

Starfleet Command Academy

Style Guide

ENC4293-21 Summer AW61



June 2021

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Abstract

This Starfleet Command academy style guide is a brand experience. It is the formal style manual from which all writers will create general writing copy, recruitment materials, technical specification manuals and all representative brand identity. The information covers all aspects of technical communications promoting consistency and coherence for all scientific exploration missions, including intergalactic diplomacy. It is unique to the command and crew of the starship Enterprise working within the United Federation of Planets (“the Federation”).

Chapter 1: Brand Identity

Introduction to Brand Identity

Brand Identity refers to the overall image that Starfleet Command academy wishes to portray to the public. This can include information such as Starfleet Command academy's prime directive and other values. Starfleet Command academy participates in branding through color pallets, imagery, logos, insignias, typography, and overall design. Starfleet Command academy has a strong brand identity and teaches all employees how to portray the brand through writing and communication with others.

Importance of Brand Identity

Brand Identity is important for Starfleet Command academy because it helps the public trust and believe in the prime directive. It aids the Starfleet Command academy to maintain a presence throughout the galaxy and is unique to any other space agency. A strong brand identity within Starfleet builds loyalty among members and the public. Ultimately, Starfleet Command academy's brand is unique and helps Starfleet carry out its goals and objectives.

Brand Messaging

Prime Directive

Starfleet Command academy's prime directive prohibits all Starfleet Command academy personnel and spacecraft from interfering in the normal development of any society. It mandates that any Starfleet Command academy vessel or crew member is expendable to prevent violation of this rule.

It is the right of each sentient species to live in accordance with its normal cultural evolution. No Starfleet Command academy personnel may interfere with the normal and healthy development of alien life and culture. Such interference includes introducing superior knowledge, strength, or technology to a world whose society is incapable of handling such advantages wisely.

All personnel should consider the prime directive in all forms of communication. Everything that Starfleet Command academy stands for is within this message. This directive takes precedence over any and all other considerations and carries with it the highest moral obligation. Starfleet Command academy should never fail to convey this directive to others at all times.

United Federation of Planets Usage

Starfleet Command academy falls under the governmental agency known as the United Federation of Planets. The United Federation of Planets is used as a noun. Any messaging should include the full name and logo. Unless otherwise stated, please avoid using the abbreviated version.

Starfleet Usage

Starfleet Command academy is a space agency located on planet Earth and is part of the United Federation of Planets. Starfleet Command academy is used as a noun. Starfleet Command academy is one word instead of two. Please do not separate “star” and “fleet.” Use the full name and command logo of Starfleet with any messaging.

Language and Tone

The written voice and tone should be professional and straightforward. Starfleet Command academy employees should not use complicated jargon and should address others as if speaking to an average citizen of the United Federation of Planets.

All language should represent Starfleet Command academy's core values and should be respectful of other galactic species. It is important not to offend or misrepresent other species within the United Federation of Planets.

Interstellar Messaging

All official Starfleet Command academy employees should write in the common tongue known as English. The public will be responsible for any translations. Please see [Chapter 3: Grammar and Punctuation](#) for more information on common English grammar usage.

Logo and Identifier

Understanding the Starfleet Image

The usage of Starfleet Command academy's logos and corresponding images are important to communicate the brand to the public. Starfleet must strive to stand out through continual usage of the logo when necessary. Starfleet Command academy's logo helps maintain public relations and builds the relationship between image and name.

Starfleet Command Logo



Image 1.1: Replica of the Starfleet Command logo

(Carlson, n.d.)

This image is the Starfleet Command academy command logo and is used for messaging and promotion. It is essential to be consistent with our design. Do not use any other design format unless given special instruction. The logo should be centered. The image needs a padding of 0.5 inches from the left and right sides of the document.

United Federation of Planets Logo



Image 1.2: Replica of the United Federation of Planets logo.

(Carlson, n.d.)

This is the United Federation of Planets logo and should be used in any form of messaging and promotion. It is important to be consistent with our design. Do not use any other design format unless given special instruction. The logo should be centered. The image needs a padding of 0.5 inches from the left and right sides of the document. It is normally appropriate to include this logo after the Starfleet Command academy logo.

The recommended size for a logo is 1,028 pixels which is a good balance of size and resolution.

Colors and Type Style

It is essential to ensure all writings, graphics, charts, etc., incorporate these color palettes in their design.

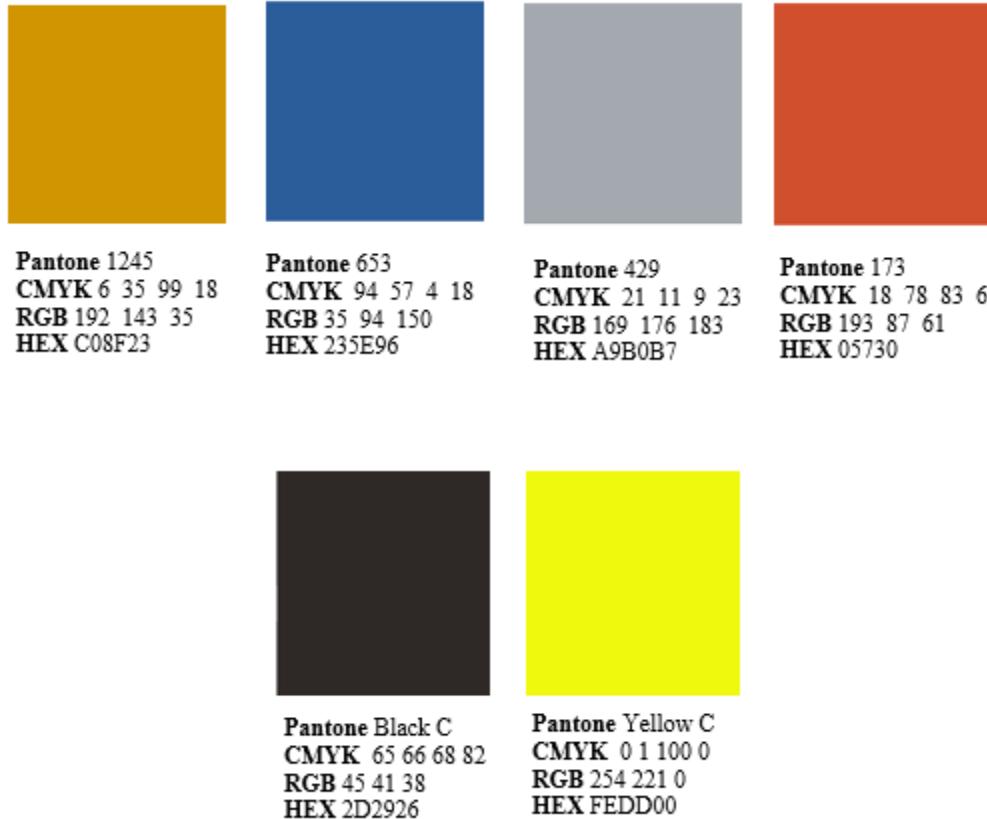


Figure 1.1: Primary colors used in Starfleet documents

A user can utilize these colors combined to serve their purpose. Refer to [Chapter 6: Graphics and Graphic Conventions, Color Formatting in Graphs and Charts](#) for more details on colors used in documents.

Ranking

Employees should note slight changes to the logo based on different ranks within Starfleet Command Academy. While it is important to be aware of the different logos for each rank, the Starfleet command academy and United Federation of Planets logo are the two used in public messaging.

Allowed Spelling / Abbreviations

Proper Spelling

Table 1 Proper Spellings	
Correct vs Incorrect	
Correct	Incorrect
United Federation of Planets	Federation of Planets
Starfleet	Star Fleet

Table 1.1: This table includes the correct and incorrect spelling of common words used in Starfleet.

Abbreviations

Table 2 Proper Abbreviations	
Abbreviations	
Official Name	Abbreviation
United Federation of Planets	FED or UFP
Naval Command Contract	NCC
United Star Ship	USS
Executive Officer	XO
Non-Commissioned Officer	NCO
Commanding Officer	CO
Chief Medical Officer	CMO

Table 1.2: This table includes common abbreviations used in Starfleet.

Refer to [Chapter 2: Company-Specific Word Usage](#) and [Chapter 3: Grammar and Punctuation](#) for more information about abbreviations.

Documents

Language

All documents should follow the standards of basic human writing. All documents should follow the standards of basic human writing in English. Avoid any other form of writing.

Fonts / Styles

There is no defined font associated with the Starfleet Command academy.

It is important to note that any Starfleet Command academy labels are written in capitalized format.



Image 1.3: Example of a label used aboard a spaceship.

(Schneider, n.d.)

All abbreviations should be in capitalized format and include a period between each letter.

Example:

U.S.S. Enterprise

Most text colors are in black ink if on a white or grey background. Backgrounds with darker colors normally have white ink.

Locations

When addressing planets, Starfleet Command academy should include planets in this order: name, system, sector, and quadrant.

Correct example:

Planet Romulus, Romulan System, Sector Z-6, Beta Quadrant

Incorrect examples:

Romulus

Beta Quadrant, Sector Z-6, Romulan System, Planet Romulus

Clothing

Colors

Every uniform has a different color which represents the different rankings. Employees need to understand Starfleet Command academy's color palette and how it applies to our image.



Image 1.4: Replica of the blue uniform in Starfleet Command academy attire. (Memory Alpha, n.d.)

Engineering, communications, and security should only wear the red uniform.



Image 1.5: Replica of the blue uniform in Starfleet Command academy attire. (Memory Alpha, n.d.)

Personnel with command related duties will wear a gold uniform.



Image 1.6: Replica of the blue uniform in Starfleet Command academy attire. (Memory Alpha, n.d.)

Medical and science personnel will wear a blue uniform.

Insignia



Image 1.7: Replica of the blue uniform in Starfleet Command academy attire. (Memory Alpha, n.d.)

Place the insignia above the heart.

Conclusion

Brand Identity is an important aspect of Starfleet Command academy and should be considered essential in all operations. All personnel should remember the importance of following these guidelines when communicating with others. Remember, the mission is the prime directive at all times.

Chapter 2: Company-Specific Word Usage

Introduction

Proper word usage performs a vital role in achieving meaningful communication. Choosing the right words leads to healthy discourse, while the wrong words lead to conflict and misunderstanding. All academy personnel must be cognizant of word choice whether writing reports or engaging in written correspondence. The academy developed the following guidelines to help writers effectively manage all aspects of word usage in their writing. This chapter defines and explains diction, verb usage, written communication, and general numerical conventions. This chapter also includes a valuable glossary for writers to learn technical terms..

Diction

Diction defines a writer's choice of words, and characterizes their style (Jones, 1998, p. 86). The sheer volume of words a writer has to choose from reaches far beyond the galaxy. Within the wide scope of diction, there are different levels of formality. Each level reflects the appropriate words to align with a particular style.

This section expands on each level of diction and defines diction techniques to improve the efficiency and clarity of writing. This section also covers the proper use of technical terms and jargon. Further, this section brings awareness to commonly misused words and incorrect word choice.

Levels of Diction

Diction is a broad category with many levels. Each level of diction represents the degree of formality in the words. The four main levels that specify the most common writing styles are formal, informal, colloquial, and slang (Jones, 1998, p. 87).

Writing for the Starfleet Command academy requires consistency of formal diction in all recorded text. A writer must be aware of the variances within each level to comprehend the appropriate and inappropriate word choices.

Formal Diction

Formal diction contains language and words following an established form, custom, or rule (Jones, 1998, p. 87). In the Starfleet Command academy, written or spoken communication with every crew member, officer, or member of the Federation, must use formal diction. Formal diction is a sophisticated and professional language adhering to proper grammar and complex sentence structure (LiteraryDevices Editors, 2021). Characteristics representing formal diction are: using third-person point of view with proper pronouns, avoiding first and second-person pronouns, and forgoing contractions. Please refer to [***Chapter 5: Tone and Voice Conventions***](#) under the section "Developing an Appropriate Tone" for further details on using a formal tone in writing.

Third-Person Point of View

Do use the following pronouns in writing in formal diction: ✓

as subject		
3 rd person	he, she, it	they
as object		
3 rd person	him, her, it	them

Table 2.1: Third-Person Pronouns to Use in Writing

(Merriam-Webster, 2021)

Avoid First and Second-Person Pronouns

Do not use the following pronouns in writing formal diction: ✗

as subject		
	singular	plural
1 st person	I	we
2 nd person	you	you
as object		
	singular	plural
1 st person	me	us
2 nd person	you	you

Table 2.2: First and Second-Person Pronouns to Use in Writing

(Merriam-Webster, 2021)

For more information on the point of view and corresponding pronouns, please refer to [Chapter 5: Tone and Voice Conventions](#) under the “Voice” section, where this is discussed in further detail.

Avoid the Use of Contractions

Contractions are shortened versions of words that use apostrophes in place of letters.

Contractions are only appropriate with informal communication and not permissible for the Starfleet Command academy. For consistency, write out each word in its full form. Use apostrophes sparingly to show possession when naming someone specifically or using third-person pronouns (e.g., “one’s” or “it’s”). For more information about this topic, please refer to [Chapter 3: Grammar and Punctuation](#).

“Table 2.3 “Contractions to Avoid in Formal Diction” below shows examples of common contractions to avoid:

Table 2.3**Contractions to Avoid in Formal Diction**

With Contraction	Without Contraction
✗ Can't	✓ Cannot
✗ Isn't	✓ Is not
✗ Wouldn't	✓ Would not
✗ Aren't	✓ Are not
✗ That's	✓ That is
✗ There's	✓ There is
✗ Didn't	✓ Did not
✗ Don't	✓ Do not
✗ Doesn't	✓ Does not
✗ What's	✓ What is

Table 2.3: Contractions to Avoid in Formal Diction

Informal Diction

Informal diction describes ordinary, casual, or familiar words (Jones, 1998, p. 88). It is a simple, conversational language used with friends or family. Informal diction is unstructured and vague, allowing contractions, first-person and second-person point of view, and many pronouns. The rules of informal diction contrast with the rules of formal diction. Using informal diction involves writing in the same manner as one would speak. To maintain compliance with formal diction, avoid using a speaking voice when writing for the academy. For more details on how to avoid an informal tone in writing, please refer to [Chapter 5: Tone and Voice Conventions](#) under the section “Developing an Appropriate Tone.” See Figure 2.1 “Formal vs. Informal,” below for a side by side comparison of formal and informal language.

Formal vs. Informal English	
Formal	Informal
<ul style="list-style-type: none">• Conjunctions• Complete sentences• Precise vocabulary• Complete responses• More nouns• Modality= modal verbs• Doesn't chain clauses together	<ul style="list-style-type: none">• Discourse markers• Grammatical Ellipsis• Vague vocabulary• Shortened responses• More pronouns• Modality = adjectives and adverbs• Clauses chained together

Figure 2.1: Formal vs. Informal

(Alfonso, 2017)

Colloquial Diction

Colloquial diction refers to the conversational tone of a text, allowing the narrator to capture an audience. Writing in colloquial diction involves the second-person point of view and the frequent use of “you,” allowing the reader to feel like the narrator is speaking to them. Colloquial diction does not comply with the formal language of the Starfleet Command academy. “You” is a second-person pronoun and prohibited from documents at the academy. A writer must use a third-person point of view in all documentation, including third-person pronouns. Please refer to [Chapter 5: Tone and Voice Conventions](#) under the “Voice” section for more information on the point of view.

Slang

Slang is an unorthodox type of diction and is not permitted anywhere on academy grounds, whether writing or speaking. It is a low-ranking, non-standard form of language that is specific to a particular group.

Slang encompasses similar aspects of Colloquial diction, but also includes misspellings, mispronunciations, improper grammar, vulgarities, profanities, among many other substandard characteristics. Such atrocious language is not becoming of the academy. Any officer using slang risks immediate dismissal from the academy.

Diction Techniques

Diction techniques must be used to control and refine a text, improving the clarity of the writer's intended message. The following sections cover the three main concepts of clarity, conciseness and concreteness. These concepts also align with the [Plain Language Movement](#).

Plain Language Movement

The [Plain Language Movement](#) is a national, government-based reform, mandating all public documents to be written clearly and concisely, enhancing citizen access and comprehension. [The Federal Plain Language Guidelines](#) effectively increase public knowledge and awareness, but do not coordinate with the academy on certain levels (PLAIN, 2011).

The most significant conflict between the Plain Language Guidelines and the academy, is the point of view used to address their audience. The Plain Language Guidelines suggest a second-person point of view in all written documentation, including the second-person pronoun "you" (PLAIN, 2011). Using "you" in writing speaks to the reader on a more personal and informal level. This informal tone does not comply with the formal diction and language of the academy, who strictly use a third-person point of view.

The Starfleet Command academy fully supports the Plain Language Movement. Although aspects of the writing styles do not align, writers for the academy employ many of the Plain Language characteristics, such as clarity, conciseness, and concreteness. These characteristics are described further in the following sections.

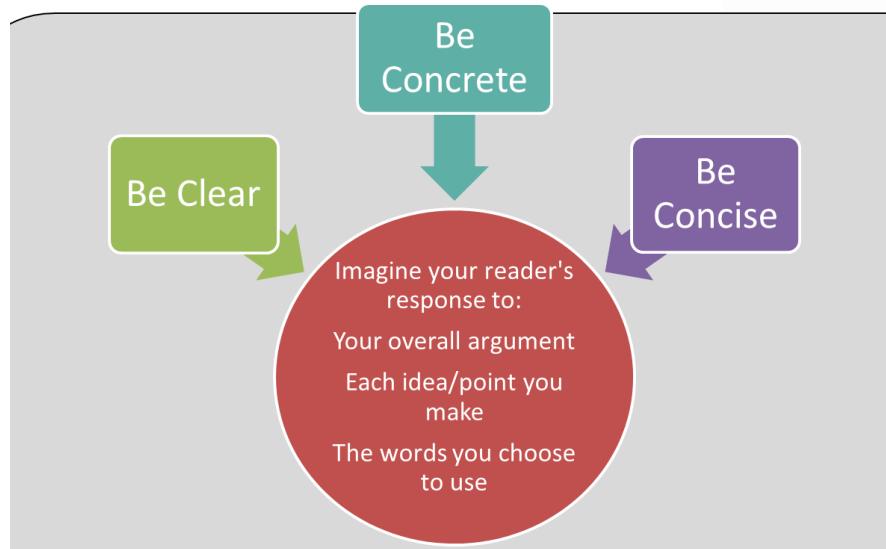


Illustration 2.1: Clear, Concise, Concrete Visual

(University of Birmingham, 2016)

Clarity

Clarity in writing is the state of being transparent. Clarity provides the ability to communicate through text and deliver instructions, directions, or information without ambiguity. Vocabulary choice is important to communicate clearly. While there is no problem with being expressive, most federal and intergalactic writing has no place for literary flair.

Another area of incongruity between the academy and the Plain Language Guidelines is the U.S. Government's preference of short and simple words (view the full list [here](#)). The Starfleet Command academy understands and supports their directive. However, the academy is accustomed to formal language and prefers elegant and elaborate words opposed to short and simple words.

Although longer words are preferred, the message must remain clear. A writer achieves clarity through knowledge and understanding of the specialized terminology used within the academy. Enhancing a writer's clarity of these terms improves the precision of their writing. "Suppose a writer is unfamiliar with any terms or language used by the academy. In this case, they must refer to the "Glossary of Technical Terms," "Preferred Usage List," "Nautical Terms," and the "UFP Recognized Abbreviations" sections of this chapter. For more information on unfamiliar language, please refer to [*Chapter 4: Writing for an Intergalactic Audience*](#).

To attain clarity through diction, **do not** use words with double meanings or relative words as described in the following sections:

Double Meanings

Writers at the Starfleet Command academy must maintain awareness of and avoid using words with more than one meaning. Words with a double meaning cause ambiguity and lead to misinterpretation.

