline	^I
	Stop	^R

## Quoting Articles

Quoting segments from the original article is definitely acceptable, but not required. Abstracts may be composed entirely of quotes, entirely of original writing, or a mixture of both. Using quotes is a matter of personal style, though most abstracters find it more useful for research reports than for magazine articles.

Put quotation marks around the quoted portions and use ellipses (...) where portions of a quote are left out.

If you notice a misspelled word in a portion of the article you are quoting, it will be necessary to enter the word as it appears in the article. The correct spelling can be entered in brackets immediately following the misspelled word

Misspelled word [correctly spelled] ← Keep both

**Example:** Describes an experiment designed to “test sixteen trfgrass [turfgrass] cultivars for resistance to pink snow mold.”

Sometimes certain publications will use the British English form of certain words (i.e., colorful vs. colourful). Use the American English spelling unless the word is contained within a direct quote. In this case, place the American English spelling in brackets after the British English spelling.

British English [American English] ← Keep both

**Example:** States that “fertilization [fertilization] resulted in improved turfgrass colour [color].”

## Commas

### *Serial Commas*

When a conjunction connects the last two items in a series, a comma should appear before the conjunction.

**Example:** An integrated strategy combining chemical, cultural, and mechanical methods, would seem the best form of attack.

### *Dates*

In the common month-day-year date style, commas are placed both before AND after the year.

**Example:** The experiment began September 7, 2004, at Penn State University.

No comma is needed for the month-year format.

**Example:** In April 1999 the existence of the pest was reported.

### *Addresses*

Commas are used to offset the individual elements in addresses that are run into the text.

**Example:** Waukegan, Illinois, is not far from the Wisconsin border.

### *Heading*

Explanation of this comma rule goes here

**Example:** Lists various methods of grub control, including chemical and cultural.

## Dashes

While TGIF cannot distinguish between the different types of dashes, it is good to understand each type of dash and how the different dashes are used.

### *Hyphens*

A hyphen (-) is shorter than em and en dashes. Hyphens are used to join words and separate syllables.

**Example:** Warm- and cool-season grasses  
Controlled cross- and self-pollinations

### *Em dashes*

An em dash (—) is used to indicate a sudden break in thought—a parenthetical statement like this one—or an open range (such as "John Doe, 1987—"). The em dash is used similarly to a colon or a set of parentheses.

**Example:** There are many benefits of Turfgrass Producers International (TPI) membership—  
networking, advertising, and experienced advice.

To indicate an em dash in the database, put a space on either side of a hyphen.  
(space)-(space)

Do NOT use two hyphens (--) in place of an em dash.

If an article uses two hyphens in place of an em dash and you wish to quote material that includes the two hyphens, replace the two hyphens with our method. There is no need for brackets or other notation to indicate this change.

### *En dashes*

An en dash (–) is used to indicate a closed range, or a connection between two things of almost any kind: numbers, people, places, etc.

**Example:** Trials 7-10  
June–July 1967  
2:00–3:00 p.m.  
Father-son relationship

## Common Mistakes

### *Affect/Effect*

*Affect* is usually used as a verb meaning to cause change in something:

**Example:** This fungicide did not affect ground cover during establishment.

*Effect* is usually a noun meaning a result of something:

**Example:** Phytotoxic effects were measured.

A less common use of *effect* is as a verb meaning to bring about or cause to happen:

**Example:** The ripple soles effected far less damage than normal spike soles and rubber cleated soles.

### *Alternate/Alternative*

*Alternate* has two different meanings. The adverb form is **alternately**.

1) Substituting for another:

**Example:** Suggests using compost as an alternate fertilizer.

2) Taking turns with another:

**Example:** The two grass species were alternately planted on the course.

*Alternative* refers to or implies a choice between two [or more] things. The adverb form is **alternatively**.

**Example:** Discusses decreasing irrigation water use, decreasing mowing frequency, and aeration as possible alternatives to fungicide use.

Amount	Number
Quantity	Number
Little	Few
Less	Fewer
Much	Many

### *Amount/Number*

*Amount* relates to quantities of things that cannot be counted individually: an amount of fertilizer, an amount of rain.

**Example:** At Rutgers, exciting progress is being made for improved nutrition, ample amounts of bioenergy, environmental enhancement, timber, and soil improvement.

*Number* is used for things that can be counted one-by-one: a number of raindrops, a number of plants, a number of problems.

