

WRITING AND STYLE GUIDE FOR UNIVERSITY PAPERS AND ASSIGNMENTS

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FOREWORD

This guide was first prepared by Professor François-Pierre Gingras, School of Political Studies, upon the request of Professor Serge Denis, former associate dean (academic) and secretary of the Faculty of Social Sciences at the University of Ottawa.

In August 2009, the Faculty undertook a complete overhaul of this guide and updated it with the help of teaching materials developed in recent years by the Student Academic Success Service (SASS) and the Academic Writing Help Center (AWHC). We thank SASS and the AWHC for their permission to reproduce several documents for students. Each document is referenced within the document and in the reference section at the end of this guide.

The rules and norms included in this guide constitute the writing guidelines to be used in all courses offered by the Faculty of Social Sciences, except where professors choose to adopt other standards. Any questions you may have should be directed to your professor of your department.

1. EXAMPLES OF UNIVERSITY ASSIGNMENTS

The first section of this guide provides examples of five interrelated types of assignments. It is important to note that this is not an exhaustive collection. Your professor may ask you to prepare other kinds of assignments that are not presented in this document. Clarify the kind of work you are being asked to complete before beginning any assignment.

1.1 SUMMARY (OR ANALYTICAL SUMMARY)

The summary or an analytical summary synthesizes and reformulates information contained in a literary work, a film or an article. It is a method used to compress an abundant amount of information into meaning.

The process for writing an analytical summary or summary involves:

- Having a good understanding of the information found in a text;
- identifying the main idea;
- separating the essential elements from the superfluous elements and;
- paraphrasing ideas of the original work by using an original style
- Although a summary or analytical summary serves the same functions, there are some minor differences between the two:
 - Does not necessarily follow the structure of the original work;
 - Seeks to highlight the main idea;
 - Always introduces secondary ideas always by showing their relationship to the main idea;
 - Always written in the third person (e.g. "The author demonstrates ...");
 - Generally longer than a summary and;
 - Descriptive and does not present a critique.

1.2 CRITICAL ANALYSIS

A critical analysis is a combination of a summary and a critique, which evaluates the main ideas and/or structure of the author's published material (journal articles, books, and films).

This is achieved when the writer:

- provides information about the context of the original work;
- Provides extracts or examples to support their arguments.

1.2.1 Steps for writing a critical analysis

Start with the original text:

- Read the original text two to three times to clearly understand the ideas.
- Answer the following questions to strengthen your knowledge of the original text: Who wrote the text? Who is the audience? And what are the key ideas?
- Put the text aside and restate the main idea(s) of the text in your own words by:

Taking notes about the text;

Summarizing paragraphs in a single sentence;

Identifying the flow of the text (logic, points of reference);

Noting titles and subtitles;

Noticing the first sentences of each paragraph, since it introduces the author's main idea;

Highlighting key words (those that could be included in the summary).

Before writing:

- Determine the approach of the author: structure (chronological order, refuting an opposing argument, etc.) and tone used (informative, interrogative, etc.)?

- Make an outline of the text: highlight the logic of the text, the main and secondary ideas.

- Gather all the secondary ideas and link them to the main idea by either an example, argument, illustration, or quotation.

- Group similar ideas to avoid repetition.

Writing:

- Write an introduction that presents the original work:

Name of the author;

Biographical information about the author (if the length of the analytical summary allows it and if it is relevant);

Bibliographic information about the work;

Type of work (film, informative text, novel, etc.);

Main idea or plot.

- Paraphrase information and ideas in your own style.

- Match all the different sections to form a coherent and logical introduction.

1.3 ESSAYS

The essay may examine a subject with a certain depth of inquiry. This most often involves presenting an argument, analyzing an event, studying a problem or making a commentary on a given assertion or position. The essay is the result of reason and critical reflection, and does not necessarily depend on extensive research for new information.

1.3.1 Subject and Sources

Professors may choose to supply a list of essay topics, or allow students to choose their own; keeping in a certain area of research. In most cases "a subject area is bound to be too broad for an essay topic, you will have to analyze it in order to find a way of limiting it" (Northey, 1987, p. 6). By limiting a topic to a specific area, it makes finding sources a lot easier as you do not have to rummage through hundreds of books and articles. When you have chosen a topic that is right for you, having taken into consideration your personal interests and any necessary background knowledge that may be needed, assess the availability of sources.

1.3.2 Structure

Once you are certain of your subject, begin a list of ideas, facts and relevant examples. You can assist yourself to think creatively by asking a series of questions: What? Who? Where? When? How? Why? Examples for and against.

- **What?** -What are your subject's key terms? What links are being suggested by the wording? If needed, feel free to re-write the question in your own words, then check it with your course instructor or marker for accuracy.
- **Who?** -At whom is the study directed, and by whom is the argument being expressed?
- **Where? when? how?** -What were the circumstances related to the problem's origins? Is it equally true in other times and places?
- **Why?** -In what way does the context explain the statement or the opinion? Why do you adopt one argument rather than another?
- **Examples for and against.** -Find examples that are for and against the argument; in your experience, or in history. Then compare and contrast these findings.

Body Outline (3 parts)- Next, organize your ideas in a way that is coherent and lends support to your position. Place priority on the main ideas, and present them either in the order of ascending importance, chronologically, or geographically.

- **Introduction** (subject introduced, articulated, divided into main ideas);
- **Development** (one section per main idea with subsections for each secondary idea);
- **Conclusion** (re-articulation of the subject, review of the argument and each main idea, account of the essay's limitations, suggestions of alternative ways to approach the subject).

Since the essay is based **on the presentation of an argument**, the structure must be developed in a way that reinforces the validity of your thesis, while also acknowledging and responding to possible critics (Baker et al. 1987, p. 63). Good documentation can be proven to be a considerable advantage to support your case.