For example, instructing someone to "check a setting" could be interpreted various ways. Does "check" mean look at it, fix it, record it, or remember it? (Jones, 1998, p. 94) The word "check" is vague and indirect, leaving too much room for error. A writer must refrain from using words such as "check" that have multiple meanings to avoid misinterpretation.

Relative Words

Relative words can be easily misconstrued depending on the position of the reader. These words include: top, bottom, front, back, left or right (Jones, 1998, p. 94). A writer will not be able to determine where the reader will be standing when they read the instructions. Instead, a writer should provide more details and describe the specific location of what is being referred to. Using other points of reference is also useful in guiding the reader accurately.

For example:

- ☒ **Do not** say, "The trigger button is on the front of the Hand Phaser."
- ✓ **Do** say, "The trigger button on the Hand Phaser is just under the emitter, and near the rotate control."

Conciseness

Being concise means achieving brevity in writing. It is said best in the Federal Plain Language Guidelines as part of the [Plain Language Movement](#):

“Words matter. They are the most basic building blocks of written and spoken communication. Choose words carefully – be precise and concise” (PLAIN, 2011, p. 18).

The concept of brevity involves being efficient with word choice. A writer must be detailed without saying too much, brief without saying too little, and find the balance between ‘short and simple’ and grandiose. The academy prefers elegance over simplicity, but agrees to forgo prepositional phrases when appropriate. Removing prepositional phrases allows a compromise between clarity and conciseness by shortening certain phrases into single words. Please see the “Clarity” section of this chapter for further information on how Starfleet Command academy defines clarity.

For examples of achieving conciseness by removing prepositional phrases, see Illustration 2.2 “Inflated vs. Concise Writing” below:

Inflated	Concise
along the lines of	SHORTEN TO like
as a matter of fact	SHORTEN TO in fact
at all times	SHORTEN TO always
at the present time	SHORTEN TO now, currently
at this point in time	SHORTEN TO now, currently
because of the fact that	SHORTEN TO because
by means of	SHORTEN TO by
draw to your attention	SHORTEN TO point out
due to the fact that	SHORTEN TO because
for the purpose of	SHORTEN TO for
for the reason that	SHORTEN TO because
have the ability to	SHORTEN TO be able to, can
in light of the fact that	SHORTEN TO because
in order to	SHORTEN TO to
in regards to	SHORTEN TO on, about
in spite of the fact that	SHORTEN TO although, though
in the event that	SHORTEN TO if
in the final analysis	SHORTEN TO finally
in the nature of	SHORTEN TO like
in the neighborhood of	SHORTEN TO about
make decisions about	SHORTEN TO decide on
on the occasion of	SHORTEN TO when
on two separate occasions	SHORTEN TO twice
the level of water rose	SHORTEN TO the water rose
the majority of	SHORTEN TO most
the people who are located in	SHORTEN TO the people in
the pie that is included in	SHORTEN TO the pie in
until such time as	SHORTEN TO until
with reference to	SHORTEN TO of, on, for, about

Illustration 2.2: Inflated vs. Concise Writing (Gibbs, 2014)

Concreteness

Concrete words are specific and refer to anything that can be seen, heard, tasted, smelled, or touched. Concrete words also refer to specific people, places, or objects. As the reader easily imagines concrete words used in the text, they can quickly relate it to the context of what they are reading and further, understand the message.

For example, the word **apple** is **concrete**. Most readers who see the word “apple” will envision a red apple as soon as they see the word.

Abstract words are a direct contrast to concrete words. Abstract words reflect general ideas, feelings, or emotions. A reader may relate to abstract concepts, but the connotation of the words will evoke different feelings or emotions from every reader, depending on past experiences.

For example, the word **love** is **abstract**; it will spark a different memory or emotion from each reader. The reader’s interpretation of an abstract word may not align with the writer’s intended emotion. Abstract words put the meaning of the text at risk of being misconstrued.

Writers for the Starfleet Command academy must focus on using concrete words to portray clear and concise communication. The academy is an intergalactic organization. With a high-level of diversity, many readers may not understand the abstract concepts presented. A writer must avoid all abstract words and concepts in documentation to ensure the reader’s comprehension.

Maintaining concreteness in writing is also consistent with the [Plain Language Movement](#).

To gain further insight into the differences between concrete and abstract, please see the examples below in Illustration 2.3, “Concrete vs. Abstract.”

Concrete			Abstract		
stuffed	plastic	dried	notions	purely	notion
wooden	lined	underneath	conceptions	theories	reasoning
giant	topped	coated	interpretation	manner	theory
black	leather	shaped	manifestations	concepts	rationality
underside	coloured	rubber	understanding	profound	nature
metal	bamboo	glass	rational	philosophical	expression
homemade	blue	washed	conception	analysis	utterly
bowl	red	mounted	discourses	manifestation	linguistic
decorated	yellow	steel	significance	aspects	aesthetic
white	bag	powder	expressions	psychological	discourse

Illustration 2.3: Concrete vs. Abstract

(Charbonnier & Wartena, 2019)

Common Diction Faults

Understanding correct word choice is impossible without the contrast of incorrect word choice. Maintaining a focus on diction, it is important to have awareness of easily confused words — such as homophones. Homophones are “words pronounced alike but different in meaning, derivation, or spelling (such as the words to, too, and two)” (Merriam-Webster, 2020). These words are often used interchangeably and incorrectly due to their similar appearance, pronunciations, and meanings.

Writers for the Starfleet Command academy must be familiar with homophones to ensure their proper use. Please refer to Illustration 2.4 “Commonly Misused Words” below, for examples to increase awareness of homophones.

Confused Words with Meaning			
Words	Meanings	Words	Meanings
✓ Accident ✓ Incident	- Bad event - Any event	✓ Beside ✓ Besides	- Next to - In addition to
✓ Advice ✓ Advise	- Noun - Verb	✓ Brake ✓ Break	- Stopping device - Split, smash
✓ All ready ✓ Already	- Everything is ready - Happened earlier	✓ Bring up ✓ Grow up	- Parents bring up children - Children grow up
✓ Allowed ✓ Aloud	- Permitted - Clearly heard	✓ Buy ✓ By	- Purchase - Preposition
✓ Allude ✓ Elude	- Make indirect reference - Escape from something	✓ Capitol ✓ Capital	- Building - City, wealth
✓ Altar ✓ Alter	- Place of religious ceremonies - Change	✓ Cloth ✓ Clothes	- Material cotton, wool - Items that we wear
✓ Appraise ✓ Apprise	- To elevate - To inform or notify	✓ Coarse ✓ Course	- Rough - Way or path
✓ Ate ✓ Eight	- The past tense of eat - The number	✓ Compliment ✓ Complement	- Positive comment - Two things that go together

Illustration 2.4: Commonly Misused Words (Mechmass, 2021)

Technical Terms vs. Jargon

Technical Terms define the special words or phrases used in a particular field (Merriam-Webster, 2021).

Technical terms only become jargon when used unnecessarily, excessively, or with an audience (person or creature) who would not understand their meaning. Avoid using these terms pretentiously to impress others or overcompensate for lack of knowledge in a particular area. Within the academy, all officers and members of the Federation should understand the technical terms used, and apply them correctly in written communication. It is crucial for academy personnel to be familiar with all technical terms from each Glossary in this chapter and other technical terms in this style guide. For more information on achieving clarity in writing, please refer to the “Diction” section of this chapter, under “Clarity.”

Understanding important technical terms improves the clarity of a text and allows the writer to earn trust and credibility from the audience. For more information on earning respect from peers and superiors, please refer to [***Chapter 5: Tone and Voice Conventions***](#) under the section “Ethos” and “Establishing Trust,” for further explanation.

Technical Terms

The list below is not exhaustive. (For the full list, please refer to [***Treknology Encyclopedia***](#))

Table 2.4	
Technical Terms	
Term	Definition
Ablative Armor	protective hull plating used on starships
Aenar	species that lives on Andoria; blind and often very pale
Ajilon	star system located in the Archanis sector
Alhena	trinary blue star system located in the Donatu Sector of the Eta Eridani block

Alpha Quadrant	represents one-quarter of the Milky Way Galaxy
Andor	home planet of the Andorian Agricultural Ministry
Andorian	race that lives on Andoria with the Aenar
Anisthizine Gas	type of gas capable of putting humanoids to sleep
Antimatter	type of particles that contain opposite charge and spin to regular matter
Antimatter Conversion	process of converting Antimatter into energy to fuel warp core
Astrometric	lab on starships used for stellar cartography
Bajor	m-class planet home to the Bajorans
Bat'leth	Klingon weapon of choice
Beam	a photon ray of a specific wavelength
Beta Quadrant	one of four quadrants in the Milky Way galaxy
Betazoid	telepathic humanoid species
Biothermal Dampener	grenade that freezes anything it comes in contact with

Borg	collective of Cyborg linked via hive mind
Bortas	largest class of ship created by the KDF
Cardassian	pale skinned humanoid species from Cardassia Prime
Chroniton	subatomic particle that can be fatal to lifeforms in dimensional limbo
Communicator	device that allows communication across the vast reaches of space
Cordrazine	strong chemical stimulant used during cardiac arrest
Cybernetics	the study of automated control systems that are integrated into lifeforms
Cyborg	mechanically augmented human
Dampeners	device used to dampen
Deflector	used to repel enemy attacks
Dekyon	subatomic particle
Delta Quadrant	one of the four quadrants in the Milky Way galaxy

Deltan	humanoid species capable of desensitizing the nerves of those they touch
Dervish	variant of Fleet escort ships
Detapa Council	governing body of the Cardassian Union
Deuterium	isotope of Hydrogen used in antimatter/matter reactions
Devidians	humanoid species capable of shapeshifting
Di-lithium	crystallized substance that is used in antimatter/matter reactions
Disruptor Pulse	single pulse of disruptor energy
Dominion	faction from the Gamma quadrant
Doppler Effect	increase or decrease in wavelength due to moving reference frames
Drozana Station	a Ferengi station in the Donatu Sector of Klingon
El-Aurian	humanoid species from the El-Aurian system
Electro Plasma	plasma used to transfer energy on starships

Enhanced Plasma Manifold	universal console that increases ship system power levels
EPS Conduit	used to distribute energy throughout the ship
Escape Pod	small ship used to escape danger
EV Suit	used when outside of the ship to protect against radiation and weather
Event Horizon	area of a black hole by which not even radiation can escape
Federation	interstellar government comprised of multiple planets and species
Ferengi	species from the planet Ferenginar
Fighter	combat vessel
Flow Capacitor	device used to reduce energy draining
Food Synthesizer	device used to create food and drinks
Forcefield	energy barrier used for protection
Generator	device used to generate matter

Graviton	subatomic particle that transmits the force of gravity
Heisenberg Compensator	allows crew to pinpoint location for Holodeck extraction
Holo Emitter	device used to put out a holographic projection
Holodeck	room used for transportation and artificial projections
Hypospray	medical device used to inject liquids into the body
Imaging Chamber	medical device used for full-body scanning
Impulse Speed	slower than light speed
Inertia	an object's resistance to force
Inertial Dampeners	used to dampen the effects of inertia on starships
Interphasic	overlap of dimensions
Jefferies Tube	tunnels that provide manual access to starship systems
Jem'Hadar	a humanoid race from the Gamma Quadrant

Katra	living essence of the Vulcan mind preserved after death
Klingon	race that believes in honor through combat
Kolinahr	the Vulcan ritual that results in the purging of all emotions
Ktarian	humanoid species from Ktaris
Linguistic Translator	device used to translate languages
Light Year	a measure of distance not time; the distance light can travel in a year
M-Class	planet capable of supporting life
Maquis	organization of Anti-Federation colonists determined to destroy Cardassian Prime
Memory Alpha	archive of Federation history and science
Minos Korva	system located in the Alpha Trianguli sector of Cardassian Prime
Mylasa System	system that was once home to a wormhole
Nacelle	engine housing structure

Nanites	microscopic robots that can perform a variety of tasks
Navigator	person controlling the ship's direction
Neutrino	subatomic particle with near-zero mass
Non-Interference Directive	clause that prevents Starfleet from interfering in other cultures
Ocampa	humanoid species from Ocampa in the Delta Quadrant
Omega Force	fleet made up of Romulan, Klingon, and Starfleet vessels
Parked	highly advanced species from the Alpha Quadrant
Paratrinic	advanced deflector shield technology
Parsec	measure of distance equivalent to 3.26 light years
Pattern Buffer	component of transport systems
Phaser	Starfleet issued hand-held weapon
Phaser Cannon	scaled up version of the Phaser that is mounted on starships

Photon Torpedo	high energy output typically only used as a last resort
Photonic	involving light and energy
Plasma	ionized gas
Plasma Torpedo	high energy weapon
Polarized Parabolic Deflector	system that converts potential energy into kinetic energy
Positron	subatomic particle with same mass as an electron but positive charge
Quantum	type of energy with magnitude proportional to radiation type
Quantum Torpedo	tactical, destructive weapon typically only used as a last resort
Radiation	emission of photons
Reactive Shield	shield add-on used to temporarily increase defensive capabilities
Red Matter	substance that can be used to form a black hole
Reman	humanoid race who are partially telepathic

Rigelian	race from Rigel V that are similar to the Vulcans
Romulans	race from Romulus that are similar to the Vulcans
Saurian	sentient reptilian species
Scorpion Fighters	small Romulan fighter ships
Sector 001	sector containing Earth
Shield Emitter	device that generates the shield around ships
Singularity	area of extreme gravity
Slipstream	method of space travel by which the quantum barrier is broken
Spectral Analysis	process of identifying an object's composition through absorption
Star Cluster	name given to a group of stars seemingly close together
Starbase	a Starfleet base typically in Near-Planet orbit
Stardate	date recorded by UFP recognized species
Tachyon Burst	weaponized burst of tachyon particles

Telemetry	system designed to make measurements from afar
Temporal Anomaly	disruption in the spacetime continuum
Terran	alternative word for the Human race
Thoron	radioactive isotope useful in jamming energy sensors
Tractor beam	device used to keep objects held up via electrostatic levitation
Transwarp	faster than warp speed
Undine	shapeshifting species
Vector	set of mathematical coordinates used to determine location in space
Ventral Shield	shields underneath ship
Vorta	humanoid species
Vulcan	humanoid species that prioritizes logic over emotion
Warp	speed reached when an object warps space around itself while moving at light speed

Warp Core	device used to manually adjust warp speed
Warp Drive	device that allows for superluminal speeds

Table 2.4: Technical Terms

Numbers

Time and Date

Knowing how to annotate the time and date properly is vital when dealing with many different planets, galaxies, and stars. In addition, it allows for proper communication and trade with the various civilizations that exist in the Star Trek universe.

The United Federation of Planets (UFP) employs the use of a Stardate to represent the time and date. The stardate uses the format of days, weeks, months and 24-hour time, representing a universal format to communicate with others.

The Stardate comprises five numbers. The first digit represents the century, while the second number represents the season. The following three digits progress throughout a season until they reach 999, indicating the end. The number past the decimal point represents a tenth of a day. With this calculation, the Stardate 45254.4 correlates to noon on the 254th day of the fifth season in the 24th century.

Examples:

The Stardate is 12364.4.

1 → 1st Century 2 → 2nd Season 364 → 364th Day .4 → Noon

We expect the package on Stardate 12366.8.

(Due to the complex mathematical formula that Stardates are based on, there is no precise conversion to Earth dating systems.)

Weights and Measurements

In a similar fashion to Time and Date, having a universal method for measuring weight and other factors (e.g., length, height, area, etc.) will greatly ease communications between the academy and the vastly different civilizations.

Previously, the Imperial System was used alongside the metric system, but it was soon phased out. The Imperial System can still be used in conversation or for measuring height. However, when speaking with the Human race or any English-speaking race, all other measurements use the Metric System.

As for other races, different terms are used but there are no explicitly named systems such as the ones Humans use. Refer to the list below for examples of the systems Humans use to measure. For more information, see [*Chapter 4: Writing for an Intergalactic Audience*](#).

Area

Hecapate/Kellipate/Tessipate: A Bajoran unit of land area

Length

Cusec: Unit to measure distance used by Theela's species.

Kellicam: Used by Klingons to measure distance.

Ketric: Used by the Hirogen to measure distance.

Selton: Unit to measure distance used on the planet Barkon IV.

Distances

Light year: Used to measure distance. Equivalent to the distance light would travel in one year.

Parsec: Used to measure even greater distances. Equivalent to 3.26 light years.

Mass

Anti-kilo: Used to measure the amount of antimatter.

Isotons: Used to measure mass and explosive yield by the Federation, Dominion, Borg, and Malon races.

Written Communication

Message Architecture

Starting communication with other civilizations can be incredibly dangerous as their intentions are unknown, and they might interpret the academy as hostile. Message Architecture is crucial in playing a role of defense. The academy can explain their intentions without explicitly stating them, and show other civilizations they want to extend a helping hand.

A Message Architecture is a list or table of terms that represent the user's ideals. Specific words in all communication are used to allow readers to understand what their goals are. Please refer to Table 2.5 "Message Architecture" below for more examples.

Table 2.5 Message Architecture	
Words not to use when speaking about Starfleet Command academy	Words to use when speaking about Starfleet Command academy
<input checked="" type="checkbox"/> Hostile	<input checked="" type="checkbox"/> Friendly
<input checked="" type="checkbox"/> Aggressive	<input checked="" type="checkbox"/> Amicable
<input checked="" type="checkbox"/> Violent	<input checked="" type="checkbox"/> Peaceful
<input checked="" type="checkbox"/> Lazy	<input checked="" type="checkbox"/> Hard-working
<input checked="" type="checkbox"/> Ignorant	<input checked="" type="checkbox"/> Knowledgeable
<input checked="" type="checkbox"/> Ill-managed	<input checked="" type="checkbox"/> Diplomatic

Table 2.5: Message Architecture

Writers must avoid using words portraying the Starfleet Command academy negatively towards other civilizations. Instead, writers must use words inviting communication and trading. A skillful writer persuades the audience to cooperate with the academy, leading to diplomatic negotiations.

Glossary

The following section contains some of the most commonly used words and phrases recognized by the Starfleet Command academy. In addition, it includes the full list of the United Federation of Planets (UFP) approved abbreviations. All recruits should consult this section prior to writing any official documentation for the academy.

Preferred Usage List

Recruits often find themselves confused by certain words or phrases when communicating with a member of the academy. A writer must become acquainted with these words and phrases as soon as possible. Many of these words are not recognized outside of the academy.

See Table 2.6 “Preferred Usage in the Starfleet Command Academy Issuances” below for the preferred terminology/phrasing used in all Starfleet Command academy issuances.

Note: Some of the terms listed in the Term/Phrases Being Replaced column can be used if done so in the proper context.

Table 2.6 Preferred Usage in the Starfleet Command Academy Issuances		
Preferred Term/Phrasing	Term/Phrasing Being Replaced	Examples of Proper Usage
Accompany	Go with	Accompany the traitor to the brig!
Activate	Turn on	Activate the photon torpedo sequence on my mark!
Adjacent to	Next to	It is directly adjacent to...
Advantageous	Helpful	Having a Vulcan on this ship has been quite advantageous.
Antithesis	Opposite	He represents the antithesis of Starfleet values.

Appreciable	Many	It seems you have made appreciable progress deciphering the Romulan distress call.
Ascertain	Find out	It is imperative that we ascertain the whereabouts of Commander Spock.
Assist	Aid; help	Assist the Kelpien in restoring order to their planet!
Augment	Enlarge	They can augment their physiological structure.
Beam	Transport	Beam me up Scotty!
Cease	Stop	Cease fire!
Close proximity	Near to	We are in close proximity to Proxima Centauri's gravitational field.
Commence	Begin	We are now ready to commence our maiden voyage.
Conclude	End	Conclude your assessment and report back to me Lieutenant McGivers!
Concur	Agree	We concur with your assessment Lieutenant Kotetsu.
Deem	Consider	They have been deemed hostile by Starfleet Command.

