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For Authors (and Editors)

Presented here are general style preferences for Teacher College Press (TCP). To make your book consistent with other TCP publications, minimize copyediting changes, and facilitate the production and typesetting process, please apply these preferences consistently throughout your manuscript. If you disagree with any of the preferences outlined here, please discuss your reasons with your acquiring editor. We will try to accommodate you when possible. Above all, please be consistent.

GRAMMAR & USAGE:
GENERAL DOs & DON'Ts

Edited Volumes

As with a single-authored volume, we strongly prefer that style and usage consistency, as outlined in this section, be applied in edited collections (wherein chapters are written by different authors). However, each chapter in an edited volume should have its own reference list (as opposed to a single comprehensive reference list).

That/Which

Use “that” to introduce restrictive clauses, and use “which” when the clause is nonrestrictive.

A restrictive clause is a subordinate clause (i.e., phrase) that limits or restricts the meaning of the noun phrase that it modifies. A nonrestrictive clause does not limit or restrict the meaning of the noun phrase that it modifies.

“Which” is almost always preceded by a comma, parenthesis, or dash.

A helpful hint: If both “that” and “which” sound acceptable in a sentence, use “that.”

Examples

For lunch I ate kale chips, which look like carpet fuzz.
The cars that are bigger than SUVs must be parked outside the lot.
The situation that we are in right now requires a clear state of mind and a steady hand.
This situation, which we are in right now, requires a clear state of mind and a steady hand.
We cannot let our perceptions of schools as a source of success limit our understanding of the multiple contexts that have marginalized African American families.

The Curious Case of “That”

Usage of the pronoun “that” can sometimes be a matter of personal preference. In some cases it may appear extraneous and unnecessary; in other cases it can clarify meaning and aid sentence flow. As a general rule, it never hurts to include it.

Examples

I worry Woody will eat a box full of Styrofoam. (Is Woody worried about me? No.)
I worry that Woody will eat a box full of Styrofoam. (This clarifies that I am worried about Woody’s activity.)

If you do use “that,” make certain parallel construction is employed, but avoid using “double that,” which in some instances can create a run-on sentence.

Examples

When I stepped outside I realized that if I did not have my umbrella that I would get drenched. (Incorrect.)
When I stepped outside I realized that if I did not have my umbrella, I would get drenched. (Correct.)
I remembered that my umbrella was in the car and that my wallet was in there too. (Parallel structure.)
Who/Whom

“Who” is a subjective pronoun. “Whom” is an objective one. If you are in doubt as to which one to use, try the he/him method to decide which word is correct:

he = who; him = whom

Examples

Who/Whom wrote the letter? (He wrote the letter. Therefore, who is correct.)

For who/whom should I vote? (Should I vote for him? Therefore, whom is correct.)

We all know who/whom pulled that prank. (This sentence contains two clauses: We all know and who/whom pulled that prank. We are interested in the second clause because it contains the who/whom. He pulled that prank. Therefore, who is correct.)

We want to know on who/whom the prank was pulled. (This sentence contains two clauses: We want to know and the prank was pulled on who/whom. Again, we are interested in the second clause because it contains the who/whom. The prank was pulled on him. Therefore, whom is correct.)

British/Non-American Spelling

Avoid whenever possible: Use “toward” (not “towards”), “gray” (not “grey”), “on” (not “upon”). Use single consonants in words like “traveling” (not “travelling”). In written extracts from other sources, however, it is acceptable to retain British spelling.

Foreign Terms

Do not italicize proper nouns, types of currency, or terms familiar in English (e.g., “carte blanche”). Otherwise, foreign terms should be italicized (unless the term is used very often in the manuscript, in which case it’s best to italicize the term only at the first instance).

Compound Terms

Compound terms are formed by two or more words. In general, for compound terms, leave them as 2 words when they are functioning as nouns or as modifiers of the sentence’s subject:

Many children in the school district are high risk and come from families that are low income.

Hyphenate compound adjectives, unless the first word in the compound term is an adverb, ending in –ly, in which case no hyphen should be used (e.g., “closely knit group”):

The district serves many high-risk students from low-income families.