1.4 RESEARCH PAPERS

By definition, to conduct research is to seek out a range of information and give it a certain meaning through the use of a conceptual framework (whether it be called a theory, paradigm, analytical framework, or otherwise). Some research is empirical in nature, that is, it focuses on the collection and analysis of observable, measurable, and social data. Other research can be more theoretical, in that its principal aim is to have a more general understanding of the phenomenon studied. At the undergraduate level of study, research papers are a way to develop and sharpen research skills and to improve our knowledge within academia.

1.4.1 Narrowing Down the Topic

The topic given for the assignment may be broad, so there is a need to narrow it down and identify the elements to be discussed. The goal of the process is to examine on one specific area of the research topic.

What? When? Where? Who? Why? How?

Possible ways to narrow down:

Geographic: global→ national→ provincial→ urban

Demographic: humans adults→ university students→ arts students

Time: period→ century→ decade→ year

Literary: period movement→ author→ specific work

Thematic: series of works→ work (i.e. novel) section

Example of a topic: Civil disobedience

Possible Steps:

Civil disobedience in the 20th Century

Civil disobedience in 20th Century American society

Civil disobedience and African Americans in 20th Century American Society.

1.4.2 Brainstorming

A Brainstorm is a creative process that enables the writer to move beyond the initial ideas of the given subject by gathering ideas and asking questions about the topic.

It is recommended to work out thoughts about the topic on paper as it allows more spontaneity than typing and so that there is a record of the thought process; the record is important even if the thoughts do not seem to follow any particular order at this stage.

Take a sheet of paper and answer the following questions in point form:

What is my topic?

Who is involved?

Why?

What are the purposes?

Where? What is the situation?

When? Are there past, present, or future elements to consider?

How?

What are the causes?

What are the effects?

What are the consequences?

Why is it important?

Some answers to these questions may be more important than others; depending on the topic.

Eliminate the ideas that are not relevant to the topic and organize the remaining ideas into a logical order. [Please refer to the AWHC Handout on The Outline]. Brainstorming can expand the perspective of the topic, but be certain to stay on topic. It is important to limit the brainstorming process by selecting a main idea and following all other ideas that will branch off from that main idea.

Brainstorming will lead to the next stage of writing an academic paper: creating an outline.

Illustrated Brainstorming

As much as basic brainstorming can be efficient on its own, illustrated brainstorming allows the writer to gather ideas in the form of a diagram. Illustrated brainstorming can be completed independently or as a continuation of basic brainstorming.

Begin with a central idea.

What is the main topic to be discussed?

Is it possible to reduce the question into one or a few words?

Write this word (or these words) in the middle of a piece of paper.

Think about everything that relates to this idea.

Draw a line from the middle word(s) and attach any new idea to this central idea.

Keep the notes brief (there is no need to write whole sentences).

These branches can be considered as "secondary" ideas.

Write down everything that comes to mind even if there are doubts that it is related to the topic. (That train of thought may be helpful later on in the development of the topic).

Secondary ideas.

Follow the ideas for each secondary branch as far as possible.

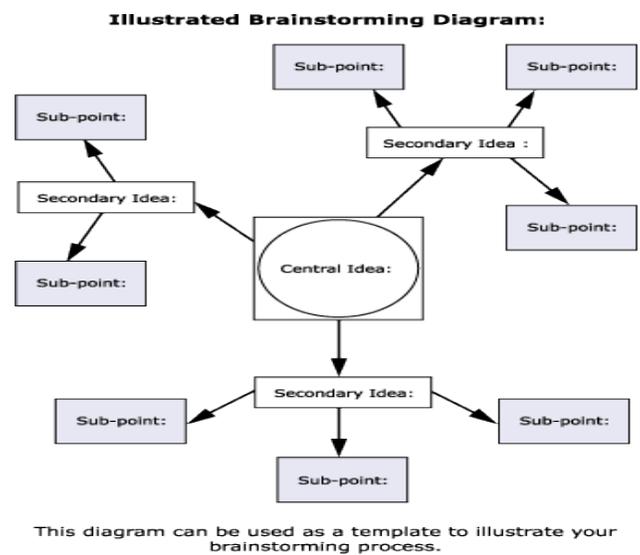
The small details may reveal a greater meaning of the overall subject matter.

Continue to ask questions like why? and how?

Group similar ideas.

At this point several similarities in the subtopic development will be noticed.

It is now possible to group ideas together in order to organize the thoughts. Eliminate any unnecessary ideas. Ask one question: What do I want to prove? This answer is the ultimate focus of the assignment.



1.4.3 Researching and Evaluating

Goals:

- Ensure that you can find enough information on your topic.
- Discover themes and areas of research related to your topic.
- Learn what other scholars have said about your topic.

How can you find research material on your topic?

To begin researching a topic, think about the sources you have read.

- What ideas do they offer?
- What are main areas of research, or themes, relating to your topic?
- What do other scholars say about your topic?
- How do these help you address your research question?

What keywords can you use to begin a search for material?

Determine what kind of material is needed to write the paper. Do you need to find journals, books, etc.?

The library's online catalogue is the best place to find scholarly and academic sources.

The library catalogue allows you to search for books, articles, and many online databases and of journals that are related to different subjects.

Tips

As you do research, do the following in order to have all of the information you need when referencing:

- Keep track of all your sources by taking careful notes;
- Write down the necessary bibliographic information at the top of the page followed by your notes from that source;
- Take note of the page number for each quote you use.

Evaluate Sources

For papers that do require research, there are several helpful guides for research techniques; the following steps are simply a general overview of ways that can direct the research for information.

Step 1: Go to the library, which is the most accessible resource centre for researching any topic.

Step 2: Take advantage of the available search tools on the University of Ottawa Library website: <http://www.biblio.uOttawa.ca/mrt/>

Step 3: Access a helpful document on research found on the University 101 website: <http://www.sass.uottawa.ca/university101/>

Goal: ensure that the material you find is acceptable for university assignments.

There are many sources of information: journals, books, electronic resources... Determine which will be appropriate for your assignment.