Deprive	Withhold	Will you deprive them of the life they so desperately desire?
Disseminate	Issue; circulate	Write me a detailed report and disseminate it across the ship!
Elicit	Draw forth	Are you trying to elicit a response from me Lieutenant?
Eliminate	Remove	The anti-Federation faction must be eliminated.
Encompass	Include; span	It encompasses everything in the Universe.
Engage	Attack	Engage enemy shields!
Eons	Many years	It has been around for eons.
Exacerbate	Worsen	Try not to exacerbate the situation Captain!
Facilitate	Put together	He helped facilitate their escape from Veridian 4.
Formulate	Devise	Commander Spock and I will formulate a plan to escape.
Hail	To call; initiate a meeting	We must hail the Captain.

Impede	Prevent	It is impeding our ability to go to warp.
Imperative	Crucial; urgent	It is imperative that we heed the Vulcan's warning.
Initiate	Start	Initiate the self-destruct sequence if I fail to return!
Integrate	Combine	This is how the Borg integrate beings into their collective.
Make it so	Make or cause something to happen	Make it so Number One.
Mitigate	Lessen	The goal is to mitigate loss on planet Earth.
Necessitate	Need	This growing danger necessitates collaboration.
Obtain	Get	Were you able to obtain the missing artifact?
Originate	Come from	Where did the planetary fissures originate?
Parameters	Limits	The impulse drive operates under certain parameters.
Preclude	Prevent	This precludes you from being assigned to the Enterprise.

Predicate	Base on	Your survival is predicated on your ability to guide us to Commander Spock.
Refrain	Avoid	Please refrain from speaking when the Captain is addressing the ship.
Terminate	End	Terminate all communication with Romulan vessels!
Transcend	Go beyond	This transcends all logic and emotion Commander Spock.
Transmit	Send	Are we transmitting the data to Starfleet Command?
Vessel	Starship	All academy vessels have been grounded.
Viable	Workable	Are there any viable alternatives to attacking their ship mid-warp?

Table 2.6: Preferred Usage in the Starfleet Command Academy Issuances

Nautical Terms

There are many nautical terms typically heard on an academy vessel. The following list contains all such terms one might read/hear aboard the ship. Please be aware that the list below is not exhaustive. (For the full list of nautical terms, please refer to [*Nautical Terms*](#)).

Table 2.7	
Onboard Locations	
Term	Definition
Bow	Front of vessel
Port	Left side of vessel
Starboard	Right side of vessel
Stern	Back of vessel

Table 2.7: Onboard Locations

Table 2.8**Commands/Common Maritime Terminology**

Term/Phrase	Meaning
Abandon ship	Evacuate ship (typically used after sustaining heavy damage)
Able-bodied crewmen	Any crewmembers who are not otherwise incapacitated
Adrift	To float freely without propulsion or steering
Attention on deck	Message relayed across all comms to be heard ship-wide
Battle stations	Sends crewmembers to combat duty stations to prepare for impending battle
Breach	Damaged section of a ship that could jeopardize the structural or functional integrity of the ship
Clear the bridge	To direct crewmen to leave the main command center
Dead ahead	Directly ahead
Decommission	To retire something, typically a ship or building
Dock	To park a ship in a specified place

Flank speed	Used to describe reaching a vessel's highest speed
Full stop	Emergency stop command
Hail	To call or initiate communication
Ready	To prepare something for use
Relieve	To remove someone or allow someone to remove themselves from their post
Secure	To make sure an item/person is fastened in or stowed away prior to departure
Stow	To store something
Take the conns	To command someone to take over the controls

Table 2.8: Commands and Common Maritime Terminology

Table 2.9**On-Board Facilities and Operational Components**

Term/Phrase	Meaning
Bay	Storage area
Bridge	The ship's main command and control center
Brig	A holding cell; jail
Deck	A specified level of a ship
Engine Room	Where the engine, warp core, and impulse drive are located
Flight deck	Where smaller cargo and evac ships arrive/depart
Hatch	An airtight compartment or door that seals from the inside
Quarters	Where the crewmembers sleep
Sickbay	Hospital area; infirmary

Table 2.9: On-board Facilities and Operational Components



Image 2.1: Generation Bridge

(Staff, n.d.)

Image 2.1 “Generation Bridge” above, depicts a current generation bridge. In nautical terms, the bridge is the main control center aboard a ship.

Table 2.10	
Navigation and Maneuvers	
Term/Phrase	Meaning
Set course	To set a desired route of travel to reach some specified location
Closing	Getting closer to a particular object
Set collision course	To set a vessel on a path that will result in its collision with something else

En route	On the way to a specified location
Set intercept course	A set of directions that results in quick apprehension of something

Table 2.10: Navigation and Maneuvers

UFP Recognized Abbreviations

The United Federation of Planets (UFP) recognizes certain abbreviations in written documentation. In the academy, there are three types of abbreviations typically employed in writing and general communication; *shortenings*, *initialisms*, and *acronyms* (*Abbreviations*, n.d.). These literary devices replace longer words and appear less cluttered in the text. All abbreviations found in this section are UFP recognized. For more context on UFP recognized abbreviations, please visit [***Acronyms & Abbreviations***](#) in this chapter.

Note: The initialisms “U.S.S” and “UFP” are not established upon first use.

Initialisms

Initialisms are truncated words comprised of the first letters of each word. They are pronounced one letter at a time. At the academy, these are among the most commonly used abbreviations. Use these abbreviations when referring to physical phenomena or a scientific term.

Example: “We must reach a safe distance before the torpedoes reach ZPE.”

Here, **ZPE** refers to **Zero Point Energy** (Schneider, n.d.). It is pronounced zee-pee-eeh.

Acronyms

Acronyms are truncated words composed of the first letters of each word. Initialisms are pronounced one letter at a time, but acronyms are pronounced just as they appear in the text. Common use of this abbreviation occurs when referring to an operation or command post, like when used in abbreviated technical terms.

Example: “Commander Spock, contact MACO and inform them of the situation.”

MACO is the acronym. It stands for **Military Assault Command Operations** (Schneider, n.d.). It is pronounced may-kohh.

Shortenings

Shortenings are abbreviations in which part of the word has been cut off, this part usually being the end. Shortenings are not particularly common at Starfleet Command academy, though there are few that have been recognized because of their tendency to ease pronunciation. They can be

employed in various situations but they are most commonly used to abbreviate hard to pronounce technical terms.

Example: “Set your phasers to stun.”

In this case, the shortened term is **phased**. In addition, the acronym **er** is added to the shortened term. Here, **er** stands for energy rectification (Schneider, n.d.).

Table 2.11 Glossary of UFP Recognized Abbreviations	
Abbreviation	Definition
ACB	Annular Confinement Beam
AE	Advanced Escort
AG	Anisthizine Gas
AP	Antiproton
ASDB	Advanced Starship Design Bureau
ASRV	Autonomous Survival and Recovery Vehicle
BF	Bravo Fleet
BoP	Bird of Prey (Romulan starship)
CMO	Chief Medical Officer
CO	Commanding Officer

DF	Delta Flyer
DMZ	Demilitarized Zone
ECA	Emergency Command Authority
ECH	Emergency Command Hologram
ECS	Earth Cargo Ship
EMH	Emergency Medical Hologram
EM	Electromagnetic
EPS	Electro-Plasma System
ETA	Estimated Time of Arrival
EVA	Extra Vehicular Activity
GCS	Galaxy Class Starship
IDF	Inertial Damping Field
IDIC	Infinite Diversity in Infinite Combinations (Vulcan philosophy)
IKC	Imperial Klingon Cruiser
IKS	Imperial Klingon Ship

ISS	Imperial Starship
IRW	Imperial Romulan Warbird
KT	Kelvin Timeline
LCARS	Library Computer Access and Retrieval System
LD(S)	Lower Deck(s)
LY	Light Year
M/ARA	Matter/Antimatter Reaction Assembly
M/ARC	Matter/Antimatter Reaction Chamber
MACO	Military Assault Command Operations
MSD	Master Systems Display
MU	Mirror Universe
NCO	Non-Commissioned Officer
NZ	Neutral Zone
ODN	Optical Data Network
PADD	Personal Access Display Device

Phaser	Phased Energy Rectification (Starfleet issued handheld weapon)
PTC	Power Transfer Conduit
PU	Prime Universe
Q-Torp	Quantum Torpedo
QSS	Quantum Slipstream
RF	Radio Frequency
RCS	Reaction Control System
RSE	Romulan Star Empire
SCN	Subspace Communications Network
SD	Standard Definition
SF	Starfleet
SIF	Structural Integrity Field
S.S.	Star Ship or Starship
SSD	Starship Schematic Database
STL	Slower Than Light

UESPA	United Earth Space Probe Agency
UFP	United Federation of Planets
U.S.S.	United Star Ship or United Starship
VISOR	Visual Instrument and Sensory Organ Replacement
WF	Warp Factor
XO	Executive Officer
ZPE	Zero-Point Energy

Table 2.11: Glossary of UFP Recognized Abbreviations

Conclusion

The goal of this chapter is establishing strict guidelines for all academy personnel to follow, expanding on the importance of word usage in communication. As a final word, remember the following tips:

- Avoid Jargon. Unless writing to someone familiar with the terminology used, it is best to refrain from using jargon.
- Be concise. Use short, simple words and limit sentences to one thought.
- Write in the active voice; it is direct and to the point.

Chapter 3: Grammar and Punctuation

Introduction

The purpose of this chapter is to provide the foundation of the Grammar and Punctuation conventions followed at the Starfleet Command academy. Grammar and punctuation rules provide structure to our language. Following these guidelines helps maintain commonality and cohesiveness. It keeps written communication consistent between people inside and outside of the academy. The importance of these regulations can not be understated.

This chapter covers the following topics: abbreviations, acronyms, capitalization, spelling, commas, bold and italics, apostrophes, bullet points, dashes, hyphens, colons and semicolons, parentheses and brackets, periods, exclamation points and question marks, and quotation marks. At the end of the chapter is a note on accessibility.

Grammar

Abbreviations

According to Merriam-Webster, an abbreviation is “a short version of a word or phrase” (Merriam). An abbreviation means to take a complete word and remove some letters. Abbreviations are typically not used in writing. An abbreviation’s main purpose is to save space when writing. Starfleet Command academy personnel should use the complete word at the beginning of the document and then start abbreviating it. By doing this it allows one to write faster and not require as much space on paper. As can be observed from the examples below, an abbreviation will not always end with a period.

Incorrect: Dr Puri was the doctor on the ship.

This example would be incorrect because it is missing a period after Dr.

Correct: Dr. Puri was the doctor on the ship.

Incorrect: The recruit plans to attend (SFCA). Starfleet Command academy is a great school for learning.

This example would be incorrect because one needs to state what the abbreviation means before using it.

Correct: Starfleet Command academy (SFCA) is a great school for learning. The recruit plans to attend SFA.

For more references, refer to [Chapter 1: Brand Identity](#) and [Chapter 2: Company Specific Word Usage](#).

Acronyms

An acronym is a word made from combining the initial letter of multiple words to represent an identity. Acronyms are similar to abbreviations as the goal is to shorten words into one word that people will recognize. Using acronyms is an efficient method that can save writers time in both written and vocal speaking. Below are common examples of useful acronyms.

For more specific references, refer to [***Chapter 2: Company Specific Word Usage.***](#)

Incorrect: DTEA - down to earth

This is incorrect because it is only possible to take the first letter of each new word to form an acronym

Correct: Eta - estimated time of arrival

Correct: FYI - for your information

Correct: ASAP - as soon as possible

Correct: MPH - miles per hour

Capitalization

Headlines and titles are in title case. Title case is when all words start with a capital letter--excluding contractions, articles, and prepositions (APA).

Incorrect: Star trek: the original series

Correct: Star Trek: The Original Series

Proper nouns are capitalized, as well as locations.

Correct: Briar Patch

Correct: The Delphic Expanse

Never capitalize every letter in a word. Refer to [***Chapter 5: Tone and Voice Conventions,***](#) for more information.

Incorrect: HOW ARE YOU DOING TODAY?

Correct: How are you doing today?

Spelling

Spelling is an essential skill that is necessary to succeed in life as everything involves writing. Spelling occurs when letters are placed in the correct or in a word. This process allows sentences to make sense.

Incorrect: I bought communicator for talking to ship.

Correct: I bought a communicator so I could talk to the ship.

Incorrect: Jean and James is going to space.

Correct: Jean and James are going to space.

Punctuation

Commas

Introductory adverbs are words introduced at the beginning of the sentence to modify the verb. Place a comma after an introductory adverb.

Incorrect: Carefully I'll carry this down the stairs.

Correct: Later, I'm going to learn Klingon.

The Oxford Comma is a comma placed before a conjunction in a list. Although there is debate internationally, it is used at the Starfleet Command academy.

Incorrect: I went to the store for eggs, cheese and bagels.

Correct: I went to the store for eggs, cheese, and bagels.

A non-restrictive clause is a part of a sentence where the information is not vital to the meaning and structure of the sentence. A non-restrictive clause adds extra information. Because of this, it is crucial to add a comma before and after it.

Correct: Captain Kirk, who is the leader of our crew, landed the *Enterprise* safely.

Avoid comma splicing. Comma splicing separates two independent clauses with a comma in a single sentence. It is best to split two independent clauses into two different sentences.

Incorrect (Comma Splice): I went to get the mail, I saw a bird.

Correct: I went to get the mail. I saw a bird.

Bold and Italics

Bold text should be used sparingly, with the intent to make a word or phrase stand out within a sentence.

Correct: The prize was awarded to **Captain Kirk** for his admirable accomplishments.

Use bold for headings.

Published works like books, films, journals, newspapers should be italicized.

Correct: *The New York Times*, *The Price of the Phoenix*

Names of spaceships and spacecraft need to be italicized, although prefixes such as “USS” should not.

Correct: the *USS Enterprise*

Foreign words should be italicized.

Correct: They made a *quid pro quo* agreement.

Apostrophes

There are three different usages for an apostrophe: contractions, plurals, and possessives. An apostrophe is the removal of some letters by using punctuation marks.

Contraction

A contraction is a way to split up two words into one. It is recommended to not use contractions in formal writing because it looks unprofessional.

Correct: They're boarding the spaceship.

Correct: He can't fly the ship.

For more references, refer to [Chapter 2: Company-Specific Word Usage](#).

Plurals

The word plural stands for more than one. Most of the time a plural word will end with the letter “s.”

Incorrect: Do not go outside without your shoe.

Correct: Do not go outside with your shoes.

Possessives

The word possessives mean one person owning something. Most of the time a possessive word will also end with the letter s.

Incorrect: Everyone went to the captain house.

Correct: Everyone went to the captain's house.

Bullet points

Bullet points are useful because they help keep track of a list of items. When adding the first bullet point of a list, it will always indent the dot; and every time someone hits enter, a new bullet dot will appear. Bullet points are anything that has a big dot in front that appears in a list. Using bullet points can help make a document look more organized and professional. At the same time, using too many bullet points hurts the reader. Readers tend to skip straight to bullet points to summarize what they are reading instead of reading all the content.

Dashes

There are three types of dashes EM, EN, and 3-Em. The three of these vary in usage and in size.

Em dash

First, we have the Em dash which replaces parentheses, colons, and commas. The Em dash's purpose is to signify a shift in a different direction. To place an Em dash, hold ctrl + alt and –, and it will automatically place Em dash on the screen.

Incorrect: There are many planets-Vulcan, Andoria-that people can visit.

This is incorrect because it is using the wrong dash.

Correct: There are many colors—blue, red, green—that people can buy at the store.

Correct: There are many different types of starships—attack cruiser, combat cruiser—that can be found all around the galaxy.

En dash

The main purpose of using En dash is for numbers. It is helpful for any quantitative values such as dates or times. To place an En dash hold alt while typing 0150 into the number pad.

Correct: I work from 8–6:00 p.m. Monday through Friday.

Correct: The winning number is A–2, please claim your prize.

3-Em

A 3-Em dash is uncommon and only used to black out sensitive information. Places where this is useful are in courthouses or any place that is trying to hide someone's identity. To place a 3-Em dash, hold ctrl and alt and click the - sign three times on the number pad.

Correct: _____ vs _____ will now take place; please take your seats.

Hyphens

According to Merriam-Webster, a hyphen is “a punctuation mark – used to divide or compound words” (Merriam). Instead of putting two words alone combine them and put a – in-between them. One simple rule to follow is to not use a hyphen where something else would typically be placed. For example, do not replace a comma with a hyphen.

Correct: The ship is currently under a cyber-attack and we have lost all control of the ship.

Incorrect: After - I will repair the ship and refuel.

Correct: The man just turned twenty-one and wanted to go get some alcohol.

Colons

Colons are used before quotations, lists, and independent clauses.

Quotation colons are used to quote someone's work that does not belong to the individual.

Example: The writer said: “the ship flew in the sky.”

List colons are used to answer questions that were proposed before the colon appeared.

Example: Is the moon white or grey: The moon is grey.

Independent clause colons are used to combine two sentences that could stand on their own.

Example: I want to go home: I feel sick.

Semicolons

Semicolons occur when one wants to combine two sentences into one. One important thing to remember is to never capitalize the first letter after the semicolon.

Example: We hit a homerun; we still lost the game.

Parenthesis

Writers should use parentheses to go more in-depth about something they talked about in the sentence. Another thing to note is that parentheses always come as two; it is important to remember to open and close the parentheses.

Incorrect: I was (running) and fell.

This above example would be wrong because the sentence must make sense without the words of whatever is inside the parenthesis.

Correct: I was running outside (when it was raining) and fell.

This example is correct because if the parentheses were removed, the sentence would still be correct.

Brackets

Brackets are used whenever someone is quoting something but wants to add extra information to the quote.

Example: “The spaceship could [go through a blackhole to] teleport.”

Ellipsis

Ellipsis are used to show that text is missing from a quote. Brackets are not needed around ellipsis.

Correct: “Boldly...where no one has gone before!”

Can be for a pause, or effect.

Correct: “Suddenly...a spaceship appeared.”

Ellipsis should not have a period after them. Question marks and exclamation marks are appropriate..

Incorrect: I guess I could've asked...

Correct: How did you know...?

Periods, Exclamation Points, and Question Marks

Periods, exclamation points, and question marks are significant because they are responsible for ending a sentence. Always make sure to use one of these three punctuations before it is too late and a run-on sentence occurs. People prefer not to read or see a run-on sentence because it makes it seem like the sentence will never end. Writers can use a period for abbreviations or numbering and ending a sentence.

Correct: The man flew the spaceship into outer space.

Incorrect: The captain of the ship took the spaceship through the blackhole and got teleported to somewhere unknown and did not know how to find his way back home and was lost.

The above statement is incorrect because it is a run-on sentence that should have ended up being two sentences. Instead of doing a run-on sentence, place a period and continue the next sentence.

Writers should use exclamation points after expressing something in a sentence. In formal writing, exclamation points should rarely, if ever, be used. Although formal writing can still include urgency and enthusiasm, it is still best to end sentences with periods.

Example: I just returned from one year in space. I cannot wait to see my family!

Question marks are important to use in writing because they let the reader know that the writer is asking a question.

Example: What did the captain say?

Quotation Marks

Double quotation marks are used for direct quotes.

Correct: “Beam me up, Scotty!” the commander said.

They are also used to display irony or sarcasm.

Correct: He was not the “usual” type of customer.

Put punctuation marks inside quotations.

Incorrect: “I did not know how to do that”.

Correct: “I did not know how to do that.”

Accessibility

At the Starfleet Command academy, high value is placed on accessibility for everyone. Keep in mind that users of all abilities should be able to read and understand our information.