See the Common Education Words, Acronyms, and Terms section near the end of this manual for a list of frequently used compound terms. In general, when in doubt, consult a dictionary on whether the term should be hyphenated or left open.

Prefixes

For anti, co, multi, non, re, pre, pro, post: close up these words, unless ambiguity would occur or if the following letter is the same (e.g., “reread,” but “re-examine, re-create”). Both the APA Publication Manual and the Chicago Manual of Style are in accordance on this. For a more comprehensive list of prefixes you can consult both these resources; for some examples on prefix hyphenation, see the Common Education Words, Acronyms, and Terms section.

Parallel Structure

Use it always. Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as “and” or “or.”
Example 1
Mary likes to hike, to swim, and to run. Mary likes to hike, swim, and run. (Note: You can use “to” before all the verbs in a sentence or only before the first one. The important thing here is to keep the verb tense consistent.)

Example 2
Not Parallel: The production manager was asked to write his report quickly, accurately, and in a detailed manner.
Parallel: The production manager was asked to write his report quickly, accurately, and thoroughly.

Example 3
Not Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.
Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.
Parallel: The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

Affect/Effect
Contrary to popular belief, both of these terms can function as both a noun or a verb.

Common meanings
Effect as noun means “something created from a cause.”
Affect as verb means “to cause change in.”

Uncommon meanings
Effect as verb means “to bring about.”
Affect as noun, used mostly in psychology, means “visual or externally perceived aspect of inner thought or emotion.”

Examples
NCLB had an unexpected effect on low-income students.
NCLB affected some children differently from others.
NCLB did indeed effect change in our schools.
Autistic children often show little affect in their facial expressions.

Sexist Language
Avoid. Especially avoid referring to students as he/him and teachers as she/her. Some ways to avoid this problem:
Use plurals (but watch clarity with this one; do not say “A teacher can work with a student to improve their reading skills”—rather, “Teachers can work with students to improve their reading skills.”).
Use of male and female pronouns alternately (either every other instance or by chapter). On rare occasions, “she or he” is acceptable, but avoid variants of “s/he” or “he/she.”

Racial and Ethnic Identities
When racial groups are designated by proper nouns, they should be capitalized, thus Black and White, not black and white. African American, Latino, and Hispanic are acceptable usage.
Asian American, African American, Mexican American, Native American, Korean American, and so forth: Multiethnic identities similar to these are not hyphenated, even as adjectives.

Citations/References
We prefer author/date citations and a list of references, following the latest edition (6th) of the Publication Manual of the American Psychological Association (APA).
Avoid using endnotes for citations. If endnotes are used for citations, they should still follow APA style. When citing a work, these notes should only have author/date information (and
page numbers, in the case of a direct quote), and should refer the reader to a comprehensive reference list, set up in APA style. This approach can also incorporate substantive notes.

Avoid on-page footnotes, particularly when attached to chapter or text headings. Footnotes may, however, be used as source notes for tables and figures.

### NUMBERS

Number styles should follow the latest edition of the *APA Publication Manual*, as follows:

- Spell out one through nine, and any number beginning a sentence.
- Use numerals for 10 and above, except for grades, ages, percentages, and units of time and measurement, as shown below.
- Superscripts should only be used for endnotes/footnotes. Do not use superscripts for ordinals.

Use **en-dashes** for all ranges of years and include all numbers in years: 1990–1991; 1999–2003; Years 1–5; Grades 7–9; K–12; also use en-dashes for page ranges and include all numerals: pp. 145–149. (En-dashes are slightly longer than hyphens and can be created in Word documents by typing CTRL + hyphen on the numerical keyboard in Windows and Option + hyphen in Mac.)

For decades, do not use an apostrophe: 1990s (not 1990’s); early 1990s, mid-1990s, late 1990s (include hyphen only for “mid-”)

Use roman numerals for Part sections.