**Example:** Reports the number of grubs found per square foot of turfgrass after using several grub treatments.

### *Between/Among*

Use *between* to show a relationship involving only two objects.

**Example:** Examines the pattern between improved turfgrass quality and reduced mowing rates.

Use *among* when there are more than two objects.

**Example:** The golf ball landed among the trees.

### *Insure/Ensure*

If you want to make sure of something, you *ensure* that it will happen. Means the same as to guarantee:

**Example:** Proper care will ensure a continuous crop of seeds for the future.

If you want money when something bad happens, you *insure*. Refers to insurance matters.

**Example:** Superintendents are advised to insure their courses against flood damage.

### *That/Which*

When referring to a human being (or an animal with a name), any clause should be introduced by the word "who" or "whom."

**Example:** Profiles James B Beard, who donated a large collection to the Turfgrass Information Center.

When referring to an object with an essential clause—one that cannot be eliminated without changing the meaning of the sentence—use the word "that" to introduce the clause. Essential clauses do not need commas.

**Example:** Whether or not faster greens are good for the game of golf is a question that has and will continue to be debated.

When referring to an object with a non-essential clause—one that can be eliminated from the sentence without changing the basic meaning—use the word "which" to introduce the clause. If non-essential clauses appear in the middle of sentences, they may need to be set off by commas.

**Example:** Describes the distribution of these hairy chinch bug species as well as common hosts, which include several species of turfgrass.

A simple test: Once your sentence is written, try reading it without the clause. If the sentence still means close to the same thing, "which" should introduce your clause. If taking out the clause changes the meaning drastically, it should be introduced by "that."

## Commonly Misspelled Words

Accumulate  
 Achievement  
 Bentgrass  
 Guarantee  
 Maintenance  
 Memoriam (NOT memorium)  
 Occurred, Occurrence, Occurring  
 James B Beard ← Dr. Beard does not place a period after his middle initial!  
 Receive  
 Recommend  
 Topdressing ← one word!

## Common Acronyms

### *Organizations*

**ASGCA**

American Society of Golf Course Architects

**ASPA**

American Sod Producers Association

**BSPB**

British Society of Plant Breeders

**CGSA**

Canadian Golf Superintendents Association

**CSSA**

Crop Science Society of America

**CTRF**

Canadian Turfgrass Research Foundation

**EPA**

Environmental Protection Agency

**GCSAA**

Golf Course Superintendents Association of America

**IA**

Irrigation Association

**LPGA**

Ladies Professional Golf Association

**NGF**

National Golf Foundation

**NTEP**

National Turfgrass Evaluation Program

**PGA**

Professional Golfers Association

**PMRA**

Pest Management Regulatory Agency

**SPAS**

Society for the Promotion of Agricultural Science

**STA**

Saskatchewan Turfgrass Association

**STMA**

Sports Turf Managers Association

**STRI**

Sports Turf Research Institute

**TGA**

Turfgrass Growers Association

**TPI**

Turfgrass Producers International

**USGA**

United States Golf Association

**WGCSA**

Wisconsin Golf Course Superintendents Association

### *Miscellaneous*

**BMP**

Best management practice

**CGCS**

Certified Golf Course Superintendent

**CSFM**

Certified Sports Field Manager

**DMI**

Demethylation-Inhibitor

**EAB**

Emerald Ash Borer

**EMS**

Environmental Management Strategy

**IPM**

Integrated pest management

**LCO**

Lawn care operator

**PCNB**

Pentachloronitrobenzene

**PGR**

Plant growth regulator

**TIM**

Turf Installation Machine

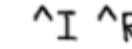


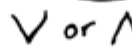




## Proofing Marks

The following list is modified from figure 3.1 of the fifteenth edition of the *Chicago Manual of Style*.












### OPERATIONAL SIGNS

-  Delete
-  Close up; delete space
-  Insert space
-  Begin new paragraph
-  Transpose
-  Spell out

### TYPOGRAPHICAL SIGNS

-  Set in italic type
-  Set in lowercase
-  Set in capital letters
-  Insert here
-  Make superscript
-  Make subscript
-  Capitalize
-  Make lowercase

### PUNCTUATION MARKS

-  Insert comma
-  Insert apostrophe or single quotation mark
-  Insert quotation marks
-  Insert period
-  Insert question mark
-  Insert semicolon
-  Insert colon
-  Insert hyphen
-  Insert em dash
-  Insert en dash
-  Insert parentheses