Spelling out the full name of an acronym or abbreviation before using it is one way to help screen readers translate text. Defining the name first prevents confusion from any erroneous speech from the screen reader. Simple names are a preference in documentation. For example, using “the Federation” over the “United Federation of Planets.” These help support the readability of our documents.

Conclusion

After reading the Grammar and Punctuation chapter, individuals should have gained a mastery of the Starfleet Command academy writing ways. The importance of following proper grammar and punctuation rules allows organizations to communicate with each other. The rules must be followed and used as a guide to provide uniformity and organization within the everyday lives of Starfleet Command academy personnel as they strive to share their ideas with the world. As people communicate through writing with people outside the academy, one should follow these rules because it will make it easier for everyone to understand each other.

Chapter 4: Writing for an Intergalactic Audience

Introduction

This chapter will cover considerations that Starfleet personnel must take into account for an Intergalactic Audience. Starfleet Command academy employees and new recruits are a diverse group of individuals from different backgrounds. It is important to be certain that the correct format, tone and language effectively communicates with the audience.

Starfleet employees and recruits are valued members of our Starfleet Command academy. It is important that we ensure correct understanding of written materials and communicate respectfully and accurately. Having a diverse audience can mean that language and cultural values can create barriers in effective communication. This chapter will provide easy steps to create clear and concise communication that discusses known cultural practices that should guide word choice.

Disclaimer: English is the primary language for communication. Therefore, this style guide only focuses on English grammar and sentence structure. Do not apply the content of other chapters to another language. This chapter not only serves as a guide on writing in another language, but also helps Starfleet personnel to create content that they can easily translate. This chapter will also discuss customs that may pertain to the audience and how the academy can effectively communicate with their audience using English or the Federal Standard.

Communicating with an Intergalactic Audience

This section will discuss communication related to an Intergalactic Audience and how to write clearly and effectively. Consider cultural values and customs when writing for a diverse audience. The rules below will ensure that communication is respectful and consistent.

Writing Rules for Universal Content

Table 4.1 Tips for Universal Content		
Language, Grammar and Style		
Rule	Correct	Incorrect
Use an active voice	The commander gave an order.	An order was given by the commander.
Keep instructions short	Go to the mess hall at your scheduled break time.	You are only permitted to go to the mess hall during your scheduled break time.
Be precise	“No vessel under any condition, emergency or otherwise, is to visit Talos IV (Alpha Quadrant, Talos system, Inhabited - Talosians, Talosian singing plants).” (<i>Memory Alpha, Orders and Regulations</i>)	No vessel should visit Talos IV.
Avoid modifier stacks	It is important to review the entire manual.	Review of all sections and subsections of the manual is important.
Use qualifying nouns for	Check the function of the MJL junction link on the core	Check the function of the MJL junction link on the

technical keywords	of the main computer.	computer.
Use simple verbs	Use	Utilize
Define abbreviations for first use	Alternate Universe (AU)	AU
Use helper words	If you are not in proper uniform then you are not allowed to report.	If you are not in proper uniform you are not allowed to report.

Table 4.1: Tips for Universal Content

Sentence Structure

- Use standard English grammar and punctuation rules.
- Use short, concise sentences.
- Use compound sentences and avoid sentences using more than one conjunction.
- Use headings and lists to break up paragraphs.
- Place important information at the top of the paragraph or section.
- Avoid using contractions.

Other Considerations

(Be sure to use the guidelines outlined in [*Chapter 6: Graphics and Graphic Conventions*](#))

- Provide maps, tables or pictures for clarity or reference.
- Replace complex sentences and paragraphs with lists and tables.

Word Choice and Unbiased Writing

Consider cultures and customs when creating documentation for an International Audience. This section will identify common words to avoid out of respect and the correct words to promote the unbiased, inclusive language.

Refer to [*Chapter 2: Company-Specific Word Usage*](#) for more information.

Table 4.2**Universal and Unbiased Word Choice**

Rule	Correct	Incorrect
Instead of gender pronouns, use roles (crew, command, medical) or “the” or “a” pronouns to promote inclusivity.	The commander gave the order.	He gave the order.
	When a new user is added, they will be able to add their password.	When a new user is added, he will be able to add his password.
	Once the user creates a document, they can upload it to HubSpot using the files tool.	Once the user creates her document, she can upload it to HubSpot using the files tool.
Gender neutral alternatives should replace common terms for our diverse audience.	The uniforms are synthetic.	The uniforms are man-made.
Avoid divisive terms	The Universal Translator is a built-in feature of the starship’s communication system.	The Universal Translator is a native feature of the starship’s communication system.

Table 4.2: Universal and Unbiased Word Choice

Common Writing Customs/Practices of Different Cultures:

It is crucial to keep these rules in mind when writing to the general audience to maintain a well-established relationship between Humans and other species. Most importantly, avoid any terms that may reflect division, xenophobia, envy, or hate. Keep your tone as neutral as possible so that you can influence your audience effectively.

For more information concerning the appropriate sentiments when addressing different species, please refer to the “Attitude and Emotion” section under [Chapter 5: Tone and Voice Conventions](#).

Table 4.3 Writing customs and practices per culture	
Andorians	<p>Andorian names reflect gender through prefixes. The Andorians have 4 genders, 2 of which are mostly female (zhen and shen) and 2 of which are mostly male (chan and thaan); This results in the prefixes zh', sh', ch' and th'. The prefix comes after the first name and before the clan name.</p> <ul style="list-style-type: none">• Ex: Byhlaos Th'shranol
Gorn	<p>The Federation recently discovered that the Gorns are a multi-species society. One should refer to the right species when addressing them: Gornar, Agornu, S'sgaron, Garag, Koreb, Shekkis.</p>
Klingons	<p>One should elaborate medical terms to the Klingons in detail because they have little to no medical expertise. Their society is based on a traditional hierarchy of family honor. One should also respect their tradition and their system of family reputation and honor.</p>

Orions	<p>To avoid current sensitive political issues -slavery, one should use only neutral titles and avoid any assumption from biased rumors.</p> <ul style="list-style-type: none"> • Special note: The word 'stealing' is translated by the Orions into their term for 'getting paid' while 'discount goods' is the translation of the word for 'things that did not work'
Rigelians	<p>Rigelians were believed to have four or five genders. The Universal Translator often confuses the Rigelian language with Andorian. Documentation should only include gender neutral pronouns and simple sentences. One should communicate with them via the Federal Standard language instead of direct translation.</p>
Talosians	<p>The Talosians found that life using illusion was addictive, almost like a Human developing a physical and psychological dependence on narcotics. Their addictions affect their ability to utilize technologies. One should set a clear boundary between theoretical and physical aspects of any given topic in the manual.</p>
Thasians	<p>They possess extremely powerful psychokinetic abilities. One should not mention body parts such as arm, hair, or eye to them. This may cause confusion because a physical body is a foreign concept to them; Their existence is embodied only within their neuro-transmissions.</p>
Tholian	<p>Tholian culture placed a high value on punctuality, honesty, and accuracy. However,</p>

	the Federation's ability to translate Tholian standard languages was limited. One should be extremely transparent, use accurate words and exact measurements when communicating with them.
Vulcan	They use different name structures for each gender. Greetings should only include gender neutral titles.

Table 4.3: Writing customs and practices per culture

Translation

Translation services are available for any documents created for Starfleet. This section will discuss the options for translation and common languages for which the service is available, including any documents created for recruits.

Universal Translator:

The Universal Translator is also known as a “UT” or a translator circuit. The UT is used to decode, translate, and comprehend alien languages into the native speakers’ language. The Universal Translator is different from other internal translation software programs built into the infrastructure. It is a separate device issued with the standard equipment for all recruits. Recruits who need assistance with the English language can use the UT as they transition or as a matter of preference. Refer to [**Chapter 8: Electronic Document Conventions**](#) for additional information on Universal Translators.

Important Note: The Universal Translator works for verbal language, but not metaphoric language. It works best with humanoid lifeforms.

To Use the Universal Translator:

1. Turn it on.
2. If the language needed is preprogrammed, select the language.
3. If the language needed is not preprogrammed, add the communicator attachment.
 - The reader would need to program the language by speaking their language into the translator until enough data is available for the translation matrix.
4. The document or document section will need to be read aloud using one of the following options:

- The reader can read the document.
- The reader can have someone else read the document.
- The reader can use an electronic voice reader on digital versions of the document.

Linguist:

A Linguist can help with translation. The Linguist can translate written or verbal language and can translate metaphoric language in some cases.

- Contact Command to schedule an appointment with the Linguist for translation services.

Common Languages:

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Federation Standard ● Andorii (Andorians) ● Gorn ● Graalek (Andorians) ● Klingonese (Klingons) | <ul style="list-style-type: none"> ● Orion ● Rigelian ● Tholian ● Vulcan |
|--|--|

Table 4.4

Units of Measurement

Antimatter (AM)	<p>A general term used to describe matter whose state is different from another matter's state; can be applied to subatomic particles</p> <ul style="list-style-type: none"> ● Ex: subatomic particles with positive charge versus subatomic particle with negative charge
Cochrane (CC)	<p>The unit used to measure subspace field stress. Cochrances are also used to measure field distortion generated by other spatial manipulation devices, including tractor beams, deflectors, and synthetic gravity fields</p> <ul style="list-style-type: none"> ● 1 cochrane warp field is equal to warp factor 1

Stardate (SD)	A series of digits separated with a decimal expressing the date within the United Federation of Planets <ul style="list-style-type: none"> Ex: 5928.5 or 2263.02 (Also reference <i>Chapter 2: Company-Specific Word Usage</i> for additional information on Stardate)
Warp Factor (WF)	A term used to describe speeds faster than light <ul style="list-style-type: none"> After warp factor 1 the speed is faster than light and warp factor 10 is an infinitely fast travel speed (which is unattainable)
Wortham Unit (W)	A unit of power created by a force field or tractor beam

Table 4.4: Units of Measurement

Table 4.5 Warp Factor Conversion			
Warp Factor	Calculated Speed (c)	Distance Travelled in 24 hours (light years)	Travel Time from Earth to Alpha Centauri
0.5	0.125	0.0003	34.64 years
1	1	0.003	4.33 years
2	8	0.022	197.69 years

3	27	0.074	58.57 years
4	64	0.175	24.71 years
5	125	0.342	12.65 years
6	216	0.591	7.32 years
7	343	0.939	4.61 years
8	512	1.402	3.09 years
9	729	1.996	52.07 years
10	1000	2.738	37.96 years
11	1331	3.644	28.52 years

Table 4.5: Warp Factor Conversion

Table 4.6**Monetary Values**

Darsek (DA)	The main unit of currency used within the Klingon Empire
Federation Credit (FC)	A standard monetary credit issued by the United Federation of Planets and used throughout the Alpha Quadrant
Shelnak (SK)	An Andorian unit of currency
Talon (TN)	A monetary unit of exchange within the Klingon Empire; a gold triangle-shaped coin

Table 4.6: Monetary Values

Planetary Locality Format

There are countless planets in the Universe. Avoid miscommunication when addressing and approaching a planet:

1. Quadrant to where the planet belongs (if it's in the Milky Way Galaxy)
 - a. Alpha Quadrant
 - b. Beta Quadrant
 - c. Delta Quadrant
 - d. Gamma Quadrant
2. The star system where the planet locates
3. Its planet type
 - a. Inhabited
 - b. Uninhabited
 - c. Delphic Expanse - where ships cannot enter or exit safely due to dangerous thermobaric clouds surrounding it
 - d. Unnamed
4. Its native species (if there is any)
5. Its biggest moon (if there is any)

Format:

[*Planet's name*] "a.k.a" [*Planet's other name(s)*] "(" [1], [2] "system", [3] - [4], [5] "moon" ")".

Examples:

- Iota Geminorum IV, a.k.a. Tribble Prime (Beta Quadrant, Iota Geminorum system, Uninhabited - Tribbles, Reptiles).
- Orion (Alpha Quadrant, Pi Orionis system, Inhabited - Orions).
- Saturn a.k.a. Sol VI (Alpha Quadrant, Sol system, Uninhabited, Titan moon).
- Talos IV (Alpha Quadrant, Talos system, Inhabited - Talosians, Talosian singing plants).

Common Words and Phrases in Starfleet

This section will discuss common words and phrases in the academy that may be unknown to an Intergalactic Audience. Additional information below may need to be included in your documents for New Recruits to familiarize them with standard abbreviations and ranks in Starfleet. The ranking system within the academy is in place as a hierarchy of authority and responsibility and it is important that recruits know a specific chain of command.

Academy Information

This section refers to any Ranks, Departments, or Abbreviations in the documents. Information is available for recruits to identify their specific line of command. Please refer to [Chapter 2: Company-Specific Word Usage](#) for additional information on language for recruits.

Departments of Starfleet:

- Command
- Operations
- Sciences
- Medical

Identifying Line of Command:

Command staff will report to their immediate commanding officer.

Ranks

- Captain
- Lieutenant Commander
- Lieutenant
- Enlisted Ranks

Operations, Sciences and Medical staff will report to the Chief Officer.

Hierarchy of Command:

- Starships or Starbases have a line of command where orders will travel down the line and to the rest of the ship or base.
- If an officer is unavailable to give commands, then the next highest-ranking officer will step in.
- **Order of Command:**
 1. **Captain**
 - a. Responsible for everything that happens on their ship or base. Captains are also in charge of reviewing documents for the ship or base. Captains must remain up to date on issues regarding their crew.
 - b. First in command on ship or base
 2. **Commanding Officer**
 - a. Also acts as First-Officer
 - b. The highest ranking officer fills this position. They are in charge of carrying out the Captain's orders, managing resources and keeping track of the ship's/base's personnel.
 - c. Second in command
 3. **Second Officer**
 - a. Takes orders from the Commanding Officer
 - b. Third in command

Abbreviations:

Table 4.7 Common Abbreviations			
Reference Guide			
Word	Abbreviation	Word	Abbreviation
Alternate Universe	AU	Lower Deck	LDS
Bridge Commander	BC	Matter/Antimatter Reaction Chamber	M/ARC
Computer-generated image	CGI	Master Systems Display	MSD
Chief Medical Officer	CMO	Mirror Universe	MU
Commanding Officer	CO	Non-Commissioned Officer	NCO
Electromagnetic	EM	Neutral Zone	NZ
Emergency Medical Hologram	EMH	Personal Access Display Device	PADD
Estimated Time of	ETA	Radio Frequency	RF

Arrival			
United Federation of Planets	FED	Star Fleet	SF
Faster than Light	FTL	Star Ship	SS
Infinite Diversity in Infinite Combinations	IDIC	Slower than Light	STL
Live Long and Prosper	LLAP	Executive Officer	XO

Table 4.7: Common Abbreviations

Refer to [**Chapter 1: Brand Identity**](#) for further information. Also refer to Tables 4.4 and 4.6 for abbreviations related to “Units of Measurement” and “Monetary Values”.

Conclusion

It is crucial to take into account cultural differences to avoid conflict and optimize communication with a diverse audience. The use of concise standards for written communication and translation tools helps to avoid ambiguity as much as possible. Knowledge about important work-related terms and the chain of command ensures that members of different origins communicate with less interruptions. Remember to use simple, non-divisive language to respect cultural differences and avoid misunderstandings. Above all else, adherence to the standards and information discussed in this chapter is essential for a healthy and productive work environment.

Chapter 5: Tone and Voice Conventions

Introduction

All Starfleet Command academy personnel must apprehend the perception of tone and voice in writing. Tone defines the academy's level of emotion projected through writing. Voice describes the academy's personality. The concepts of tone and voice affect the reader's interpretation of all written communication. This chapter elaborates on tone and voice conventions such as: point of view, appropriate tone, levels of formality, ethos, rank, expression of language, and bias. Writers must maintain awareness when applying tone and voice in writing to ensure unification of all documents. The following sections define and explain application techniques for proper tone and voice, allowing a writer to represent the academy appropriately.

Tone

Tone portrays the emotion towards the subject, the audience, and the writer (Jones, 1998, p. 188). In speaking, tone is the emotional inflection of the voice. In writing, the emotional inflection must descend from the text, whether serious or light. The tone of a text must be appropriate and align with the purpose of the document. A writer must carefully consider the document's purpose to apply the suitable tone. If a reader is receptive to the tone in a document, the writer's message will be comprehensible. Improper tone can be translated as rude, aggressive, or disrespectful.

Achieving the appropriate tone is imperative to the academy, as messages contain important information. If tone is not adequately portrayed, the message risks incorrect interpretation.

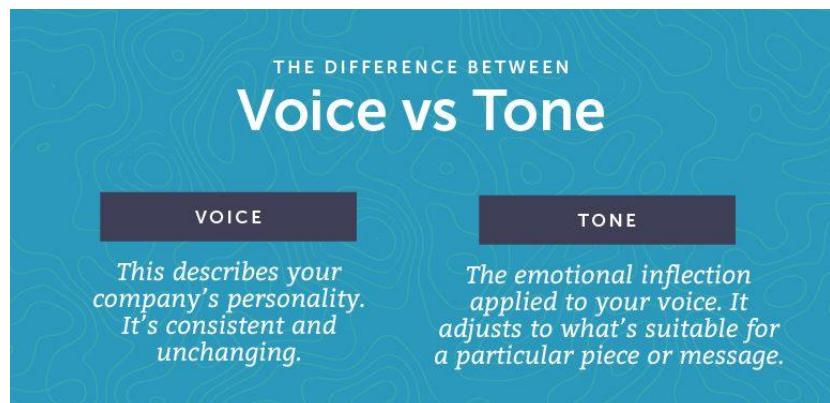


Figure 5.1: Tone vs. Voice

(Admin., 2020)

Developing an Appropriate Tone

The following strategies will help the Starfleet Command academy writers create a tone that is appropriate for a variety of messages. Writers must develop a relationship with the audience that is appropriate for the matter at hand.

Relationship with Audience

Communicating with others is not a one-sided partnership; it is a relationship where both sides contribute. A writer creates communication and the reader delivers a reaction and response. A writer can influence the audience's response by using an appropriate tone. "Do writers want their audience to regard them as a friend? Do they want their audience to regard them as highly informed and knowledgeable?" (Jones, 1998, p. 202). The Starfleet Command academy communicates by presenting a professional and trustworthy tone, representing the academy as legitimate and informative.

Express Ideas to Convey Relationship

The Starfleet Command academy strives to create a relationship of respect and understanding with the audience. Writers employ various words and phrases to convey honest ideas. For example, "If you have confidence in a situation, state that you have confidence" (Jones, 1998, p. 203). Confident writing will exhibit clear intentions to the audience. Vague wording risks confusion, misinterpretation, and doubt from the audience. Direct and honest writing creates a foundation of trust and builds the relationship between both parties. For further information on how to establish trust in writing, please refer to the "Ethos" section of this chapter.

Levels of Formality

Formality defines a set of rules in order to maintain social etiquette in writing. Addressing the Fleet Admiral requires a different protocol than communicating with a fellow academy writer. The Starfleet Command academy strives to meet these high-level formality standards.

Formal

Formal communication defines the tone and voice of the Starfleet Command academy. Whether speaking or writing, formal communication transmits essential information through the appropriate channels. Formal communication encompasses every rank and hierarchy of the academy. Use formal language when communicating with a Fleet Admiral or Crewman; instruction manual or memo; speaking or writing; a writer must exhibit formal language consistently in the academy.

Informal

Informal communication refers to a free form of language. This form of communication is only appropriate off duty, or communicating with colleagues or friends outside of the academy. This form of communication is not bound by hierarchy or pre-defined channels. An informal tone does not align with the formality of the academy. For more information on formal and informal tone, please refer to [**Chapter 2: Company-Specific Word Usage**](#) under the section "Diction" where this is discussed in greater detail.

Voice

Voice and tone, though used interchangeably, carry distinct purposes. In writing, the voice reflects the established personality of a company, and must be consistent in each document.