**Examples**

- grade 2, 2nd grade (*n.*); 2nd-grader(s) (*n.*); 2nd-grade (*adj.*) *no superscripts*
- 3 years old; 3-year-old(s) (*n.*); 3-year-old (*adj.*)
- 5 years; 6 decades; 7-year (*adj.*)
- 9:00 A.M.; 5:45 P.M.
- 300 A.D., 450 B.C.
- age 4
- $19.95; $20.00; 12¢

- 800, 7,000; 32,000, 1 million (*use commas in all numerals over 3 digits, and spell out large numbers that are rounded, like million*)
- 5 feet, 3 cups, 8½” × 11” paper
- 20th century (*n.*); 20th-century (*adj.*) *no superscripts*
- Chapter 7, Part II
- *Use case fractions:* 2½
two-thirds, one-quarter
- 8%
- September 11; 9/11 (dates should always be spelled out, but “9/11” is an exception)

Use words to express a number that begins a sentence, title, or text heading. Also use words for fractions (see example above) and universally accepted usage. Numbers may also be spelled out in special text, vignettes, or dialogue.

**Examples**

Nine-year-olds should not be trusted with hot sauce.

Fifty-eight percent of Americans believe that Tilda Swinton is a cyborg.

The Eight Wonders of the World were discussed in class today, as were the Twelve Apostles.

For more detail on number usage, please consult the most recent edition of the APA’s *Publication Manual*.

### CAPITALIZATION

In book titles and other elements where upper/lower case is used (e.g., in-text heads, tables of contents): Capitalize the first word and all words except articles (*a*, *an*, *the*), conjunctions (*and*, *but*, *or*, *nor*), and prepositions (except for those of 5 letters or more). Also capitalize the second word in hyphenated/compound terms.

Capitalize full sentences following a colon.

Capitalize all references to numbered Tables, Figures, Photos, Chapters, and other similar elements when mentioned in the text (e.g.,
See Figure 1.1; As shown in Exhibit 2.3; as discussed in Chapter 4.

Items that are not part of the manuscript may be lowercase:

I hated chapter 200 of *War and Peace*.

In regular text, capitalize only for proper names (and adjectives derived from them), places with recognized status, historical eras, professional titles used as or within names, as follows:

**Examples**

- Marxism
- Communist (the party, not the ideology)
- Northern Ireland (but northern England)
- the South (but “headed south”)
- the Southwest (but “the southwestern United States”)
- Middle Ages, Cold War, etc.
- President Johnson (but “the president”)

**For academic titles**

Use capitals if the title immediately precedes the name of an individual:

**Professor Jane Smith**

Use lower case if the title is used in a sentence or as an appositive:

**Jane Smith is a professor at Unity University.**

**Jane Smith, professor at Unity University, teaches well.**

**For academic departments**

Use capitals if a specific department is mentioned:

**Jane Smith teaches in the Department of Biology at UCLA**

Use lower case if department is used in a general sense:

**Jane Smith has worked in various biology departments.**

**For subjects**

Use capitals when describing a specific course:

**She took Chemistry 101.**

Use lower case for subjects in a general sense:

**She taught chemistry.**

**She majored in English education**

**Also of note**

Use lower case for degrees:

**She earned a bachelor’s degree at Unity University.**

**Lists**

As with overall writing, please use parallel structure when composing lists.

**Vertical Lists**

When using vertical lists, numbers (not letters) and bullets are preferred. (Letters may be used in outline-style subdivided lists.) Introduce the list with a complete grammatical sentence, followed by a colon. If the items in the list are not complete sentences, no punctuation is required.

**Examples**

The following types of people cannot be trusted:

- Women with glitter nail polish
- People with misspelled tattoos
- Men with bowties
- When teaching cats how to use litter boxes, apply the following principles:
  - Drink copious amounts of vodka before proceeding.
  - Keep a first-aid kit within easy reach and
a friend nearby to bandage you in case of injury.
Do the hokey-pokey and turn yourself around.

Each house in *Game of Thrones* possesses certain distinctive qualities:

1. Lannisters
   a. propensity for incest
   b. fondness for wine
   c. love of money
2. Starks
   a. preference for patchy beards
   b. compulsion toward self-righteousness
   c. affection for direwolves
3. Greyjoys
   a. tendency to eat their own
   b. rejection of pastel colors in wardrobe
   c. partiality toward crankiness

You can precede your list **without** a complete sentence, but that requires that the list be punctuated.