Many professors insist that you use “scholarly” or “academic” sources. What they mean is that they want you to use sources in which the author and information is credible. Ask the following questions?

- How recent is the publication? Is it up to date?
- Is the author an expert? Is he or she qualified to write about the topic?
- Does the author have a bias? Does he or she consider opposing views?

Another way to ensure sources (especially articles) are “scholarly” or “academic” is to indicate in your search that you want to limit articles to “peer review.” Peer review sources are when the publisher seeks expert advice from a panel or committee before considering the material publishable. The source is determined by a variety of criteria, such as the importance of the subject, the logical soundness of an argument, accuracy of facts, and currency of research.

1.4.4 Establish the Thesis and the Preliminary Outline

Narrowed down topic: Civil disobedience and African Americans in 20th Century American Society.

Ask questions about the terms of the narrowed down topic.

Why is the topic important?

Can the topic be argued for or against?

Can the topic be considered in a positive or negative context?

Example: Did civil disobedience improve the African American condition in 20th Century American society?

Think about the possible thesis statement.

Is it possible to support or refute a certain perspective of the topic?

Is it possible to compare two elements of the topic? If so, which is more important?

What do you want to prove?

Example: Civil disobedience was effective in a liberation movement of African Americans.

Consider the possible implications of the thesis statement.

Why?

How?

Effects ?

Consequences ?

Example: The main consequence of the civil disobedience liberation movement was the integration of African Americans in 20th Century American Society.

Formulate the thesis statement.

Example: A liberating civil disobedience movement furthered the progress of the integration of African Americans in 20th Century American Society.

1.4.5 Create the Outline

The outline is a framework in order to structure the text. Ideas need to be organized after being gathered. The ideas are organized into an outline that will eventually become the structure of the paper.

Goals:

To organize the ideas and arguments in a logical manner;

To focus the research;

To avoid gathering irrelevant information;

To follow the thesis statement;

To provide a framework for the assignment.

The preliminary outline is the first organizational method of ideas.

Preparing a preliminary outline:

Step 1: Take the ideas that have been gathered from the brainstorming session.

Step 2: Group the ideas together logically.

Step 3: Identify and label the main and secondary ideas.

Step 4: Organize the main ideas in a logical order.

What does it mean to organize the ideas in a “logical order”?

There are several different methods of organizing ideas into a specified order:

Chronological Order:

In the order of how the events occurred

Past, present and future considerations

From the least to most important

General to Specific:

From the least known facts to the most known facts

From theory to practical

Advantages and Disadvantages

Similarities and Differences

Causes and Effects

Main Outline:

Once the research has been completed, it might be necessary to re-work the preliminary outline.

Too much information found on the topic can mean that the thesis statement needs to be narrowed down further;

Not enough information found can mean that the topic and the thesis statement need to be re-evaluated because there is not enough material available for discussion.

1.4.6 Writing the First Draft

Goal: To express thoughts and ideas in a clear and structured way.

Step 1: Verify the question or topic given.

It is important to verify that the question or topic assigned is correctly addressed.

Step 2: Focus on the thesis.

Step 3: Follow the outline.

Maintain logical arguments;

Stay on topic;

Include transitional words:

Transitions between ideas;

Transitions between paragraphs and sections.

Note: If a new idea crops up during the writing process, wait and see where it can be logically inserted in the outline.

1.4.7 Revise the Draft and Write the Final Copy

Revision is the final step to take before handing in the assignment; to re-read the assignment, so you can improve on the content and language style.

Goals:

To examine the paper one final time in order to catch any mistakes in your writing style;

To ensure a logical flow of ideas;

To ensure that arguments are strong and written accurately.

Writing considerations:

Do I understand the assignment instructions?

Is my topic narrowed down?

Do I follow my thesis?

Do I follow my outline?

Do I stay on topic?

Do I accurately include my sources and references?

2. ORGANIZATION AND EDITING OF WRITTEN WORK

Certain standards are to be followed for the presentation of written assignments in university. These allow the reader to best understand the work presented, while also maintaining the accuracy and detail required of a university-level text. The form and presentation should always highlight the content, never detract from it.

2.1. STYLE

An appropriate writing style consists of “choosing straightforward vocabulary and sentence structures and... organizing and presenting your material clearly and logically”, allowing you to “save the reader time and effort and ensure that your message will be clearly understood” (Canada, Public Works and Government Services Canada, 1997, p. 245). Certain standards can help guide the task of clear and effective writing university assignments.

2.1.1 Grammar and Spelling

Follow a set of accepted rules related to grammar, spelling and punctuation, and respect them with consistency. Avoid use of superlatives and unnecessary adverbs. Also, take care to maintain the appropriate verb tense for each idea, paragraph or section of your paper. As much as possible, use short, clear sentences to communicate your ideas to the reader, using punctuation where appropriate to signal a pause or change of focus. A good grammar and writing manual is an essential companion when writing; the grammar and spell-check options that may be part of your word-processing software are not sufficient. You may be penalized for errors in grammar, spelling and punctuation, which may result in rewriting your assignment. Therefore, make a special effort in writing with care and accuracy.

2.1.2 Punctuation

- The period [.]

A period appears at the end of a statement, mild command, or indirect question;

Periods are needed in most abbreviations. E.g. Mr., Mrs., St., Mt., Dr., Fri., Feb.;

A period goes on the outside of the closing parenthesis when the parentheses are within a sentence. The period goes inside when a full sentence is in parentheses;

A period is followed by one space only;

Do not put a period after document titles or headings within them.

- The comma [,]

- Commas are placed between items in a series of 3 or more. A comma is not required before the last item in a series;
- A pair of commas is used to emphasize contrasting or negative words and groups of words;

E.g. That was a bird, not a plane, that flew overhead.