The following section defines the personality of the academy, identifies specific personality traits, and includes examples of how to use them. This section also expands on voice characteristics, such as persona, point of view, and the active voice (opposed to passive voice), and how these are applied in writing. Understanding and implementing the proper voice characteristics is critical to maintaining the uniformity of all written documentation.

Persona

Authors of poetry or fiction develop a voice with uniquely their own qualities, often similar to their speaking voice (Wilson, 2021). Writers for the Starfleet Command academy represent the academy; therefore, a writer must not write in the same manner as they speak.

When a writer's natural way of speaking does not conform to the personality of the academy, one must adopt a persona when writing. A persona defines the personality or facade presented to others (Collins English Dictionary, 2021). Although a persona does not seem authentic, it is still a true version of oneself, presented through writing to represent an organization or company.

Adopting a persona for writing must not be used as a mask or taken lightly. As the voice of the academy, there are high-level expectations for the technical writer. In addition, one must uphold the greatest moral and ethical values, because they represent many, and "...the needs of the many outweigh the needs of the few..." (Dahl, 2021).

Personality

In terms of speaking, the voice reflects the speaker's personality in how they communicate with others. In terms of writing, the voice is the personality of the text, which infiltrates through the language style. A writer must reflect the personality of the academy in all written documentation. The Starfleet Command academy takes pride in its character, morals, and ethics. Reflecting the personality of Starfleet involves applying these traits in writing.

Please refer to **Table 5.1**, "Applying Personality Traits through Voice in Written Communication", located below, showing a list of adjectives that best describe the academy and application examples.

Table 5.1 Applying Personality Traits through Voice in Written Communication			
Personality Trait	Writing Scenario	Correct Portrayal	Incorrect Portrayal
Knowledgeable (without being condescending)	Attributing that something or someone is wrong or incorrect.	“It is highly illogical that a technical writer can change the laws of physics.”	“It’s ridiculous to expect a technical writer to change the laws of physics!”
Optimistic	A process proved to be difficult in the past.	“Things are only impossible until they are not.”	“No one has been able to do this yet, therefore, it is impossible.”
Thorough	Advising writers to only include factual information.	“Insufficient facts always invite danger.”	“This data clearly shows the writer’s level of incompetence.”
Open-Minded	Avoiding bias with in-person and written communication.	“Prejudices people feel about each other disappear when they get to know each other.”	“It’s difficult to understand equality when the view is from a throne.”
Truthful	Advising honesty to gain credibility from an audience.	“A lie is a very poor way to say hello.”	“Liars will spend the night in the <i>agony booth</i> as their punishment.”

Table 5.1: Applying Personality Traits through Voice in Written Communication

(“Agony Booth,” 2020; Daum, 2016; Ugur, 2018; Unico Things, 2021)

Point of View

In terms of perspective, point of view defines the voice of the text. The point of view is the position of the writer in observing the topics discussed. Point of view comprises first-person, second-person and third-person point of view, characterizing how a text is written.

First-Person Point of View

First-person point of view describes a text from the writer's position. First-person point of view uses the pronouns, "I" and "we." Writers at the Starfleet Command academy do not use first-person point of view.

Second-Person Point of View

Second-person point of view involves the writer addressing the reader, similar to a conversation. The writer uses the pronoun "you" to simulate a direct conversation with the reader. The writer also uses the pronouns, "they," "them," "he," "him," "she," and "her" to refer to others outside of the reader/writer conversation. Writers at the Starfleet Command academy never use the pronoun "you" in documentation. In this regard, second-person point of view does not align with the voice or tone of the academy.

Third-Person Point of View

Writers for the Starfleet Command academy must use a third-person point of view in all documentation. Third-person point of view addresses others outside of the writer and reader, without speaking to the reader directly. Third-person point of view also uses the pronouns, "they," "them," "he," "him," "she," and "her," but these pronouns are used sparingly. Avoid pronouns to attain a more formal tone, such as writing for the academy. See "Levels of Formality" in this chapter for more information on formal and informal tone.

In addition, third-person point of view belongs to the subject of the sentence. Third-person point of view is a neutral form of relaying a message providing a writer's unbiased point of view. "Unbiased" writing refers to writing that does not reflect the writer's opinions or feelings on a subject. A writer's goal is to inform, not instruct or persuade.

For more information on point of view, formal and informal diction, please refer to [***Chapter 2: Company-Specific Word Usage***](#) under the section "Diction" where these topics are discussed in further detail.

Active Voice vs. Passive Voice

Active Voice

One important strategy for clear and effective writing is using an "active voice." An active voice expresses action through verbs and sentence structure. Emphasizing action verbs in a sentence tells the audience what was or will be done (Jones, 1998, p. 92).

A writer portrays an **active voice** by placing the actor (who is doing the action) directly in front of the verb (the action) in a sentence. The actor must be the subject of the sentence. Keeping the subject and verb together identifies who is responsible for doing the action and what the action is (Tebeaux & Dragga, 2018, pp. 57-61). For more information on clarity in writing, please refer to [***Chapter 2: Company Specific Word Usage***](#) under “Diction Techniques.”

Example:

- “The Starfleet Command academy trains individuals for service in Starfleet.”
 - The subject is “The Starfleet Command academy,” who is also the actor.
 - The verb is “trains,” which is the action being done.
- “Candidates submitted applications for the Admissions Committee to review.”
 - The subject is “Candidates,” who are also the actors.
 - The verb is “submitted,” which is the action being done.

Using the active voice is also part of the [***Plain Language Movement***](#), mandating the clarity of government documents and enhancing comprehension. Please refer to [***Chapter 2: Company Specific Word Usage***](#) under “Diction Techniques” for more information on the Plain Language Guidelines.

Passive Voice

Using a **passive voice** makes the actor and action less clear, increasing ambiguity and weakening the effectiveness of the sentence (Jones, 1998, p. 93). In addition, sentences using a passive voice do not have the actor as the subject, or next to the action, making it difficult for the reader to understand the meaning of the sentence.

Although the academy prefers using the active voice in all communication whenever possible, there are times when using a passive voice may be necessary. For example, there may be times when the audience cannot identify the actor in a sentence, and an indirect approach is more appropriate.

Example:

- “The door to the control room was left unlocked overnight.
- “In the future, this door needs to be secured before departing the enterprise.”

In these examples, the officer responsible is unclear, so a particular individual cannot be blamed for these mistakes. Using a passive voice is appropriate in similar situations.

See **Table 5.2** “Examples of Active Voice and Passive Voice” below for further distinction of these two voices used in writing:

Table 5.2**Examples of Active Voice and Passive Voice**

Active Voice	Passive Voice
“The creature adapts more than specimens from other planets.”	“It seems that the creature, odd as it appears, may be more adaptable than other specimens we have encountered on other planets.”
“The vial contains a nourishing protein complex.”	“It appears that the vial may or may not contain, in its entirety, a nourishing protein complex.”
“Kirk delays further research until after the asteroid is diverted.”	“It is suggested that any further research from Kirk be delayed until after we have diverted the asteroid.”
“Thasians transmute objects or render substances invisible.”	“Thasians have been referred to in our records as having the power to transmute objects or render substances invisible.”

Table 5.2: Examples of Active and Passive Voice

(Chrissie's Transcripts, 2021)

Using an active voice is more direct, and it communicates a precise message to the reader. It is also a characteristic of Formal Diction, which is the language used to communicate with Starfleet personnel. For more details on Formal Diction, please refer to [Chapter 2: Company-Specific Word Usage](#) under the section “Diction.”

Attitude and Emotion

An emotion is a physical state which can either be a response to external stimuli or the product of a memory. The state can either be positive or negative. In sentient species, the emotion can trigger a feeling. Facial expressions and body language allow for observation of emotions, which is what defines an attitude.

It is important to understand displays of emotion through wording. Writing must remain neutral to accommodate the various reactions of many species — some even feed on emotion. Emotions respond to the message of a text. A writer must be mindful of the effects messages have on an individual.

Two species that are well known for suppressing their emotions are the Borg, except for the Queen, and the Vulcans, except the V'tosh ka'tur, and Sybok. (For more information on communicating with a diverse audience, refer to [Chapter 4: Writing for an Intergalactic Audience](#).)

Mood

A mood is a temporary state of mind or feeling. Mood is expressed through various verb forms showing how a sentence or phrase can be a fact, wish, or hypothetical. A particular mood or attitude portrayed in a text evokes emotion from the reader. A writer must understand that emotion can unintentionally leak into the words on a page. A writer's particular mood or attitude in a text affects the reader's interpretation and the overall message. A writer must strive to produce unbiased writing for effective communication.

Indicative

An indicative mood is a form of action creating a statement or question. One example of this can be seen in the phrase, “The captain *commands* the fleet.” This sentence states a fact. Another example is in the following question “Does the captain command the fleet?” This phrase asks a question. This mood is very common and can be considered the “baseline” mood.

Imperative

The imperative mood gives a command and includes orders, requests, advice, etc. One example of this can be seen in the phrase, “Prepare for liftoff.” This phrase is imperative because it is a command. A common mistake with this mood is that punctuation can easily misconstrue it. In the example, “Prepare for liftoff.” the period interprets the phrase as a neutral command. If the phrase was “Prepare for liftoff!” the exclamation point implies a sign of urgency or danger. One should be cautious of the content of the message, and the punctuation, as it can alter the implication.

Subjunctive

A subjunctive mood explores a hypothetical situation or expresses a suggestion. Thought and reflection is deepened by this mood. As viewed in the example, “Live long and prosper.” This phrase implies a wish for one to live long and prosper and establishes an opportunity for thought while expressing a suggestion. Another example that reflects a hypothetical concept is, “If it

were me, I would go.” This phrase explores a theoretical scenario, thus creating a subjunctive mood.

Friendliness

Friendliness is a positive emotion, represented through a positive and inclusive attitude. It is usually a physical action that makes someone friendly, but in writing, one can express friendliness through compliments and inclusive language. In written communication at Starfleet Command academy, friendliness is key in conducting diplomatic negotiations and is to be sparingly used in any non-hostile situation that does not involve documentation.

Anger

Anger is a strong emotion, meant to represent frustration and displeasure. Anger represents hostility or irritability. In writing, harsh wording is possible from strong emotions. Never use anger in any form of written communication, as it can discredit the academy and lead to conflict.

Empathy

Empathy allows one to understand another's feelings. In expressing empathy, friendliness and even lower levels of anger and frustration are displayed. Proper usage of empathy allows for morale to remain high in Starfleet Command academy by providing the sense of camaraderie. However, in the case of documentation, the academy strives for neutrality in writing.

Humor

Humor is a positive emotion that can ease tension through comedic jokes, anecdotes, or even some forms of sarcasm. It is an emotion that is natural and subjective. Each reader expresses and interprets humor differently. Starfleet Command academy personnel do not understand various levels of humor. A writer must avoid using humor in any documentation, as it leads to the reader misinterpreting the overall tone in the text. Light humor is acceptable in-person, when the situation is appropriate. However, humor should not be used in any form of written communication at the academy.

Friendliness, anger, empathy, and humor are all valid emotions for any person or creature to have. However, the Starfleet Command academy is a professional organization that maintains a formal tone with formal diction. Portraying emotion in writing is prohibited. Withholding emotion from writing helps to remain neutral and unbiased in all documentation. Writers must portray a consistent tone to unify all written communication at the academy.



Figure 5.2: Credibility Components

(Sanders, n.d.)

Ethos

"The first duty of every Starfleet officer is to the truth. Whether it's scientific truth, or historical truth, or personal truth. It is the guiding principle upon which Starfleet is based." – Captain Jean-Luc Picard (Moore et al., 1992).

A writer does not need to be Captain Picard to understand the importance of truth in writing. Writing must reflect honesty, just as the Starfleet Command academy must uphold the duty of being truthful with one another.

Ethos in writing defines the writer's character and morality, building credibility with an audience (Jones, 1998, p. 199). Documents used by the academy must be as truthful as the officer reading it. Written documentation must be serviceable for any other person inside or outside the Federation, in addition to being honest and accurate.

The following section identifies suitable methods of creating a noble *ethos* in writing. Creating a noble *ethos* requires establishing and maintaining trust with the audience through honesty, research, dedication, and presentation. Writers for the Starfleet Command academy hold the highest degree of integrity, similar to the oath taken by recruits. Written communication not reflecting this *ethos*, affects the writer. The writer is then at risk of losing credibility, damaging their reputation and relationship with the audience, and the validity of their written documentation.

Establishing Trust

Writers for the Starfleet Command academy must exude integrity from the tone of their text to exhibit an *ethos* of virtue and gain trust from their readers. Each reader approaches written documentation with varying levels of trust, predetermined by positive and negative past experiences. A writer cannot change the past, but a writer can transform skeptical readers into believers by committing to honest writing and proving their knowledge of a subject through accurate details and descriptions.

The key to attaining credibility begins with trust, and trust is achieved through honesty. For more information on establishing trust with an audience, please refer to the section “Developing an Appropriate Tone” under “Express Ideas to Convey Relationship” in this chapter.

Credibility through Honesty

Credibility is “the quality of being believed or trusted” (Collins English Dictionary, 2021). Being trustworthy, and earning credibility from an audience, requires honesty rather than falsehood, trickery, or deception (David & Cheng Patrick, 2015). However, the concept of honesty in writing goes deeper than just sharing opinions or feelings about a subject. Honest writing requires research and dedication to ensure all documentation is technically accurate and reflects the use of the most current processes.

Example:

When writing about a particular process:

- Do** take the time to research the topic and gain a better understanding of the entire process.
 - This research includes why it is done, how it is done, and who is responsible for each part of the process.
- Do not** assume that writing about this particular process two years ago means the process is still the same, and use outdated information.

When using complex technical terms or jargon:

- Do** take the time to learn the meanings and proper uses of the terminology.
 - This process involves independent research, determining who uses the terms most often, and talking to crew members, officers, or even Federation members to learn how to apply these terms accurately in writing.
 - Additionally, one will earn trust and respect through these communications, as others will recognize and appreciate the dedication towards accuracy.
- Do not** assume knowledge of technical terms, or their appropriate use unless an officer recently clarified this information.
 - Misusing technical terms showcases an obvious lack of knowledge on a subject and damages the writer’s potential to earn trust or credibility from their audience.

For more information on how to use technical terms and jargon appropriately, please refer to [Chapter 2: Company-Specific Word Usage](#) under the section, “Diction” which explains the difference between these words.

A writer proves their level of dedication and knowledge by exerting time and effort researching topics for documentation. A dedicated writer portrays this knowledge in the text, increasing the reader’s confidence, and earning trust from their audience. This trust eventually builds the writer’s credibility.

Credibility through Presentation

An audience will not trust documents with poor formatting, grammatical errors, or misspelled words — regardless of the content. A writer must carefully consider a document's presentation. The presentation of a document affects the crucial first impression a reader forms towards the writer, based on the document's appearance.

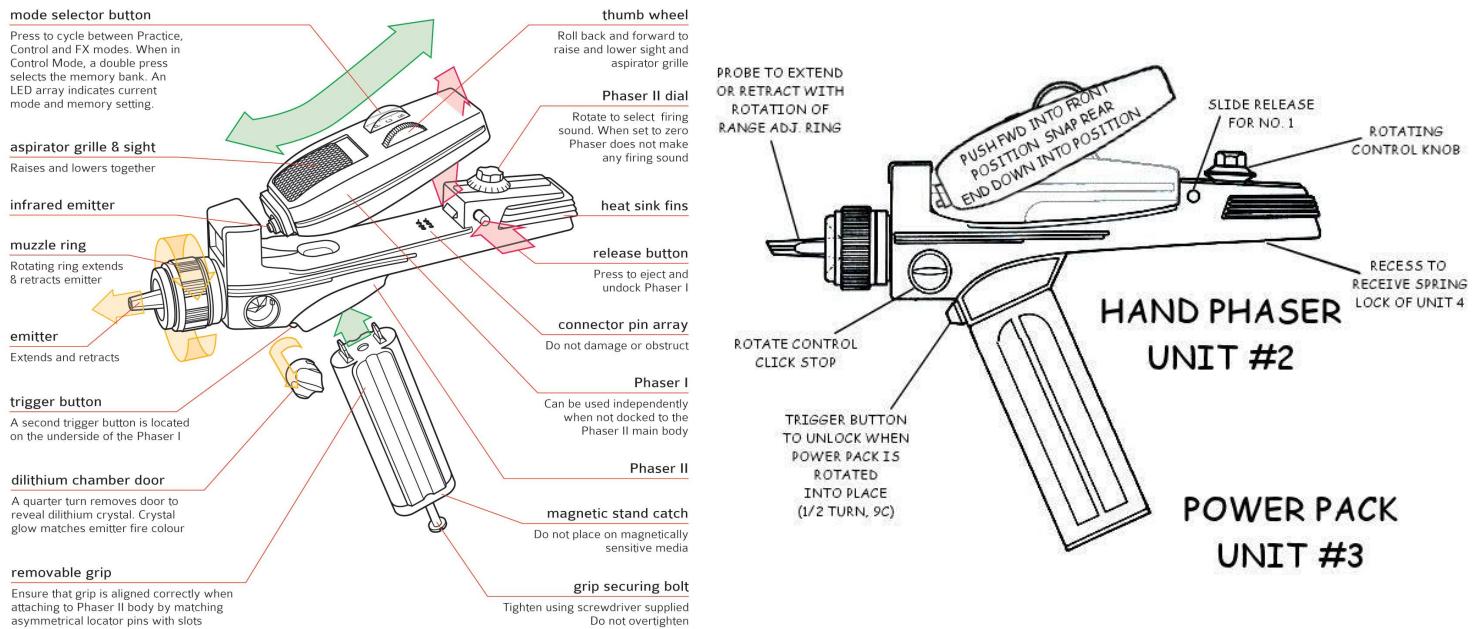


Illustration 5.1: Comparison of Hand Phasers for Presentation

(Nighthmoth, 2021; The Wand Company, 2021)

For example, in Illustration 5.1, “Comparison of Hand Phasers for Presentation,” above, the images represent detailed depictions of the Hand Phaser — the most effective form of defense for those aboard the *Enterprise*. Although each image describes the same weapon, they are presented in very different ways.

The image on the left has color, but is drawn in more detail and specifies more intricacies to each part of the Hand Phaser. This image allows more visibility and depicts more functionality of the device.

The image on the right does not appear professional or detailed. This image only labels certain parts, and the descriptions are vague. It does not provide enough information about the performance of the device, leading to unintentional, life-threatening circumstances.

In terms of presentation, detail, and accuracy, the image on the left leaves a lasting impression on the reader and has a high likelihood of earning credibility.

Risks and Effects of Losing Trust

If a writer successfully achieves credibility from their audience, one must maintain this trust through consistency, and apply these methods in every written document. If a writer is inconsistent with honest writing or presentation, they will risk losing trust from their audience, tarnishing their credibility as a writer.

Addressing Rank in Writing

Importance of Understanding Military Rank

In understanding how to address ranked officers, one must understand the skeletal function of the military fleet. The fleet's origin dates back to the beginning of the 23rd century. Continuous evolution and adaptation of the ship's line of command will proceed over time. Though ranks may change, the form of communication has not.