**Example**

After last night the bartender reported that he had been out of Miller Lite, mojito mix, beernuts, coasters, and patience; a New York Rangers fan had belligerently threatened to torch the place if the Rangers lost; and someone had rigged the jukebox to play “Never Gonna Give You Up,” thus Rickrolling the entire joint all night long.

**Run-in lists**

When using numbers to mark the entries in a run-in list, enclose them in parentheses. (Please use numbers and not letters; letters can be used for vertical sublists as seen above.) If the introductory sentence is complete, a colon should precede the list.

**Examples**

He took the following items on his camping trip: taco shells, transistor radio, and teddy bear.

For your essay, compare and contrast the effectiveness of (1) a stun gun, (2) a mace, and (3) a baseball bat.

The following problems occurred during takeoff: (1) the pilot sobbed hysterically and rambled at length about his marital problems; (2) the Canadian contingent argued with the Rastafarians about who had cooler hairstyles, better music, and nicer shoes; and (3) a gremlin appeared on the wing of the plane.

For longer list items, it is advisable to use a vertical list.

**PUNCTUATION**

Use serial comma, also known as the Oxford comma (e.g., red, blue, and green).

For **em-dashes**: use either — or -- (**no spaces**: e.g., text—text or text--text). (Em-dashes can be created in Word with CTRL + Shift + hyphen in Windows and Shift + Option + hyphen in Mac. Depending on your program settings, Word can automatically create em-dashes if you type out two hyphens: --.)

Type **ellipses** as periods and spaces (e.g., for 3-point ellipses: text . . . text, and for 4-point ellipses (i.e., ellipses that occur at the end of a complete sentence or between two sentences): text. . . . Text). Do not use 3 periods without spaces, or the automatic 3-point ellipsis that Word creates. If a quote starts in the middle of a sentence, using an ellipsis to lead off the quote is not necessary, unless the quote would be confusing without it.

Avoid **contractions** in formal text, but OK to retain in quoted material.

Use **en-dashes** between all ranges of numbers (pp. 34–62; 1996–1997; K–12); in compound adjectives when both words have equal weight and are the same part of speech (e.g., social–emotional; school–
home; infant–toddler); in linking adjective phrases to nouns (e.g., “Pulitzer Prize–winning”); and in linking a prefix to a phrase (e.g., “post–Cold War”).

**PLURALS & POSSESSIVES**

**Plurals**

For plurals of single letters and acronyms, **do not** use an apostrophe + s. Use apostrophes for single-letter plurals that are **not** capitalized.

**Examples**

Dot your i’s and cross your t’s.
Lori received mostly As in school, along with a few Bs, but no Cs or Ds.
They did not find WMDs at the pizza parlor.

**Possessives**

Possessives can be tricky with regard to names and proper nouns, particularly those ending in s, x, or z. In general, singular forms use ’s and plural forms s’. (This includes classical names as well. For more detailed information, consult the Chicago Manual of Style.)

**Examples**

Moses’s roses (singular form)
Marx’s pet iguana (singular form)
Vasquez’s revenge (singular form)
Descartes’s long boring book (singular form)
The Marxes’ new opera house (plural form)
The Williamses’ grand slams (plural form)
The Martinezes’ new patio (plural form)

**ABBREVIATIONS**

For **acronyms**, use all capital letters with no spaces, small caps, or periods (e.g., NCLB, NAEYC, ESL, LGBT). For plurals, do not capitalize the “s” and do not use an apostrophe (e.g., IEPs, FAQs).

For **states** that follow city names, use 2-letter postal abbreviations, no periods (e.g., Norfolk, VA).

For **U.S.**: No spaces around initials and use abbreviation only as adjective, otherwise spell out (U.S. Navy; the trade agreement with the United States).

For **“etc.,” “e.g.,” and “i.e.”**: Do not use in regular text. Use “and so forth,” “for example,” and “that is.” In notes and parenthetical text, e.g. and i.e. are acceptable. Also note the distinction in meaning between i.e. (meaning: in other words), and e.g., (meaning: for example). Similarly, only use “cf.” (“compare”) in parenthetical text.