- Commas are also used around non-restrictive phrases and clauses (groups of words that add information, but that can be removed without changing the meaning of the sentence);
E.g. My sister, the aspiring musician, has just finished writing a new song.
- Commas are used to separate a direct quotation from the rest of the sentence;
E.g. She said to her friend, "I can't wait for summer."
- Commas are used between coordinate adjectives that modify the same word equally;
E.g. the big, red dog
- A comma is placed after introductory elements that provide additional information to the sentence;
E.g. After I returned from abroad, my mailbox was overflowing.
Unfortunately, we are unable to refund your money.
- A comma is not required after a short (usually less than four words) introductory prepositional phrase;
E.g. In the introduction the author states her thesis clearly.
- Commas are placed before coordinating conjunctions (and, but, or, nor, for, so, and yet) that link independent clauses*;
E.g. I was walking, and she was talking.
- Do not use a comma between independent clauses* that are not connected by a coordinating conjunction (and, but, or, nor, for, so, and yet). Instead, finish the first with a period and make the second its own sentence, or use a semi-colon in between the clauses;

E.g. Incorrect: I am hungry, I want to eat.

Correct: I am hungry. I want to eat.

Correct: I am hungry; I want to eat.

* An independent clause is a group of words that includes a subject and a verb, and that can stand on its own as a complete sentence. E.g. I stayed inside.

** A dependent clause is a group of words that includes a subject and a verb, but that cannot stand on its own as a complete sentence. E.g. I stayed inside while it was raining.

- The exclamation point [!]

- The exclamation point is used after an emphatic statement, interjection, or command;
- Exclamation points should be used sparingly so as not to lose effect;
- Exclamation marks should be avoided in formal writing.

- The question mark [?]

- A question mark is placed after a direct question;

- Questions in a series are each followed by a question mark, even if they are not complete sentences.

- The colon [:]

- A colon is usually used to introduce a list. In these cases the colon must be preceded by an independent clause*. (Do not use a colon after “such as” or “including”. Instead, use “as follows” or “following”.);
- A colon can be used to introduce a direct quotation;
- A colon can join two independent clauses* if the second clause interprets, amplifies, summarizes or explains what is said in the first. The second clause should complete the first part of the sentence. In other words, the colon says, “Here it is”, “Here they are”, or “Here is why”.

E.g. I visited several countries while I was in Europe: Portugal, Sweden, Poland and Estonia.

- A colon is used between titles and subtitles;
E.g. The American Century: International Politics since WWI
- A colon is used after salutations in formal or business letters;
E.g. To whom it concerns:
- Colons are normally followed by a word beginning with a lower-case letter. However, capital letters are acceptable. Be consistent with your choice.

-The semicolon [;]

- The semicolon can be used between two closely related independent clauses* if no conjunction is used. If you could use a period, then a semi-colon is acceptable.
- Use semicolons for lists containing items that are several words long or that already have punctuation.
- Do not use a semicolon to link an independent clause* with a dependent clause**.

- The ellipsis [...]

- An ellipsis indicates that words have been removed from a quotation.
- You can use an ellipsis to indicate fragmented speech that denotes confusion or insecurity.
- Leave one space before and after the ellipsis.

- The apostrophe [']

- To show possession, add 's to singular nouns. Biblical and classical proper names, like Moses, Jesus and Ulysses, are the exception as they take only an apostrophe. E.g. Moses' commandments
- To show possession, add only an apostrophe (with no s) to plural nouns that end in s.
E.g. The girls' books, the Joneses' (plural of Jones) house
- To show joined or group possession, add 's to the last noun.

E.g. Brian and Wanda's tools are broken. [Brian and Wanda own the broken tools together.]

- To show individual possession, add 's to each noun.

E.g. Brian's and Wanda's tools are broken. [Brian and Wanda each own some of the broken tools.]

- When letters, numerals and symbols are used as nouns, use 's or just s.

E.g. This trend continued throughout the 1870's. OR This trend continued throughout the 1870s.

- Apostrophes are used in contractions such as don't, can't, and it's, but these should be avoided in formal writing.
- Possessive pronouns do not take an apostrophe. *E.g. theirs, ours, hers, ITS*

- Quotation marks [“ ”]

- Use quotation marks to identify a direct quotation of one or several words.
- Always use double quotation marks, except with a quote within a quote.
- To quote within a quote, start with double quotation marks, then indicate the quote inside the quote with single quotation marks. End the main quote with double quotation marks.

- Quotation marks and other punctuation

If the quote is a complete sentence, the end punctuation (period, question mark, exclamation point) should appear inside the quotation marks.

If the quote is not a complete sentence, punctuation should appear after the quotation marks.

If periods, question marks and exclamation points are part of the quotation, they appear before the closing quotation marks.

All other punctuation marks are placed after the closing quotation marks (unless they are in the middle of the quote).

If the quote is followed by a parenthetical reference, the period will appear after the reference.

Do not use quotation marks with quotes of more than 3 lines. Set off the quote by indenting from the left.

2.1.3 Capitalization and Hyphenation

The use of capital letters serves to give emphasis to certain words in titles and headings and to distinguish proper nouns and adjectives from common ones. Words and titles which are capitalized include languages, races and peoples, as **both** adjective and noun as with the following examples.

Languages commonly used in Tunisia are Arabic and French.

Capitalization rules are not the same in English and French.

According to some analysts, the Central Asian republics have not benefited from the changing nature of Sino-Russian relations.

Middle Eastern politics have always been complex.

Both Francophones and Anglophones in Canada were affected by the announcement.

What is the Franco-Ontarian identity?

Note that in the above examples, a hyphen is used to separate true proper compound adjectives, such as Sino-Russian or Franco-Ontarian, but not in cases where the proper adjective is being combined with a simple modifier, such as in *Central Asian* or *Middle Eastern*.

Titles are capitalized when they form part of a **proper name**, but when they are presented in the plural, or preceded by an indefinite article, they are most often left in lower-case. In addition, capitalize the official names of most institutions, including churches, corporations, unions and political parties. For example:

The Environment Minister's public appearance did not help the local Liberal candidate, Jan Wong.