Current Ranks (32nd Century)

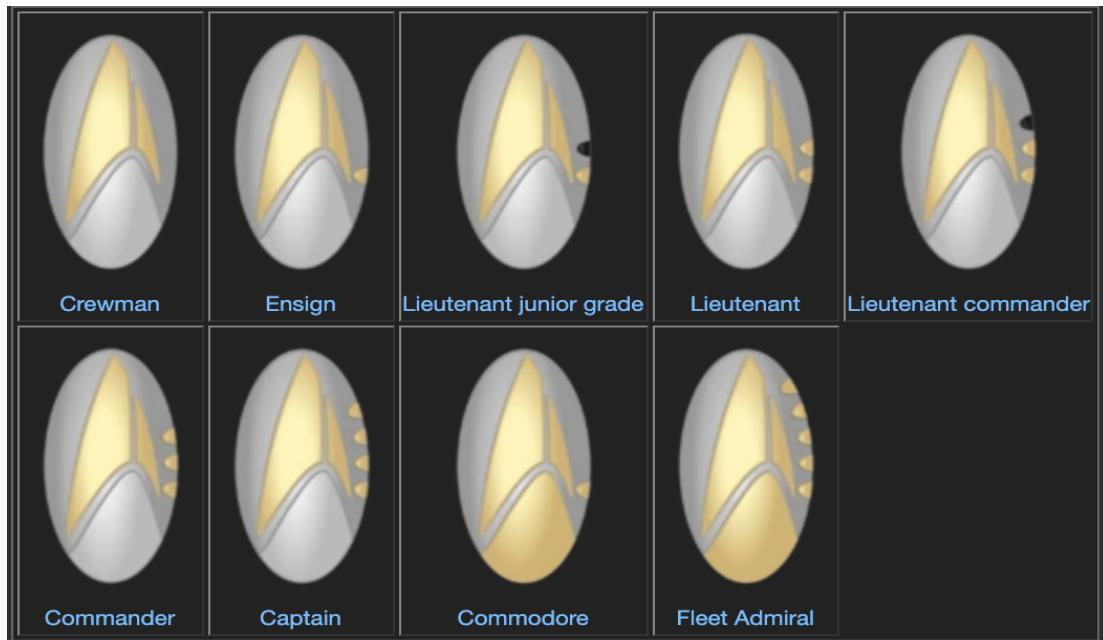


Image 5.1: Starfleet Ranks

(Oriet, 2012)

Table 5.3**Current Starfleet Command Ranks**

Rank	Description
Fleet Admiral	This is the most senior flag officer rank of Starfleet. In some cases on Starfleet this is a separate rank. This ranking goes above all other positions in the crew and can be considered the “head of the fleet.”
Commodore	This rank is higher than that of Captain. More commonly, this rank commands mission orders to captains.
Captain	One of the highest rankings on Starfleet, this title is often given to vessel commanders.
Commander	This rank is commonly the executive officer of smaller vessels.
Lieutenant Commander	These ranked officers could serve as the executive officer of smaller vessels.
Lieutenant	Graduates of Advanced Tactical Training are awarded this rank.
Lieutenant Junior Grade	The rank given to medical doctors and counselors when completing their training at Starfleet Medical Academy or other facility.
Ensign	It is a rank given to the newly graduated from Starfleet Academy.
Crewman	It is a rank of limited responsibility or entry level duties. This could also be a generic term, regardless of rank, to refer to any member of a crew.

Table 5.3: Current Starfleet Ranks

(Oriet, 2012)

In formal communication, hierarchy is essential in addressing one another. If a lower-ranking official communicates with a higher ranking officer, they must do so with respect, decorum, and formal language, such as “Sir” or “Ma’am.” A higher ranking officer addressing a lower rank would also use proper forms of addressing, and have an advantage in the conversation.

An advantage of a higher rank is having permission to speak over another individual, and the power to give orders. Although, a writer must understand that showing respect and appropriate behavior is the utmost priority in the Starfleet Command academy.

Helping Verbs

Recruits must formally address officers, it must be done formally. Use verbs to maintain respect and flow of rank. In the English language, there are twenty-three helping verbs. Helping verbs describe action and stand in front of main verbs. They provide a tone that is appropriate when communicating with a ranked official. See Figure 5.3 “Helping Verbs” below for examples:



Helping Verbs

Helping verbs /auxiliary verb help the main verb to describe action. That action happened in the past or is happening in the present or will happen in the future.

am	do	might
are	does	must
be	going to	need
be able to	had	ought to
been	had better	shall
being	has	should
can	have	was
could	have to	were
dare	is	will
did	may	would

Figure 5.3: Helping Verbs

(English Grammar Here, 2021)

Examples of helping verbs in sentences:

“To promote ranking, you must complete the required training in the academy.”

“The captain *has* requested that all ranking officers please report to the bridge.”

Expression of Language

Starfleet Command academy writers must be aware of their audience’s identities, to adapt their style to the audience’s needs. When writers take audience identity into account, they must do so with an expression of language. Many cultures have a colorful way of communicating, filled with poetic language and figures of speech. Although, some audiences prefer a direct way of speaking. Metaphors and figures of speech may leave the reader feeling confused. A writer must be familiar with the best ways to utilize these expressions.

Figures of Speech

A figure of speech is the creative use of a word or phrase, alluding to something else in a non-literal way. These tools are great for strengthening rhetoric, emphasizing impactful statements, and making professional writing more interesting overall.

Figures of speech help to make workplace tone seem less harsh than direct language does. Some common figures of speech are simile, personification, hyperbole, etc. Since most writers are familiar with these basic figures of speech, this subsection will give some examples that are not as common yet often used in Starfleet Command academy communication.

Metonymy

Some writers may be familiar with metonymy, which is “a figure of speech in which the name of one thing is used in place of that of another associated with or suggested by it” (Collins English Dictionary, 2021). Academy writers will refer to a related aspect of an element representing the entire idea. For example, someone may say “San Francisco just sent a message”. If this statement was taken literally, an academy writer could be confused as to why the city of San Francisco is messaging the vessel. Although, if a writer is familiar with the fact that command Headquarters is located in San Francisco, California, they can infer that a writer for the HQ has sent them a message. With context, it is easy to see how these two elements are related and how it is more efficient to speak using metonymy.

Merism

Another common figure of speech used by Starfleet Command academy writers is merism. A merism is when one states all the elements of a subject rather than the broader subject itself. Since this figure of speech is not very well-known, here is an example of one that will be familiar to Starfleet personnel: “Ladies and gentleman and all androgynous creatures” (Berman & Piller, 2000). The writer of this merism is simply addressing a group, but they chose to replace the term “people” with the constituents of said people. Rather than saying “everybody”, the speaker chose to address *everyone* in the crowd. This figure of speech allowed the writer to be more inclusive and ultimately make a more memorable introduction to their message.

Metaphors

A metaphor is “an imaginative way of describing something by referring to something else which is the same in a particular way” (Collins English Dictionary, 2021). Some writers believe this figure of speech does not belong in a professional setting because they are often used for embellishment; Starfleet Command academy accepts metaphors in certain situations, to create pathways for easier communication.

Here is an example of an English metaphor that may be familiar to human writers: “Now the door is open between our peoples.” This sentence is symbolic because there could be no literal door barricading a connection between two peoples. Instead, the metaphor explains that an obstacle has been overcome between the two parties, whether cultural differences, wars, or even miscommunication. “The door is open,” tells the reader that the relationship is much smoother and friendlier than it used to be. Instead of saying a statement like “we will have easier contact in the future”, using a metaphor like the one above brings a welcomeness and a warmth that professional writing can often lack.

It is crucial that writers only use metaphors when they recognize their audience’s identity and have assessed the situation. Since Starfleet Command academy writers come in contact with thousands of other species, miscommunications are bound to happen, even to the most experienced writers. That is why it is key for writers to be as prepared as they possibly can be. Looking back on past mistakes can help writers to learn more about communication. This following example will show how a slight misunderstanding can result in a significant issue.

Example

Provided below in Image 5.2 is a picture of Starfleet Command Captain Picard speaking with a Tamarian Captain. Take note of the Tamarian’s frustrated hand gesture and Captain Picard’s confused facial expression. The two parties do not understand each other. Why then would these intelligent people not be able to speak to each other in an effective manner?



Image 5.2: Miscommunication with the Tamarians (Moore, R. D., & Shankar, N., 1991)

It is easy to see the glaring issue in the Captain and the Tamarian’s communication. Tamarian expression is difficult to understand because this culture *exclusively* communicates through metaphors, allusions, and other figures of speech. To an English-speaking human, Tamarian

phrases like “Darmok and Jalad at Tanagra” are sources of confusion. The Captain eventually understands that the Tamarian “is attempting to communicate something through these odd turns of phrase” (Schaefer, 2015). Through years of research, communication between Starfleet and the Tamarians has gotten easier.

The important lesson to learn from this example is how a writer’s preparedness allows more effective communication. Understanding Tamarian, Vulcan, Klingon, and other species’ expression of language (especially when it comes to metaphors) is key. Writers who familiarize themselves with their audience and the message are free to embellish their writing with as many (or as few) metaphors and other figures of speech as they wish.

Bias

It is extremely important to be conscious of and actively fight any biases one may have. As previously mentioned in this chapter’s Credibility section, the purpose of being unbiased is to ensure that communication is trustworthy and reliable. Remember to keep personal opinions out of official documents, as an individual writer’s opinions cannot accurately reflect the entire Starfleet Command academy Organization.

It is possible to show bias in an argument when it comes to different cultures, races, genders and religions. For more information on welcoming diversity into the workplace, see [Chapter 4: Writing for an Intergalactic Audience](#).

Conclusion

After reviewing how tone and voice affect writing, Starfleet Command academy personnel should have the necessary tools to be considerate of and appropriate towards others when communicating in a professional environment. Writers should feel confident in their ability to fulfill the following objectives:

- Employing the proper point of view
- Maintaining an appropriate relationship with the audience
- Understanding the levels of formality required in a communication
- Conveying emotions
- Building credibility
- Addressing rank properly
- Using expressive language
- Remaining unbiased
- Controlling their tone and voice

Writers who follow these guidelines not only uphold, but refine, the reputation of Starfleet Command academy.

Chapter 6: Graphics and Graphic Conventions

Introduction

Graphic elements connect the beliefs, values, mission culture, and promises of an organization and to the brand identity. The promises, attitude, and personality a company makes go beyond a logo or name. It is the image conveyed to the world.

How logos, colors, imagery, and graphics come together identifies the perceptions of the Starfleet Command academy. The purpose of this chapter is to provide a clear and constructive framework for designers and communicators to bring the academy graphic elements to life in an impactful and consistent way. The inclusion of usability, accessibility, and universality transcends all audiences. The strength of these elements relies on their consistent application across all communications.

Color Formatting in Graphs and Charts

Color is perhaps the most impactful element of identity. The uniformity of this palette will project a cohesive and instantly recognizable image of Starfleet Command academy from documents to uniforms.

- In charts and graphs, use the primary and secondary colors shown below.
- In charts and graphs with up to 6 data series, use 100% tints of the colors listed below.
- For charts and graphs with 6 to 12 data series, use the 100% tint of each color for the first 8 data series, then start the series over with 50% tints.
- Charts and graphs with more than 12 data series should be converted into a formatted text table.

Primary Colors

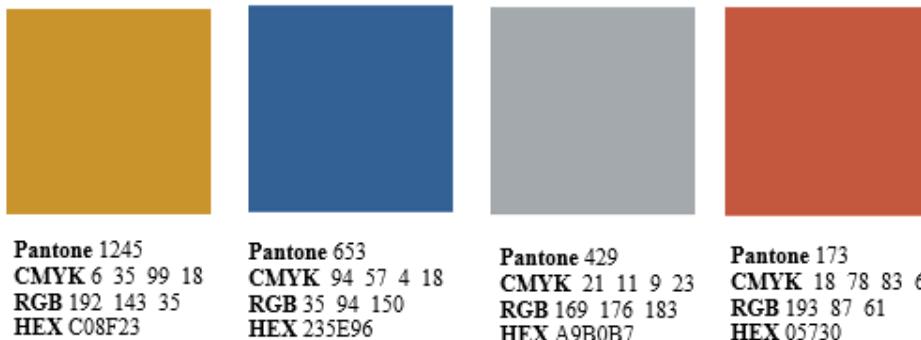


Illustration 6.1: Color Palette

Secondary Colors



Pantone Black C
CMYK 65 66 68 82
RGB 45 41 38
HEX 2D2926

Pantone Yellow C
CMYK 0 1 100 0
RGB 254 221 0
HEX FEDD00

Illustration 6.2: Supplementary Color Palette

Table 6.1 General Graphics Guidelines: Shape Styles		
	Preference	Avoid
Avoid shape effects (no bevel)	A solid orange square with no bevel or shadow effect.	An orange square with a prominent bevel or shadow effect, appearing three-dimensional.
Avoid shape effects (shadow)	A solid dark gray square with no bevel or shadow effect.	A dark gray square with a shadow effect, appearing three-dimensional.

<p>Hard edges/lines/corners over round</p>		
<p>Use line-based arrows, rather than block</p>		

Table 6.1: Shape Preferences

Ethical Standards for Graphics

It is our responsibility to maintain an ethical stance when communicating information within the Starfleet Command academy. These generally accepted practices must focus and reflect the behaviors and actions of the academy. This design will raise the values for all of our visual representations both now and in the future.

The following four-point standard guide to maintain ethical graphics in all written communications:

- High design standards used will improve professional and technical skills and knowledge base.
- The continual search for higher standards of aesthetics and function will promote excellence, education, research, training, professional principles, and excellence.
- Uphold fundamental civil rights in all endeavors
- Promote the Starfleet Command academy and subsidize to the understanding and capability of all graphics professionals

These are the principles of excellence and ethics to consider in all communications.

Accessibility in Graphics

Graphics and graphic conventions provide the tools to reach the broadest audience of users. The growing number of individuals with cognitive and learning disabilities necessitates authoring additional criteria in the early stages of planning.

The introduction of three (3) initiatives will achieve graphics accessibility.

- Designers will develop a working draft of the design to analyze all possible users' possible needs in using or viewing the graphics. For example, sighted users can visualize the data in a table or chart and click through to see formulas or end-user data. Individuals with sight impairments require audio supplements to hear the data in any given column or row announced. Unique coding elements placed within the table or chart provide that added accessibility.
- Maintaining a universal format in graphics provides that all users may utilize the same document instead of creating separate files for different needs. This process will reduce the workload and volume of data in a document. For example, adjusting color or text may add universality with minimal cost and application.
- After instituting all of the additional accessibility elements, it is essential to verify the graphics are usable. Making text and color adjustable will allow users to manipulate the texture of the data customizing the experience. This flexibility creates a universal design.

Photos and other data images must provide content to the audio impaired community. The use of captioning and subtitles provide alternative ways to interpret and understand the data presented. The reverse is true for the visually impaired community. Audio-designed captions can automatically announce the details of a particular photo or graph in a document. While these elements are available, the ability to hide or show these functions will be accessible to all users.

The concept of accessibility is not to follow a right or wrong path. It is essential to know your audience and adopt principles to assist the largest group of users with ease. (Decker, n.d.)

Photography Style

The photo style complements the visual system through people, lighting, and color. The photos should be a combination of candid shots and formal or military-style images of a team or individuals. Subjects should be crisp and in-focus. Colors should be muted and not saturated. Photos taken at or above eye level help the viewer feel like they are part of the image.

Formal Photography



Image 6.1

(Holmes, n.d.)

Candid Photography



Image 6.2

(Holmes, n.d.)

The use of stock photography for written communications ranges from training manuals, safety guides or communication between command levels. It is important that stock images represent Starfleet Command academy and that the selections are sophisticated and have commonality. Avoid distracting images and select photography relevant to the content.

Contextual Photography Formats and Styles

Contextual photography sets the tone for how the audience accepts images. There is a direct relationship between the photography and the supporting text around it. The content becomes more relatable and memorable. The photographs included within this presentation are a baseline sample and are not limited to those shown below.

People



Image 6.3: Conference (Daystrom Conference Room, n.d.)

Planets



Image 6.4: Landscape (Planets/Landscapes, n.d.)

Journey



Image 6.5: Space Mission (Andoria, n.d.)

Landscape



Image 6.6 - Planet Landscape
(Putting Pictures To Music
Through Words, 2016)

Aircraft



Image 6.7: Enterprise (Joran-Belar, 2013)

Culture



Image 6.8: Space Races (Roddenberry, 1966)

The greatest value photographs add to text is the multi-dimensional element. The images enhance the narrative, regardless of the tone of voice, by providing visual background placing the audience in action. The visual detail goes beyond the text and imagination for the user to identify planets, civilizations, terrain, atmosphere, and other essential facets of the universe. This information aids in landing preparations, weapon selection, communication device options, and indicates life forms that may require alternate language capabilities.

Travel



Image 6.9: Enterprise Mission (Joran-Belar, 2013)

Communication



Image 6.1.1: Command Communication (Gist, 1967)

Portrait Photography

Portraits should have the person in front of a light blue background. Subjects will be brightly lit on one side, but the shadowy side will remain visible. The person should appear confident, neutral, and dressed in the appropriate academy attire. Ensure the subject is far enough away from the background. The background should not have any creases or faux finishes.



Image 6.1.2: Cpt. Kirk Portrait
(Simons, 2015)



Image 6.1.3: Dr. Crusher Portrait
(Linsley, n.d.)

The best practice with photography is ensuring each one has a caption telling the viewer the details and subject matter. Captions should adhere to the branding format indicated in [Chapter 1: Brand Identity](#).

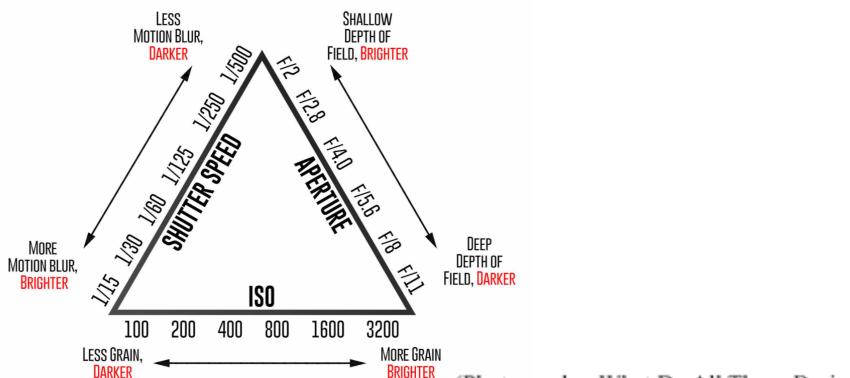


Figure 6.1: Shutter Speed

(Photography: What Do All Those Basic

Camera Settings Mean?, n.d.)

Photography Settings and Quality

All photography must have:

- Format:** images should work in multiple settings and sizes.
- High Quality:** subjects must be highest quality, not worn, cheap, discolored or dated.
- Elegant:** subjects should not be overstated or ostentatious.
- Full Color:** images should be full color, no duotones or black and white.
- Licensing:** ensure the proper license is obtained before and follow copyright.



Photography issues to avoid:

- Do not overuse stock photography
- Do not use discolored or dark images
- Do not use images on the front cover
- Do not use cut-out images
- Avoid exaggerated or misleading images (i.e., money, path to prosperity, etc.)
- Do not use cartoons, 3D models, or photoshopped images
- Do not display alcohol
- Do not use images more than once in any one document
- Avoid controversial images or ones that promote gambling
- Avoid puns or jokes
- Never set text over images

Image 6.1.4: Incorrect Lighting (Jörg Hillebrand, n.d.)

Photography Formatting

- **Photograph Sizing** (calculator used to convert to inches):
 - Small
 - 320 px width (3.33 in)
 - Left aligned or right aligned with text wrapping
 - 320 x 240 px wide and landscape, cropping if original portrait image
 - Medium
 - 680 px width (7.08 in)
 - Works best with ebooks, half-page and full page images
 - Large
 - 980 px width (10.21 in)
 - Large images can be any height
- **High Definition Images**
 - Dimensions
 - 1920 px width (20 in)
 - For video-1920x1080 are used
 - Consider viewing on cell phones, tablets, and iPads
 - Landscape in digital formats
- **4K Images**
 - Dimensions
 - 4096 px width
 - Not currently using this image size-placeholder for updates
- **Photo Shooting Guidelines**
 - Landscape photos
 - High definition resolution when possible
 - Pleasant expressions, business-like expressions, casual capture
 - Images must be in focus
 - No shadow patterns or bright light across the face
 - Mix of subjects
 - Authentic

(Standard Image Sizes, n.d.)