For **initials**: In references and in text, spaces should appear between 2 initials (e.g., “W. B. Yeats”), and also in strings of 3 initials as well (e.g., “W. E. B. Du Bois”).

For **court cases**, use v. and not vs. in both text and references: Brown v. Board of Education.
RESOURCES

The *Chicago manual of style* (16th ed.). Chicago, IL: The University of Chicago Press.
Retrieved from www.chicagomanualofstyle.org/home.html
Chicago is available online for academic institutions that have a subscription to it; individual subscriptions are also available.
The Grammar Handbook at the Center for Writing Studies, the University of Illinois at Urbana-Champaign. Retrieved from www.cws.illinois.edu/workshop/writers/
Teachers College Press frequently follows the style and usage of the dictionary.

University of Chicago Writing Program, Grammar Resources. Retrieved from www.writing-program.uchicago.edu/resources/grammar.htm
This page puts together a very comprehensive list of online sites for grammar, usage, dictionaries and thesauruses, and assistance for nonnative English speakers.

UNIVERSAL STYLE SHEET: COMMON EDUCATION WORDS, ACRONYMS, AND TERMS

Note: See also section on Prefixes

acknowledge; acknowledgments
ADD/ADHD
Afterword (for introductory chapter, not Afterward)
after-school (adj.)
age-appropriate
AIDS(related)
all-day (adj.)
antibias
antisocial
artwork
at risk (p.a.); at-risk (adj.)
bachelor’s degree (BA, BS)
background
benchmark
bestselling
birthrate
bookshelf
bottom-up (adj.)
brainstorm(ing)
Brown v. Board of Education
caregiver(s)(ing)
center-based (adj.)
checklist
care (n.)
child-care (adj.)
child-centered (adj.)
child-friendly
childrearing
children’s books
church-based
classroom
classwork
coauteur
co-coordinator
code-switching
coeeditor
college-prep (adj.)
Common Core State Standards (CCSS)
common core (n.); commonsense (adj.)
community-based (adj.)
content-specific
cost-effective (adj.)
counterexample
counterweight
coursework
cross-cultural (adj.), cross-culturally (adv.)
data-based
data-driven
day care (n., adj.)
day-to-day
decisionmaker(s)(ing) (n., adj.)
discussion
districtwide (adj.)
dual-language (adj.)
early-grade (adj.)
early childhood (adj.)
Earth (planet, or Earth science), but earth when referring to dirt or the ground
ECE (acronym for Early Childhood Education)
English as a Second Language; ESL
English language learners; ELL
students, also can use EL
effect (instead of insure, unless referring to insurance policy)
every day (n.); everyday (adj.)
extracurricular
fairytale
fast-paced (adj.)
feedback
fieldnotes
field-tested
fieldtrip
fieldwork
fine-tune(ed)(ing)
firsthand
first-rate
flow chart
folklore
follow-up
Foreword (for introductory chapter, not Forward)
for-profit (adj.)
framework
full-day (adj.)
fundraiser
gifted-and-talented (adj.)
goal-oriented (adj.)
grade-level (adj.)
green
groundbreaking
group-work
graduate
handbook
handout(s)
hands-on (adj.)
hardworking
head-on
Head Start (program)
high-achievers(ing)
high-frequency
highlight(s)(ing)
high-performing
high-poverty
high(ER)-quality (adj.)
high-risk (adj.)
high school-level (adj.)
high stakes (adj.)
hip-hop
home-based (adj.)
home school(ed)(ing) (n., v.)
home–school (compound adj.)
ill-equipped
in-depth (adj.)
inner-city (adj.)
inquiry-based (adj.)
inservice(s) (n., adj.)
Instructor’s Guide (as a title, part, or online/companion volume)
interdisciplinary
its (possessive; it’s is a contraction for it is)
judgment
jumpstart
kindergartner(s)
language-minority (adj.)