The prime ministers of Canada have traditionally considered Senate reform to be necessary, but of secondary importance.

The Department of Criminology invites you to register for the Fall semester.

In general, the university is a place to exchange ideas and the University of Ottawa is a great place to exchange ideas.

A more detailed discussion of the rules and exceptions may be found in Canada, Public Works and Government Services Canada (1997, p. 68-72).

2.1.4 Level of Language

The level of language you use in any assignment will depend on your audience, on the kind of assignment, and on the specific instructions you have received from the course instructor. If your written assignment is to give a personal opinion on a certain question, the level of writing you employ will differ from that of a more formal essay or term paper. In general, your style should avoid the use of slang, the first person, and contractions (can't, isn't, they're, etc.), while also limiting technical jargon and pompous phrases and expressions. In all cases, it is useful to

ask someone who is not overly familiar with your subject to proofread your assignment for clarity.

2.1.5 Non-sexist Language

Written communication that is free of sexual stereotyping is an essential part and condition of unbiased research (Eichler & Lapointe, 1985, p.15). The elimination of stereotyping in writing and research includes examining the extent to which “the use of words, actions, and graphic material... assigns roles or characteristics to people solely on the basis of gender” (Canada, Public Works and Government Services Canada, 1997, p. 253). In the English language, some common examples of bias in written text are found in occupational titles and nouns and pronouns and more complete guidelines on non-sexist language may be found in Eichler and Lapointe (1985) as well as Canada, Public Works and Government Services Canada (1997, p. 253-258). Job titles should indicate that the job position can be filled by members of both sexes, and thus should be gender inclusive. Avoid adding suffixes such as *ess* or *ette* to feminize titles; instead, use neutral language such as *councilor* (instead of *alderman*) or *chairperson* or *chair* (not *chairman*) wherever possible. As a rule, nouns and pronouns should be accurate to the situation: generic terms reflect generic purposes and sex-specific terms reflect sex-specific situations. Note the following examples:

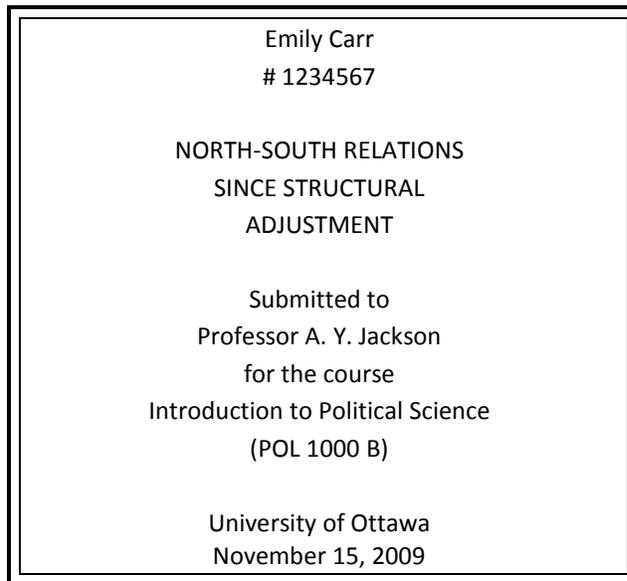
Instead of : <ul style="list-style-type: none">• mankind• the man on the street• manpower• The student is responsible for attending all his lectures and seminars	write: <ul style="list-style-type: none">• humankind, humanity, people• ordinary people• labour force, human resources• The student is responsible for attending all lectures and seminars [eliminate pronoun] or Students are responsible for attending all of their lectures and seminars [use plural]
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2.2. STRUCTURE

All university assignments which exceed a certain length are composed of a number of common sections.

2.2.1 Title page

The title page should clearly indicate the “subject and scope” (Northey, 1987, p. 30) of your text. It should include a concise title, the name of the author, the name of the person it will be submitted to, course title and code (and course section, if applicable), the name of the academic institution and the date the assignment was submitted. The example given will give you an indication of a title page for the social sciences.



Psychology students should refer to [the American Psychological Association \(APA\)](#) guide for details concerning the presentation of the title page.

2.2.2 Table of Contents

In North American university assignments, the table of contents is found immediately after the title page. The table of contents presents a detailed outline of the assignment. Each part, section and sub-section (including preliminary pages) should be listed with the corresponding page number. Present main parts (tables, introduction, development, conclusion, appendices, and bibliography) in upper-case letters; present sections and subsections in lower-case. Most importantly, maintain consistency between your table of contents and the headings in the body of your assignment. Consult the table of contents at the beginning of this Guide for an example. A table of contents is not usually recommended for short papers; check with your instructor.

2.2.3 Lists of Abbreviations, Acronyms, Tables and Figures

If your paper contains more than one table or figure, it is necessary to include them in a distinct list immediately after the table of contents. Present them in numerical order, with corresponding page number, and list them using the same title as used in the paper.

If your text also includes numerous abbreviations or acronyms, provide a distinct alphabetical list after the list of tables and figures. Include all lists in your table of contents.

LISTE OF ABBREVIATIONS AND ACRONYMS	
CHST:	Canada Health and Social Transfer
CIDA:	Canadian International Development Agency
NAFTA:	North American Free Trade Agreement
YOA:	Young Offenders Act

2.2.4 Introduction

Purpose: To interest the reader, introduce the topic, establish the thesis statement, and introduce the supporting arguments.

The components of an introduction:

Drawing in the reader: Get the reader’s attention, give the reader an idea of the essay’s overall subject, and provoke a desire to continue reading the essay.

Introducing the topic: Provide a context for the thesis by further describing the topic of the essay and providing preliminary information about that topic.

Making a thesis statement: State the focused, central point of the essay, the statement that the essay will go on to prove.

Short Title	Strong thesis
The extinction of a species is bad	The extinction of the red-tailed Ungolu swallow will have negative consequences on the environment.

Outline supporting arguments: Show the reader the structure of the essay—how will it argue for and support the thesis.