Please refer to the “Logo and Identifier” section in [***Chapter 1: Brand Identity***](#) for a list of guidelines and document uses.

For identifying the proper sizing for electronic documents, please see the section “Proper Document Sizing” in [***Chapter 8: Electronic Documents***](#).

Photograph and Logo File Formats

JPGs are the best images to work within all program platforms. The image can be scaled down to fit proportionally. GIF files are best for websites since they are compatible with all browsers. For transparent backgrounds, use PNG files. EPS or AI files are available for commercial printing as they provide the best vector files of the highest quality.

Formatting Charts, Graphs and Tables

Charts and Graphs can be a fantastic way to visualize data. However, they are only useful if used correctly. Charts and Graphs must be created and consistently portrayed using this format to allow interpreters to quickly comprehend the data that is presented. Bar, line, and column graphs are useful in providing insight into changes in a data set over time to compare changes. Pie charts are useful in representing a part of a whole relationship. General tables and charts should follow the guidelines set in **Figure 6.2** below. When using this palette, it is important to keep in mind users with colorblind deficiencies. For this purpose, the red and yellow colors must not go together in any graphical representation. Provided there are no more base colors to substitute with the lighter shades. Using the lighter shades does not contrast poorly with the darker shades. The lighter shades of all the colors provided will still allow for clear contrast when shown in graphs.

COLORS IN TABLES AND CHARTS

Formatting guidelines

Up to 8 data series

- In charts and graphs with up to 8 data series use 100% tints of the colors listed to the left.

From 8 to 12 data series

- For charts and graphs with 8 to 12 data series use 100% tint of each color for the first 8 data series, then start over with 50% tints.

Over 12 data series

- Charts and graphs with more than 12 data series should be converted into a formatted text table.

Table

- Headings should use row 1 in the tables to the right.
- After rows should alternate as follows for the remainder of the table.

Pantone: 1245

RGB: 192 143 35
HEX: C08F23

RGB: 200 172 124
HEX: C8AC7C

RGB: 214 186 162
HEX: D6BAA2

Pantone: 653

RGB: 35 94 150
HEX: 235E96

RGB: 0 141 214
HEX: 008DD5

RGB: 0 173 255
HEX: 00ADFF

Pantone: 173

RGB: 193 87 61
HEX: C1573D

RGB: 225 108 80
HEX: E16C50

RGB: 255 150 120
HEX: FF9678

Pantone: 429

RGB: 169 176 183
HEX: A9B0B7

RGB: 180 190 207
HEX: B4BECF

RGB: 193 206 230
HEX: C1CEE6

Figure 6.2: Formatting colors in tables and charts

Charts and Graphs

Bar, line, and column graphs all display changes in a data set. Charts must contain a title that is concise and descriptive. A legend must go in the top right of the chart. All labels on the vertical and horizontal axis must be visible. Data labels (if numerical) should only include a single decimal place. Percentages should not go in the axis label. **Figure 6.3** shows additional graphics conventions when formatting charts.

CHARTS

Type: x-, y-axis chart

Component	Presentation Output	Print Output
Chart Title	<ul style="list-style-type: none">• Bold, 14pt, title case	<ul style="list-style-type: none">• 12pt, Times New Roman• 0.125" space b/w title and graph
Sub-Title	<ul style="list-style-type: none">• 12pt, sentence case• Data range in parenthesis	<ul style="list-style-type: none">• 10pt, Times New Roman
Legend	<ul style="list-style-type: none">• 10pt, title case• Top left	<ul style="list-style-type: none">• 8pt, Times New Roman
Data Label	<ul style="list-style-type: none">• 10pt, bold• Color coordinated with data	<ul style="list-style-type: none">• 8pt, Times New Roman
X-axis	<ul style="list-style-type: none">• 0.75pt line, dark slate• Tick mark: outside• Date label: YYYY-MM-DD• Axis label: horizontal<ul style="list-style-type: none">• If doesn't fit, -45-degree angle• Third option: vertical.• Date Range: ending on month-end of period shown	<ul style="list-style-type: none">• No tick marks
Y-axis	<ul style="list-style-type: none">• 0.75pt line, dark slate• Tick mark: outside• Data label: XX%• Units: 20 (space b/w tick marks)	<ul style="list-style-type: none">• No tick marks
Color Hierarchy	<ul style="list-style-type: none">• Follow style guide	<ul style="list-style-type: none">• Follow style guide

Figure 6.3: Formatting rules for charts

- **Bar, column, and line:** Bar, line, and column graphs all display changes in a data set. Charts must contain a title that is concise and descriptive.
 - Include a legend in the top right of the chart.
 - All labels on the vertical and horizontal axis must be visible. Measurement values must also be visible throughout the chart.
 - Data labels (if numerical) should only include a single decimal place.
 - Do not include percentages in the axis label.

Using the data provided in **Table 6.1**, a bar graph is displayed in **Figure 6.4** below, highlighting the usage of the standards provided above.

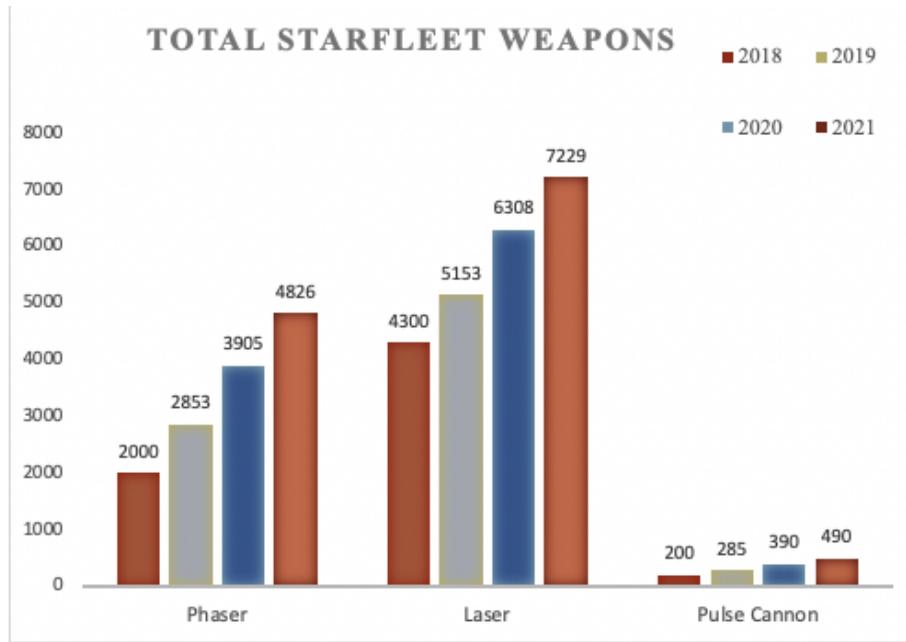


Figure 6.4: Total Starfleet Weapons

Weapons	2018	2019	2020	2021
Phaser	2000	2853	3905	4826
Laser	4300	5153	6308	7229
Pulse Cannon	200	285	390	490

Table 6.2: Example of Bar Graph

- **Pie charts:** Pie charts are good for making comparisons based on percentages.
 - All percentages should include labels that are clearly defined and easy to view on the graph.
 - The chart, much like a bar, line, and column graph, must also include a legend in the top right.
 - All labels must be created using text to avoid confusion.
 - Must include all numerical representation in a table to the right of the data presented in the pie chart. This data helps the reader understand, provided there is still confusion.

Using the data provided in **Table 6.3**, a pie chart is displayed in **Figure 6.5** below, highlighting the usage of the standards provided above.

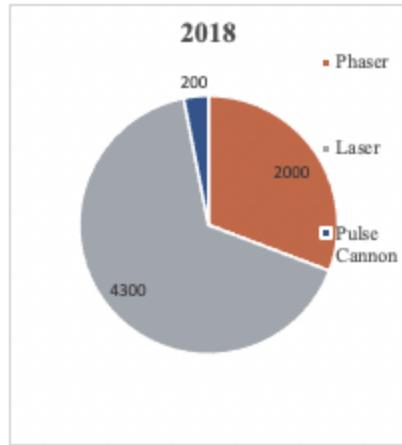


Figure 6.5: Weapon Percentage

Weapons	2018
Phaser	2000
Laser	4300
Pulse Cannon	200

Table 6.3: Example of Pie Graph

Formatting Tables

Tables serve to track recruitment, operations, recruit progress, and any other large data sets. Tables should be maintained in user-friendly format so that the interpreter can quickly comprehend the data.

- **Personal Identifiable Information (PII)**
 - Any time a table contains PII, all persons must consent to their PII usage before disclosure of the information.
 - Examples of PII can include but are not limited to the following: social security number, driver's license number, full name, and insurance records.
- **Basic formatting:** The following basic formatting rules serve to guide effective communication for data in table format.
 - All heading contents for each table must be in the first row of the table.
 - Any time a data set is used it must contain ID numbers placed in the leftmost column followed by the corresponding name.
 - In the case that currency is a part of the data set, it must right-justify it in the cell.
- **Data formatting:** Following these data formatting ensures that the standards are met to effectively communicate data in table format.
 - All data contained in the top row should be center justified.
 - All data that is non-numerical should be left-aligned. Numerical data should be right-aligned.

- All foreign currencies reference [*Chapter 4: Writing for an Intergalactic Audience*](#) - **Table 4.6 Monetary Values** for additional currencies. To avoid confusion currencies are represented using the correct notation.
- Additionally, the column that follows foreign currencies should be converted into US Dollars in the next column to the right.
- Express all dates in stardate format. See the correct usage of stardate format in [*Chapter 2: Company-Specific Word Usage*](#).

Using the basic formatting and data formatting guidelines provided in **Table 6.4** below exemplifies the acceptable usage of the standards provided.

Starfleet ID	Name	Base Salary
SF201	Jame T. Kirk	\$ 1,300.00
SF302	Spock	\$ 1,350.00
SF599	Leonard McCoy	\$ 1,400.00
SF10	Pavel Chekov	\$ 1,200.00

Table 6.4: Example of Data Table

- **Coloration:** Following these coloration guidelines and the previously mentioned guidelines allow for effective communication of data in table format.
 - A distinguishable and defined color format must be used to comprehend the data represented in the table.
 - All headings should be slightly darker than the body color used in the table.
 - Use one shade (darker) shall be used for the heading and a different shade (lighter) for the body of the table.
 - For the body of the table, even-numbered rows should be a color that is lighter than the header but darker than the shade presented in the even-colored rows.

Conclusion

Incorporating colorization, photography, and visual data effects provide a cohesive and intentional style to written documents. Clarity and effective communicating of these elements solidify the objective and association with all parts of the Starfleet Command academy writing convention. The styles expressed link the thematic tone to the subject matter to create future directives in Starfleet Command academy technical manuals. The policies, regulations, and procedures outlined are subject to change without notice, if necessary, to continuously evolve our command model.

Chapter 7: Document Design

Introduction to Document Design

Starfleet Command academy has a large amount of content for its audience and those looking to learn about the space agency. Appropriate document design is important in creating an accessible and understandable design for the target users of Starfleet Command academy and impaired individuals.

In utilizing document design, one might question how design impacts the way content informs the audience about Starfleet Command academy. The Starfleet Command academy strives to use the document design chapter to reveal how the structure of a document can help the audience understand the intended purpose.

The audience for this style guide includes people wanting to learn about the Starfleet Command academy operations. Starfleet Command academy handles scientific and observatory missions through exploration. Starfleet Command academy wants to make sure they can handle all emergency situations properly. The Starfleet Command academy mission is to ensure the safety of all Starfleet Command academy followers by following the correct protocols while not interfering with other species' way of life.

There are many questions Starfleet Command academy followers might ask in the process, and presenting the basic elements of safety for everyone arriving at the academy is the first step. Next, the experience provided to Starfleet Command academy voyagers will fit the audience with best practices following their needs.

Designing Around Content

Designing around content should give the audience an indication of developing different designs that are easy to follow when reading. Designing the different layouts in a document should be coherent with concise and logical word usage. Proper layouts include the headings, subheadings, chapters, and titles that are easy to follow and read. The work should consist of little to no jargon and slang words that are inappropriate.

The content should be easy to read without run-on sentences or misspelled words. Designing content in an overall document should be organized with cohesive language imperative to Starfleet Command academy. Straightforward use of language following quotes, tone, or voice from Starfleet Command academy is necessary for designing a document.

The importance of designing around content is to maintain a professional standard that represents Starfleet Command academy. In addition, it is important to send a clear and effective message to readers wishing to be informed of how to properly layout a document around its content.

Table of Contents

The table of contents is an organized list of all the chapters and subsections and the page numbers in which they are discussed. The table of contents is located after the title page for the user to follow along and quickly locate the needed content. A good table of contents should be correctly formatted and completed last to ensure accuracy.

Table of Contents	2
Design Standards	3
Spacing	4
Alignment	5
Color	6
Typography / Font	7
Conclusion	8
Work Cited	9

Headings & Subheadings

Headings represent key concepts in the form of a document that supports the main idea of the document or paper itself. These concepts help users or readers have the accessibility to distinguish the main important points of information explained to them in a visual structure for people to follow. In addition, headings represent a title of the paper that signals readers through the entire format of the document.

Correct positioning allows readers to understand the section properly and follow formal concepts throughout the document. Having this layout or document is important to be able to follow.

To have a cohesive and effective heading in a document, one must:

- Be able to describe the body of the text or section of the document
- Include efficient titles that help readers navigate throughout the entire document
- Allow readers to easily locate information in a timely fashion

Subheadings are different from headings located in the document. They are usually smaller sized in a document and help the user or reader identify by scanning at a faster speed that should summarize the article. Therefore, headings should stand out in an article compared to a subheading that is located for the user to identify his or her location of the text.

Design Standards

The need for design standards is required to ensure that a user who may have a disability of some sort can understand the objective of the document. Starfleet Command academy is an agency in the United Federation of Planets. Academy personnel must understand proper conduct of space and defense supplied to their work.

Spacing

The importance in any work or graphic design is to keep everything neat and organized in the document or writing material. Spacing in graphic design ethics is important to the reader by grabbing his or her attention with the layout. Furthermore, spacing helps eliminate good and bad writing content in the material.

In general terms, the definition of spacing is the amount of space between words, letters, or lines in what is written. It is important to break down or minimize writing to create spacing or creating white space for a document. Spacing and creating white space in a document leads to better reading and learning ability. This will make things easier for the reader to visualize content without jamming everything together. Here are some things to keep in mind:

- Keep everything at a distance.
- Create white spacing in writing to have everything easier for the reader to understand.
- Spacing makes a document look professional and shows personality.
- Good spacing grabs attention.
- Jamming ideas together will negatively impact the reader's experience.
- Content should be clear and easy to follow.
- People who have a disability will follow the context of this document when spacing is precise.

Active Space

Defining the importance of active space in a document includes establishing margins and page layouts.

- Break the text up into chunks.
- Always make sure to use plenty of headings.
- Paragraphs should be short.
- Create a sense of balance and excitement in the design.

Alignment

Having proper alignments or layout of documents gives more of a professional aspect to a document. Alignment includes paper size, margins, and how context or date is displayed. Having proper alignment in writing will make it easier for users to follow along with their reading information. Having uniform margins makes text easier to follow, than having it aligned to a

document's right side. Having written work on the right side of the text will confuse and make it harder for people to read the material.

Example

Quotes from the Starfleet Command academy:

"Live long, and prosper."

"Insufficient facts always invite danger. Compassion: that's the one thing no machines ever had. Logic is the beginning of wisdom, not the end."

-Star Trek Quotes (Brown, 2017).

Having those two quotes on the left follow the alignment of context that is easy for the reader to follow in writing. However, if the two quotes were on the right, it would create confusion. The alignment not correctly placed from left to right will perplex readers.

Color

To enhance the color of the design found in a document. Colors should be dispersed or scattered amongst the layout. Having different colors is important, but the colors should be important to what is being represented, so many readers have a good indication of the following theme. The colors used in the design should be clean and should always draw interest to parts of the page.

Many different colors that represent being a member of the Starfleet Command academy. The academy uses three different colors. The primary colors of being in the Starfleet Command academy consist of the following:

- Red - **Red**
- Blue - **Blue**
- Gold/Yellow - **Gold/Yellow**

These colors are an important role that speak to the audience of Starfleet Command academy. However, it is important to remember when creating a design layout that the color designs are effective for the present theme. There are usually one to six colors found in a style guide, but it is important to limit the color accordingly to help recognize patterns. Maintaining a good selection of contrast colors enhances product design. Effective use of color allows for:

- Easy navigation to various parts of the page.
- Creative ideas, expresses messages, and sparks interests.



Image 7.1: Uniform example

(Heald, 2018)

Typography / Font

Typography is the selection of letters that appear in printed format. Having this aspect in a layout is necessary because it refers to a group of characters, letters, or numbers that share the same design. The text must be legitimate and must not confuse readers with any inadequate information.

Typography is the writing or technique of making different words readable and the writing having more of a legitimate appeal to the document. Apply this style of writing to any style of numbers, letters, that can be created during the process of writing with this type of font.

AP Typography consists of two different fonts. AP Sans and AP Serif, which are based on FF GOOD and Freight text, respectively. Both typefaces come in various weights and styles and offer a fair amount of flexibility in their application (AP).

Using the typography of AP Sans is considered a more modern use of typing. It lacks the figurative typeface of serif, which is the stroke of a specific letter.

Using AP Serif font makes a document more versatile since it can work with any specific document. Apply AP Serif for subheadings.

The image shows two sets of letters side-by-side. The first set, labeled 'Sans serif', consists of the letters A, f, l, and s. The letter 'f' has a single vertical stroke, and the letters 'l' and 's' have simple vertical strokes. The second set, labeled 'Serif', also consists of the letters A, f, l, and s. In addition to the basic strokes, each of these letters features small, circular green outlines at the very ends of their horizontal strokes, which are known as serifs.

A f l s

Sans serif

A f l s

Serif

Image 7.2

(Graphic Design Stack Exchange, 2011)

A comparison of typefaces Sans Serif and Serif.

A diagram comparing serif and sans-serif fonts. On the left, the word 'Serif' is written in a black serif font inside a red curly brace. Below it, a red box contains the text: 'A serif is a small decorative flourish on the end of the strokes that make up letters and symbols'. On the right, the words 'Sans Serif' are written in a large black sans-serif font inside a black square bracket. Below it, a black box contains the text: "'Sans'" (to be without) Serif fonts do NOT have any flourishes at the end of strokes.'

Serif

A serif is a small decorative flourish on the end of the strokes that make up letters and symbols

Image 7.3

Sans Serif

"Sans" (to be without) Serif fonts do NOT have any flourishes at the end of strokes.

(Macon Printing, n.d.)

A description of the Serif and Sans Serif fonts.

Eight Steps for Effective Typography (DesignShack, 2021):

Learn the Basics of Typography

To understand the key concepts of Typography, strict adherence with jargon aligns with basic writing standards. The importance of using the style Typography is for the use of designers. Therefore, it is important to learn the basic steps of Typography.

What Is Typography?

Typography is also known as kerning. “Kerning involves adjusting the spacing between two letters in a given font” (Design Shack, 2021).

Always Be Aware Of The Font

Using fonts should never confuse the reader. Make sure to use a font that is suitable to the needs of the future members of Starfleet Command academy. However, with using these fonts in typography it is always important to make a connection with the Starfleet Command academy members by using the precise material that is credible towards their experience.

Always Important To Use Alignment

This step is critical when using typography. It is always necessary to make sure the correct style is used when helping readers with credibility vs popular aesthetics. Always use the correct format towards the design, which is important to Starfleet Command academy members joining the recruitment stage. Also, do not confuse readers by mixing alignments in the document.