large-scale (adj.)
Left(-wing)
lifelong
like-minded
longstanding
long term (n.); long-term (adj.)
low-income (adj.)
low(ER)-quality (adj.)
low(est)-performing
lunchtime
macro-cultural
majority-minority (adj.)
market-based (adj.)
master’s degree (MA)
meaning-making
meta-analysis
metacognition
microcosm, microcultural
middle class (n.)
middle-class (adj.)
mindset
mixed-age
mixed-language
multicultural(ism)
multilingual
multimodal
multiple-choice (adj.)
multitasking
must-read (n.)
A Nation at Risk
No Child Left Behind Act or NCLB
nonprofit (n., adj.)
onverbal
note-taking
okay
on-site (adj.)
one another’s (for more more than 2; use “each other”—for exactly 2)
one-on-one (adj.)
going
onward
open-ended
outcome
outline(ing)
overarching
overview
part-day (adj.)
part-time (adj.)
pen-pal
pencil-and-paper (adj.)
performance-based
PhD
playdate
playground
policymaker(s)(ing) (n., adj.)
potsecondary
posttest
preadolescent
prekindergarten; but pre-K
preschool(ers) (n., adj.)
preservice (adj.)
prewriting
print-based
proactive
problem-solver(s)(ing) (n., adj.)
problem solving (n.)
process-oriented
project-based
prosocial
psychomotor
question-and-answer
Reading Recovery (program)
read-aloud(s) (n.)
real-life; real-world (adj.)
re-create/re-creation (create again, as opposed to recreate [play])
record-keeping (n., adj.)
redesign
redefine
reexamine
Reggio Emilia
Reggio Approach
reinvent
reread
research-based (adj.)
rethink
Right(-wing)
risk-taking (adj.)
role-play(ing)
same-sex (adj.)
school-age (adj.)
school-based (adj.)
school bus
school–community
schoolbook(s)
schoolteacher(s)
schoolwork
schoolwide (adj.)
scoresheet
self-assessment
self-conscious
self-evaluation
sensorimotor
short term (n.); short-term (adj.)
single-sex (adj.)
small-group (adj.)
so-called
social–emotional
sociocultural
socioeconomic
sourcebook
Spanish-speaking (adj.)
special education; special ed.
special-needs (adj.)
standards-based (adj.)
state-of-the-art (adj.)
statewide
step-by-step (adj.)
storyboard
storytelling(ers)
storytime
straightforward
streamline
student-centered
teacher-friendly (adj.)
teacher-led (adj.)
TESOL
test-taking
textbook
theater (not theatre)
thought-provoking (adj.)
time-consuming
time frame
timeline
toolkit
underachieving
undergraduate
underperforming
United States (n.); U.S. (adj.)
up-to-date (adj.)
user-friendly
value-added (adj.)
well-being
well-documented (adj.)
well-known (adj.)
well-written
whole-class; whole-school (adj.)
widespread
workbook (most “work-” compound words can be closed up)
working class (n.); working-class (adj.)
World War I, World War II
worthwhile
yearlong
zero-tolerance
UNIVERSAL STYLE SHEET: COMMON TECHNOLOGY AND COMPUTER TERMS

Notes: Keep as simple as possible, with minimal use of capitalization and hyphens.

For URLs in text and references: Do not use the “http” prefix, but retain the “www” prefix (e.g., www.tcpress.com, not http://www.tcpress.com).

- audiotape
- blog
- CD; CD-ROM
- cellphone
- cyberspace
- desktop
- download
- DVD
- ebook (one word, lowercase)
- email (lowercase)
- e-reader
- Facebook
- Gameboy
- Google (n.), google (v.)
- Hardware
- hypertext
- hyperlinks
- IM
- Internet
- iPod, iPad, iPhone
- laptop
- multimedia
- online
- PowerPoint
- software
- text-message(s)(ing)
- TV; television
- Texting
- Twitter, tweet (a message/posting on Twitter)
- Tumblr
- upload
- video
- videogame
- videotape
- vlog
- website, webpage
- web-based
- wiki (as a concept)
- Wikipedia (the website)
- wireless
- World Wide Web
- Web 3.0
- YouTube (one word)