- The order in which the arguments are summarized in the introduction should be the same order in which the arguments come up in the body of the essay.
- Attaching the supporting arguments to the thesis statement can help to connect the thesis with its support.
- It is not necessary to provide evidence or support for your arguments in the introduction. Simply give the reader an idea of where your arguments will go.
- The example below has its arguments numbered from 1 to 4.
- Based on the consequences of last year’s clear cutting, the red-tailed swallow will be extinct by the end of this year if there is no change in policy. 1 The red-tailed swallow is a vital part of the food chain, and its extinction will allow the corkscrew beetle to reproduce unchecked and destroy even more forest. 2 What’s more, this extinction is unnecessary; there are several alternatives for land and wood available to the inhabitants of the area. 3 However, there is no real motivation for them to change unless we as a Western nation provide aid to help the process along, and that is what we must do.4

Drawing in the reader: The essay’s first sentence or two should interest and engage the reader. The first impression will affect the reader’s response to the remainder of the essay. A common approach is to go from the general to the specific, allowing the reader to move logically from the general topic to the specific thesis to the supporting arguments.

Here are a few ways to attract a reader's interest:

Challenge a commonly held opinion:

It is a commonly held belief that the red-tailed Ungolu swallow's low population is due to its awkward and often unsuccessful mating rituals. However, the true reason for the declining swallow numbers is the destruction of the Ungolu rainforest.

Begin with an explanation:

Extinction is the complete destruction of a species, down to the last individual. It is a sinister word, and one that might soon be applied to the endangered red-tailed Ungolu swallow.

Start with an anecdote or interesting event:

When I was hiking through the rainforest, it was a shock to emerge from the beautiful green foliage and step into a wasteland of stumps, bulldozed soil, and muddy water. It was then that I realized how pervasive such destruction was, and how important it was to preserve the red-tailed Ungolu swallow's habitat.

Explain, in a general sense, the significance of the topic:

The continuing destruction of the rainforest has left many species of birds, including the red-tailed Ungolu swallow, in danger of rapidly dying out. Without immediate action, the Ungolu swallow could become extinct within the next two years.

Begin with a startling statement or fact:

Last year, over six hundred thousand red-tailed Ungolu swallows died as a result of their habitat being destroyed. This was over 50% of the bird's overall global population.

Ask a thought-provoking question (or several):

Why is industrial expansion more important than the survival of valuable ecosystems? Last year, this kind of priority resulted in the death of six hundred thousand red-tailed Ungolu swallows when their habitat was destroyed.

For obscure or specialized topics, try to provide some background information:

Provide a brief history of the topic:

The red-tailed Ungolu swallow is found only in the Ungolu rainforest, which has been gradually decreasing in size every year due to human encroachment. The swallow is a vital part of the Ungolu ecosystem because it keeps down the insect population, especially the corkscrew beetle, which can infest and destroy large swathes of forest when unchecked.

Define key terms:

The most immediate danger to the red-tailed Ungolu swallow is clearcutting, which is the felling and removal of all trees in a given tract of land. Clearcutting is utterly devastating to the surrounding environment, resulting in habitat loss, soil erosion, and flooding.

Review the controversy or problem:

Although environmentalists protest the destruction of the Ungolu rainforest for the sake of its wildlife, especially the red-tailed swallow, the inhabitants of the area require more and more land for cattle and living space, as well as more wood to generate revenue. .

Openings to avoid:

Broad, sweeping statements with little or no real content:

From the dawn of civilization, humans have hunted for food. --- Throughout history, war has plagued mankind. --- English poetry has been used as a form of expression for centuries. --- The piston has been an invaluable mechanical aid from the moment of its invention.

If it goes without saying, then don't say it:

It goes without saying that studying requires concentration. --- There can be no doubt that Poe was unhappy.

The highly overused dictionary definition:

Webster's Unabridged Dictionary defines "extinction" as...

Complaints about the difficulty of the subject:

It is difficult to answer such a question, but several approaches come to mind. --- An analysis of this subject is not easy, since it is so obscure.

Personal apologies to the reader:

After searching long and hard, it was clear that no evidence existed to support my previous claim, so I was forced to resort to a discussion of tropical frogs.

Obvious facts that no one needs to be reminded of:

Elvis Presley, the famous musician... --- Dogs are canine quadrupeds with a number of interesting traits... --- Many people are religious. --- Economics, the study of production and distribution...

Weak questions that provoke no thought from the reader or serve no purpose:

Why are we repelled by ugliness? --- What is the problem with science?

A sample introduction:

Why is industrial expansion more important than the survival of valuable ecosystems? Last year, this kind of priority resulted in the death of six hundred thousand red-tailed Ungolu swallows when their habitat was destroyed.¹ Although environmentalists protest the destruction of the Ungolu rainforest for the sake of its wildlife, especially the red-tailed swallow, the inhabitants of the area require more and more land for cattle and living space, as well as more wood to generate revenue.² Despite the fact that the human inhabitants of the area insist that they need to clear out the rainforest for their own survival as a society, this does not justify the extinction of the red-tailed swallow.³ Based on the consequences of last year's clear cutting, the red-tailed swallow will be extinct by the end of this year if there is no change in policy. The red-tailed swallow is a vital part of the food chain, and its extinction will allow the corkscrew

beetle to reproduce unchecked and destroy even more forest. What's more, this extinction is unnecessary; there are several alternatives for land and wood available to the inhabitants of the area. However, there is no real motivation for them to change unless we as a Western nation provide aid to help the process along, and that is what we must do.

2.2.5 Body Paragraph

The body paragraph is the most important part of the university-level text. The task is to articulate and justify systematically a reasonable answer to the question presented in the introduction.

A good argument is the way we get from an interesting question to a reasonable answer... As the term is used here, an argument is a public presentation of the assumptions, evidence and train of reasoning through which we arrive at what seems like the best possible answer to a question (Baxter-Moore et al., 1994, p. 24).