Choose A Good Font For A Second Choice

When choosing a font to use in a layout or design, the next crucial step is to pick a different font from the first choice. Creating different font types will help members of the academy see different writing styles opposing just one font for the entire document.

The Size Of The Font Matters

It is important to grab the attention of members of the academy instantly by using different font sizes

Typography As A Type Of Art

The font style of typography is not using just simple headlines. Its purpose is to design different elements to stand out compared to regular writing. Aesthetics are used during this process as a valuable asset or tool.

Creativity

One of the best ways to get familiar with typography is to look at other examples and start creating different designs in a document or layout.

Font

Font in document design should be easy to read, and people should familiarize themselves with it. Starfleet Command academy uses the font Letraset Crilée. The use of this font is important to remember for all members who plan to join the agency. In certain circumstances, using a normal font size that is easier for people with disabilities to read will help them understand a document and will allow for them to communicate more thoroughly. As seen below, it is not just the font that gives the academy its effect but also the color. The Starfleet Command academy colors play a big factor in terms of document design. The yellow to green color added a greater impact in terms of look compared to just one color.

Appropriate Font

STAR FLEET

Inappropriate Font

Starfleet

Conclusion

The purpose of having document design is to bring clarity to the reader about the different aspects of a Starfleet Command academy document. It helps the reader in making the documents easier to read because of the clear and defined layout. Headers in the document signal what information for the reader to follow in the guide on switching to different topics. Why is this important in our document? The conclusion is a vital part of the document to any work done because it provides the reader with the closing argument on this topic. It is also to provide the reader with this document to make sure the work is professional and authentic.

Chapter 8: Electronic Document Conventions

Introduction

This chapter will outline certain electronic document conventions that Starfleet Command academy writers use daily. In addition, this chapter will cover devices and protocols, including communication and security protocols, voice operations, UT, flight operations, and standard command systems.

Additionally, this chapter will also cover the standards for written documents, such as reports and logs. All written documents will use the official academy letterhead. Refer to [Chapter 1: Brand Identity](#) for further information.

Reports

There are two types of reports: Status Reports and Away Team Reports. While each report differs in its contents, they follow the same structure.

A Status Report provides an update about the condition of the starship during or after an event. Because it is a standard report, the writer may use the word “report” by itself to refer to a status report. It is usually the first officer’s responsibility to file status reports. However, if Starfleet Away Team members are away for an extended period, they must regularly file status reports.

An Away Team Report (also known as a “Mission Report”) is a standard report prepared by Away Team members from Starfleet Command on what happened during an away mission. It includes information on what the away team members did, and if applicable, describes the people they met during their mission.

All reports must contain the following elements:

- Title Page
- Abstract
- Table of Contents
- Introduction
- Body Paragraphs
- Conclusion

Title Page

The text on the title page of all reports must be centered. One must follow the layout below:

[Report Name]

[Date]

[Prepared by: Rank and Position, First and Last name]

[Starship Name]

Example:

Energy Output Studies of the Mekoria Quasar

January 12, 2321

Prepared by: Lieutenant Maria Lopez

USS *Enterprise*

Abstract

The purpose of the abstract is to summarize what the report is about before others read it. Therefore, the abstract must restate the report's purpose, highlight essential ideas, and describe the conclusion or results succinctly. The writer should define the purpose of the report within the first few sentences.

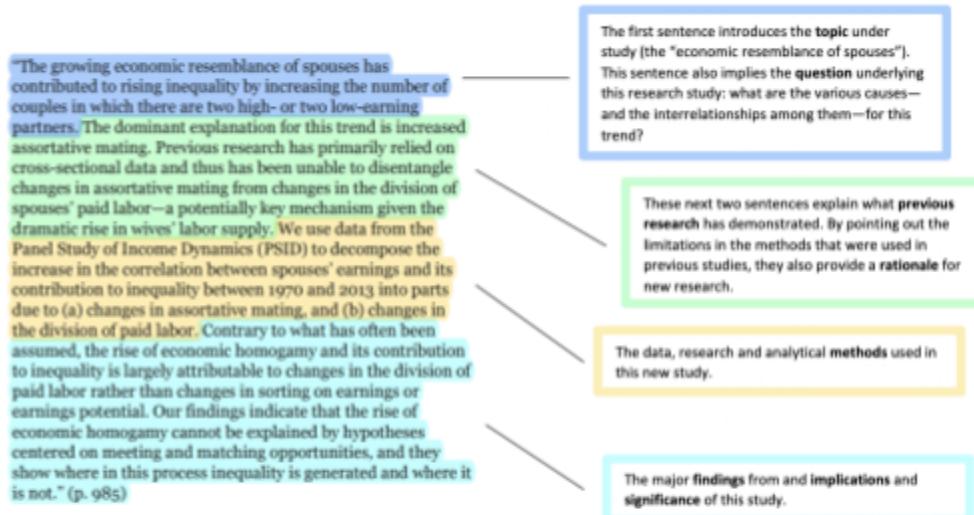


Figure 8.1: Writing an Abstract for the Report

(Writing an Abstract for Your Research Paper, n.d.)

Table of Contents

The Table of Contents page serves as an easy reference to navigate the page contents of the report. A Table of Contents page is only necessary if the report exceeds two pages in length. Otherwise, it must be long enough to necessitate the differentiation of information from pages. Refer to [***Chapter 7: Document Design***](#) for further information.

Introduction

1. Start with a general overview of the topic.
2. Ensure that the introduction does not overtly resemble the abstract.
3. Write the reason for the report order and who ordered its creation.
4. Explain why the subject must be addressed in the report.

End the introduction with a concise thesis statement that summarizes what the report discusses.

Body Paragraph

Each paragraph should have a sub-topic on the most extensive topic that you are discussing.

Conclusion Paragraph

Depending on the purpose of the report, the conclusion may look different. One should:

- Identify and discuss the series of events that lead to the problems outlined in the report.
- End the conclusion with a suggestion on further actions.
- Propose a solution and the steps to take to achieve it.

Do not repeat information already discussed.

Proper Document Sizing

All documents produced under Starfleet Command academy must have proper and uniform dimensions to ensure consistency within the academy. Academy members must print all reports, written logs and time sheets on standard, white A4 copy paper.

As seen in **Figure 8.2**, A4 paper measures 210 by 297 millimeters (or 8.3 by 11.7 inches):

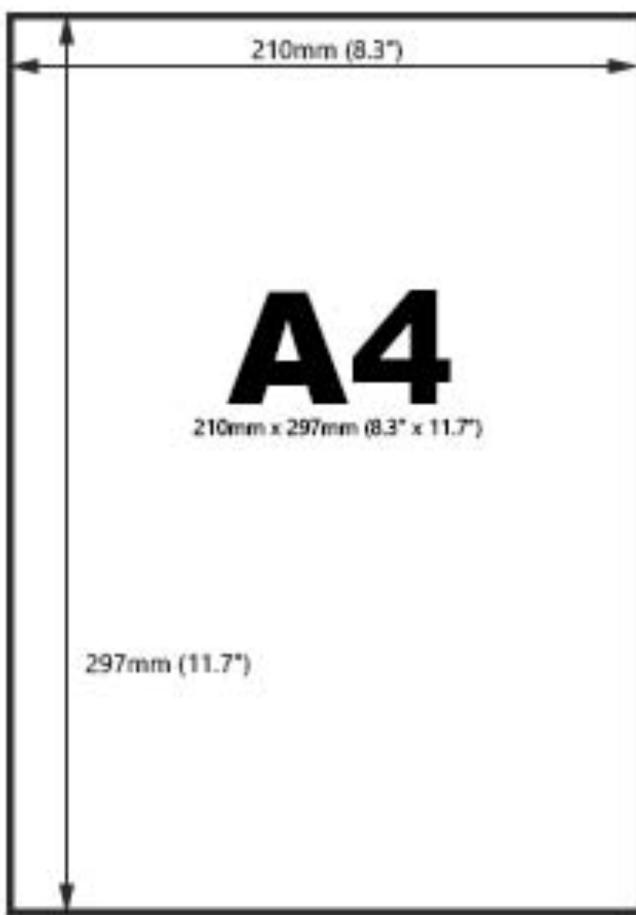


Figure 8.2: Example of A4 Page Dimensions (A4 paper size dimensions, 2018)

Meeting

Academy members must take specific steps to ensure that they use the meeting time efficiently. The writer must write a list of topics for the meeting agenda before organizing and sending invitations to the meeting. Consider all parties involved in the meeting when setting the agenda. These include those directly attending the meeting and parties discussed in the meeting but not directly in attendance.

It is best to involve only relevant parties to participate in a meeting. If the meeting involves different departments, it is a protocol for the senior officer to speak for their department.

Agenda

Send a meeting agenda in the morning of the day that the academy members hold the meeting. The meeting agenda must detail the topics discussed and the roles that each person will assume.

Example : Starfleet directors must assign one person the role of notetaker.

Why an agenda is necessary:

- To ensure that each person knows their responsibilities in the topic.
- To ensure that meeting communication is brief and that every participant can contribute new information within their defined roles.

MEETING AGENDA

company address goes here, city, state, zip code | (Hc: 123) 456-7890 | Fax: 436-789-4286 | email@companyweb.com

Meeting/Project Name: _____

Date of Meeting: _____ Time: _____

Meeting Facilitator: _____ Location: _____

Meeting Objective

Attendee List

Name	Department/Division	E-mail	Phone

Meeting Agenda

Topic	Presenter	Time Alloted

Other Information (Things to bring with, reading material, etc.)

Description	Prepared by

Figure 8.3: Meeting Agenda Template

(MS Word Formal Meeting Agenda | Office Templates Online, n.d.)

Meeting Conduct

- Never be late for a meeting.
- Wait for your turn to speak; do not interrupt.
- Do not enter the meeting room once it has already begun.
- Speak with clarity and respect to all participants.
- Do not deviate from key points set by the meeting agenda.

After the Meeting

The notetaker should compile notes taken from the meeting and send them to all participants within 24 hours from the initial meeting. The notes should be assembled as quickly as possible and distributed to meeting participants on the same day the meeting occurred.

minutes

[Meeting Title]	[Meeting Time]	[Meeting Location]
Meeting called		
Type of meeting		
Facilitator		
Note taker		
Timekeeper		
Attendees		
[Agenda Topic]		
[Time allotted]	[Presenter]	
Discussion		
Conclusions		
Action Items	Person Responsible	Deadline
[Agenda Topic]		
[Time allotted]	[Presenter]	
Discussion		
Conclusions		
Action Items	Person Responsible	Deadline
[Agenda Topic]		
[Time allotted]	[Presenter]	
Discussion		
Conclusions		
Action Items	Person Responsible	Deadline

Figure 8.4: Meeting Minutes Template

(Download a Meeting Minutes Template, n.d.)

Time Sheet

Academy staff and recruits must be punctual and complete their duties. Therefore, all personnel must use a timesheet. The purpose of a timesheet is to detail the daily activities of Starfleet Command academy members and the time spent on each task. Every member of the academy is responsible for accurately recording the number of hours worked and duration of breaks in their timesheet.

[Company Name]

Weekly Time Sheet

[Street Address]

Employee: _____

[Address 2]

Manager: _____

[City, ST ZIP Code]

Employee phone: _____

Week ending:

Employee e-mail: _____

Day	Project Name	Task	Regular Hours	Overtime Hours	Total
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Total hours					

Employee signature

Date

Manager signature

Date

Figure 8.5: Example of a Weekly Time Sheet

(Weekly time sheet with tasks and overtime, n.d.)

Academy staff must enter the tasks they performed throughout the day and factor those hours into the total work hours for the week.

At the end of the pay period, each member of the academy must sign their timesheet to verify that the information recorded is accurate and complete. All academy staff must submit their timesheet to their supervisor in the Communications Department for approval by noon on the Monday following the end of the pay period.

Potential problem:

A member of Starfleet feels that their timesheet contains a mistake or a problem.

- Troubleshoot: Notify their supervisor as soon as possible to fix this inaccuracy.

Logs

While logs can be personal, this guide covers the protocol for formal and informational purposes. Log entries serve as a duty-related record of events and thus are subject to legal review. Starfleet personnel can record logs by means of text or audio. In either case, logs follow the same structure. They differ in content based on the individual's position and the situation of the present time.

All logs must begin with the following:

[Rank and Position]'s Log

Stardate: [Stardate]

Table 8.1: Example of a log	
Captain's Log	
Stardate	19461.8

Table 8.1: Example of Log Format

The message content follows the log.

Once the academy member has recorded the log entry, they must enter it into the starship computer record for archival. It is also possible to add onto previous log entries using a supplemental log. For example, academy members can use supplemental logs to record information about a currently active mission.

Personal Cellular Device

Tricorder

The tricorder is a standard portable device issued to starship crew members. It is composed of scientific instruments that record data and can have assigned mission-specific peripherals. To use this, one must have a security ID that can be entered through the device by touch or voice command.

The tricorder functions consist of: data measurement, sensors, reading and writing capability, data retrieval and recording, a wide array of input selections, data transmission, database image view, and log-in section. This tool is vital for every starship crew member. It will come in handy during missions and for daily usage.

Data measurement

This feature has passive and active scans which can read theoretical limits of radiation of physical processes. With the combined readings, it can output numerical readouts and images that the crew member can analyze.

Sensors

The tricorder can have any sensor that matches the machine's language.

Read/Write Capability

There is a read/write capability that can record information onto a small crystal.

Data Retrieval/Recording

Alpha, Beta, Delta, and Gamma are indicators that indicate data retrieval. These provide the user information on how well the data connectivity is.

Input Selections

The tricorder also can have 27 different sources of input covering geological, meteorological, and biological.

Data Transmission

It also can transmit data and images through the STA.

Database Image View

Library B is the primary database for images that academy members can view in a sequential format.

Login

ID is the authorization code that academy members must enter to use the device. This code varies for each crew member.

Examples of a Tricorder



10.6.1 Standard tricorder (deployed)

Illustration 8.1: A Standard Tricorder (Okuda, M., & Sternbach, R., 1991)

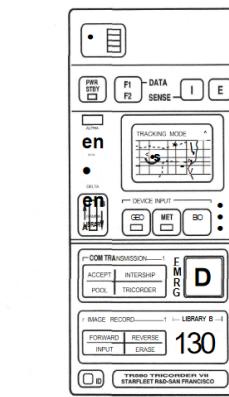


Illustration 8.2: Tricorder User Interface (Okuda, M., & Sternbach, R., 1991)

Communication Protocols

Initiating Voice Calls

A standard protocol when initiating a call that all members of the starship must follow. When starting a voice call, the user must tap the front of their badge for every call. A tap will notify the badge when to activate and to prepare a connection to the recipient. This tap consequently conserves battery and data when on missions. Below is an image of a crew member's badge:

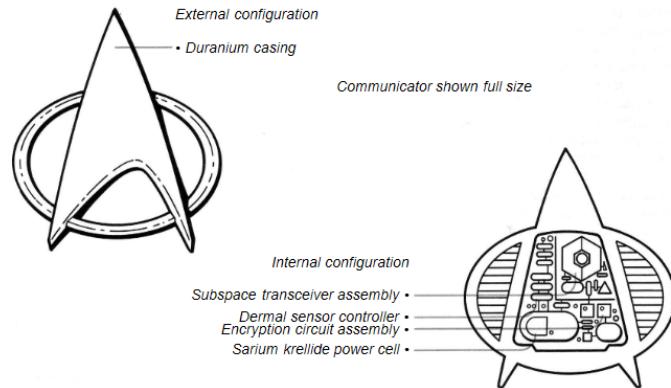


Illustration 8.3: A Crew Member's Badge (Okuda, M., & Sternbach, R., 1991)

Security Concerns

Authorization and security are essential for every crew member; A compromised system can be fatal for the starship. Therefore, the user must keep in mind the security parameters when using their badge. The parameters consist of checking the user's bioelectric field and temperature profile.

Conditions:

- A member must borrow or use a badge that is not theirs: Starfleet Command academy directors will prompt them to override the code. This code changes every five days.
- A Starfleet Command academy member does not submit override code correctly: academy members must not make any calls until the academy directors give proper authorization.

Voice Operations

- The proper protocol to start a voice message throughout the ship is to state their name plus the part or ship area they call.
 - **Example:** “Engine room to Command.”
- The ship AI will hear this message and route it through the appropriate channels. If the AI misses the message, it will store it and raise a flag notification if there are emergency conditions.
- The ship AI prioritizes voice operations from the Bridge to quickly send out messages throughout the ship.
- It is vital to know the proper procedures when commencing a voice operation. Otherwise, it will confuse the recipient, and will prevent the AI from routing the call to the appropriate recipient.

Universal Translator

The UT can analyze unknown forms of communication. It translates the data to allow real-time communications. If approached with a language that is not in the archive, the academy member must find a sample with two native speakers conversing with each other. The greater the complexity of the sample, the more accurate and proficient the UT becomes. Crew members who often go on missions that involve being on other planets must know how to use the UT to anticipate the chance of communication with native societies. Please refer to the “Translation” section under [Chapter 4: Writing for An Intergalactic Audience](#) for further information.



Image 8.1: A Universal Translator

(Universal translator, n.d.)

Flight Operations

There are three types of operations: Yellow, Red, and Reduced Power Mode. These modes are essential to know when the starship is in flight, as they indicate the circumstances the starship is facing. The crew must go to their respective positions when these alarms are issued.

Table 8.2:**Flight Operation Per Alarm**

Type of alarm	Operation
Yellow	Evoke to prepare the crew for potential crises. All members must be ready at their crisis panel and get ready for a possible emergency. Members must prepare in under five minutes.
Red	Evoke for emergency conditions like combat or any other form of endangerment. Academy members distinguish red alerts by the use of alarm klaxons and annunciator lights. All personnel, including those on their sleep cycle, must report to their appropriate duty stations. Everyone must report to their proper situations in under 15 minutes.
Reduced Power Mode	Evoke when power is less than 26% of the average cruise mode load and when there is a significant failure in the starship power generator. The chief engineer and operation officers will analyze what systems must stay online or shut down.

Table 8.2: Flight Operation Per Alarm

Command Systems

Basic Control Panel A Terminal Use:

Control and display panels are continually updated and configured. The panel utilizes a local subprocessor that can predict the most likely actions that the operator should take; this allows ease of access and better productivity. There are two forms of input, keyboard and voice. When a certified operator is not present, the terminal can emulate previous configurations.

System Diagnostics:

There are five preprogrammed diagnostic software and procedures. These will activate when it has occurred, or any potential of one is going to happen.

Table 8.3: System Diagnostic Levels	
Level 1	The most comprehensive form of diagnostic. The ship automates it, but a crew needs to verify its operations to safeguard the system for any more possible malfunctions; the verification takes several hours and may put that particular system offline.
Level 2	Similar to Level 1, but is slightly less reliable and done in a shorter amount of time than Level 1.
Level 3	Similar to Levels 1 and 2, but the crew can only see the most important mechanics and system readings; This should take 10 minutes or less.
Level 4	Similar to the previous levels, but it focuses on the batteries and only takes 30 seconds or less.
Level 5	An automated process that verifies system performance and takes less than 2.5 seconds. Academy members conduct it daily.

Table 8.3: System Diagnostic Levels

Guidance and Navigation:

The central computers calculate the starship's location when stagnant and during warp flight and sunlight. In addition, the academy takes account of the guidance and navigation throughout the Milky Way galaxy. Since the Galaxy is a dynamic phenomenon, it can anticipate these changes. It will track and update any new celestial objects encountered during missions.

Conclusion

Written documents, such as reports, logs and time sheets are tools to record information and effectively coordinate academy members. While reports and logs can contain personal thoughts, the academy expects these documents to be objective. The proper use of mission-critical devices is essential for performing common tasks. Adherence to the procedures outlined in this chapter will maximize clear communication between academy members and maintain safety standards for the ship.

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