The development of the text starts with the most general ideas, and works toward the more complex. **Each chapter (or section) should develop one main idea, with sub-sections for each secondary point.** Three kinds of development are most common: chronological development (the most distant in time to the most recent), comparative development (the most similar to the most different) and dialectic development (a series of assertions and refutations)¹. In principle, the development will allow you to verify your thesis by confirming or rejecting it.

2.2.6 Conclusion

Purpose: To restate and summarize the ideas discussed in the essay and bring together the connections made in the body; to give the reader a good picture of the argument as a whole.

The components of a conclusion

Opening sentence: Transition from the previous paragraph and move the reader's attention smoothly away from specific arguments to the broader concluding statements.

Summing up the arguments: Focus on the connections between the arguments and their logical conclusions in the body of the essay.

Restating the thesis: Rephrase the thesis statement and take into account the development of the argument.

Ending the essay: Provide closure and end smoothly so that the essay leaves a good final impression, and place your thesis in a larger context by showing its consequences or significance in your field of study, for research, for society, etc.

- Opening sentence

The goal of the opening sentence is to transition from the previous paragraph to the conclusion so that the change does not seem too abrupt. Use a suitable transition word.

¹ The dialectic development of your text would normally begin with refutations when you are presenting a thesis or with assertions when you choose to provide a critique. In both cases you are ending with the strongest points in support of your arguments.

The opening sentence should be general, not specific. It should, however, connect to the summary of arguments or to the restated thesis so that the conclusion can be read smoothly and without confusion.

Example: With all this in mind, there is no way to deny the seriousness of this environmental threat.

- Summing up the arguments

The summary of your arguments should not simply repeat the introduction's summary in different words. The conclusion's summary shows the reader what the arguments have accomplished in the essay and how they have supported the thesis.

The introduction gives the reader a blueprint of the arguments the essay will make, but the conclusion reminds the reader about the strongest parts of each argument and the connections between the supporting points.

Any important conclusions that are made in the body paragraphs should be part of the summary in the conclusion paragraph.

Example:

By the end of the year, if the current trends continue, the red-tailed Ungolu swallow's habitat will be unable to support the population, and the bird will become extinct.

Without the red-tailed swallow, the tree-eating corkscrew beetle will have nothing to stop its spread, and it will disrupt the ecosystem even further by destroying more trees.

The inhabitants of the Ungolu rainforest can acquire resources and land elsewhere, allowing the red-tailed swallow to recover, so it is a matter of life and death for the bird, and convenience for the human society.

The best way to encourage the Ungolu inhabitants is to let the rainforest recover in order to provide aid, whether it is for relocation or restructuring the community; otherwise, there is no motivation for them to make a significant change.

- Restating your thesis

Restate the thesis in different words than were used in the introduction.

Explain how the evidence in the body of the essay proves your overall thesis.

Connect the ideas in your body paragraphs to your thesis statement.

Examples:

Because of the dire environmental consequences of its extinction, it is vital that the red-tailed Ungolu swallow be preserved – and it is possible to do so with a reasonable amount of effort and resources.

The red-tailed Ungolu swallow is a powerful example of the dangers of putting the environment second, and it is a sign that priorities must be shifted to avoid further catastrophes. Environmental issues like the extinction of the red-tailed swallow must be confronted as serious and valid problems.

- Ending the essay

A proper ending for a paper is almost as important as a good first sentence; an abrupt or vague ending can leave a bad impression with the reader.

This is the final opportunity for you to persuade the reader, so take advantage of it by making a final comment that connects with your main argument in a memorable or convincing way.

Many ways to end an essay involve coming up with concluding thoughts. These must logically follow from the evidence already provided. Do not add any new, unsubstantiated claims or evidence.

Here are some strategies for and examples of suitable endings:

Connecting to a statement or question in the introduction:

It seems that we find industrial expansion more important than environmental issues not simply because of self-interest, but because of short-sightedness. Self-interest alone would motivate us to safeguard the environment, because we are a part of it, when we destroy vitally important rainforests like the Ungolu region, we do not consider the long-term consequences.

Proposing a course of action:

To preserve the red-tailed swallow, there must be quick and decisive action to halt the destruction of the swallow's habitat and provide compensation for the human inhabitants of the region.

Describing the consequences of the truth in the thesis:

If the destruction of the Ungolu rainforest continues unabated, then it can only accelerate as the swallow population drops and the corkscrew beetle population climbs. In a decade, if there is no change, there will be no rainforest left to speak of, and the region's native people will be in an even worse position.

Illustrating your point with a relevant image:

Imagine, instead of a rainforest filled with life, a vast muddy pit filled with rotting stumps and animal carcasses. This is the inevitable end result if the Ungolu swallow continues to die off. It has already begun, through climbing corkscrew beetle populations and clear cutting practices, it has to stop before it goes too far.

Making a prediction:

Although environmental awareness is growing, the danger to the Ungolu rainforest and its red-tailed swallow is growing even more quickly. If an active, focused effort is not made to prevent further damage to its habitat, the species will disappear and the ecosystem that depends on it will collapse.

What to avoid in the conclusion:

Do not put less effort into the conclusion simply because it's the last part of the essay. It is also the last chance to convince the reader of your thesis.

Do not back down from the thesis in the conclusion by saying that different views are just as valid, or by making apologies about the difficulty of the subject, etc. Stick to the main idea. If it is not strong, then it might not be the best thesis for an essay.

A sample conclusion

In the end, there is no way to deny the seriousness of this environmental threat.¹ By the end of the year, if the current trends continue, the red-tailed Ungolu swallow's habitat will be unable to support the population, and the bird will become extinct. Without the red-tailed swallow, the tree-eating corkscrew beetle will have nothing to stop its spread, and it will disrupt the ecosystem even further by destroying more trees. The inhabitants of the Ungolu rainforest can acquire resources and land elsewhere, allowing the red-tailed swallow to recover, so it is a matter of life and death for the bird, and convenience for the human society. The best way to encourage the Ungolu inhabitants to let the rainforest recover is to provide aid, whether it is for relocation or restructuring the community; otherwise, there is no motivation for them to make a significant change.² Because of the dire environmental consequences of its extinction, it is vital that the red-tailed Ungolu swallow be preserved – and it is possible to do so with a reasonable amount of effort and resources.³ Imagine, instead of a rainforest filled with life, a vast muddy pit filled with rotting stumps and animal carcasses. This is the inevitable end result if the Ungolu swallow continues to die off. It has already begun, through climbing corkscrew beetle populations and clear cutting practices, and it has to stop before it goes too far. 4

2.1.7 Appendices

The appendices follow immediately after the bibliography and each appendix begins on a new page. They give **additional information** which complements the reader's understanding of the text, while refraining from presenting it in the body of the text itself. Appendices may include relevant documents, statistical data, questionnaires, etc. They are marked with a capital letter, "APPENDIX A, APPENDIX B", and so forth. It is important to note that the information placed in the appendix at the end of the work must be announced at a specific location in the text.

2.3 PRESENTATION AND TYPESETTING

Proper presentation of your assignment is a university requirement. The basic rules presented here are intended to ensure that your work can be read and understood by the course instructor or marker. An assignment that cannot be read may be refused, with or without the opportunity to present a revised copy.

2.3.1 Size and Arrangement of Paper

It is required to **type** your text and print it on a single-sided, standard, white 8.5" × 11" paper. The use of recycled paper is encouraged. If possible, use a word processor for purposes of editing, storing and presentation. Margins of 2.5 cm on all sides, left, right, top and bottom, is the standard to abide by. A single staple is preferred to a paper clip or the various sorts of plastic bindings and sleeves when finally submitting the paper to be marked.

2.3.2 Characters

Use legible, standard **font types**, such as Arial, Courier New, or Times New Roman, in common **sizes** (12 point for text², 10 point for footnotes and if desired, 14 point for the title page and other headings). Use only black ink.

2.3.3 Spacing

For assignments that will be marked and receive comments, use **double spacing** for the text, and for each reference at the end of the assignment; triple spaces between paragraphs and single spacing for block quotations, reference notes, and appendices. For spacing in the table of contents, see the example at the beginning of this *Guide*. Lists of tables and figures follow the same rules as the table of contents. For other kinds of assignments, single spacing allows you to conserve space and paper. Nonetheless, consult your course instructor and marker before handing in your paper.

2.3.4 Emphasis

You may choose to use emphasis (**bold**, *italics* or underline) to highlight specific ideas or words. They can be an effective technique, but do not overuse. When quoting another work, indicate in a footnote who is responsible for the emphasis, yourself or the original author: use phrases such as *emphasis added*, or *emphasis in original*. When citing titles, use underlining or preferably italics for books, official documents and periodicals, and quotation marks [“ ”] for titles of articles or individual chapters of publications.

2.3.5 Page Numbering and Length of Text

Place the page number in the top right-hand corner, top centre of the page, or the bottom right-hand corner. Align with the margin, at 1.5 cm from the top of the page. Do not add any punctuation, dash, bracket or other character with the page number. Count, but do not number, all preliminary pages with headings and other title pages: first page of the table of contents, lists of tables and figures, lists of abbreviations and acronyms, title pages for the introduction, for each main part, the conclusion, the appendices and bibliography. Front matter is usually numbered with lower case Roman numerals (i, ii, iii, etc.), placed on the page in the same way as other page numbers. Arabic numbering (1, 2, 3, etc.) begins with the first page of the written text. Include a single sheet of blank paper at the end of your assignment for marking and comments.

Unless you are given other instructions, do not consider titles pages, tables of contents, lists of abbreviations, reference page, and the appendices when you calculate the length of your paper: only the text of the paper itself. If you are to respect a certain limit of words, consider that one page of double-spaced text in Times New Roman 12 point, without headings and sub-headings, is approximately 300 words, or 600 words single-spaced.

² Equivalent to 10 characters per inch

2.3.6 Division of Sections

Regarding the internal subdivision of the text, it is necessary to resort to titles and subtitles, enabling them to bring coherence and organization to the work. The titles and subtitles are necessarily short and precise to identify the central idea of each part, chapters and sections.

Software for word processing (like Microsoft Word) offer a variety of predefined styles for headings and titles of your text. Your concern should be the clarity of your text. Thus, it should be possible for the reader to quickly find the titles and subtitles. This will be facilitated through the numbering of headings and subheadings and / or by putting them in capital letters or bold. In addition, interlining must separate the titles of the text or captions that precede or follow them. A good example of this is the table of contents and structure of this *Guide*.

However, avoid a large number of subdivisions into sub-sections: this creates more confusion.

3. APA STYLE GUIDE

The Faculty of Social Sciences suggests the APA style. You can refer to the website of the [Academic Writing Help Centre \(AWHC\)](#). **Make sure you know which method you use in your work.**

3.1. QUOTATIONS

Using quotations to illustrate a point, share a convincing argument or present an expression can be an effective way to complement your writing. All quotations must be faithfully reproduced (and placed in quotation marks), but in some circumstances alterations are required to conform with rules of grammar. In some cases, where extensive alterations or omissions are required, it may be preferable to paraphrase. When paraphrasing, you are nonetheless required to use a reference note, usually in APA style. Here are some examples of quotation techniques.

IMPORTANT

ALL TEXTS USED IN THE WRITING OF AN ASSIGNMENT **MUST BE REFERENCED**

WHEN IT IS CITED, SUMMARIZED OR PARAPHRASED

AND

MUST BE INCLUDED IN THE REFERENCE LIST AT THE END OF THE ASSIGNMENT

NOT DOING SO CAN BE CONSIDERED PLAGERISM

While writing an assignment, in documenting, illustrating, making or reinforcing your arguments, there are three ways to use the works you have consulted.

ORIGINAL TEXT

Social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century. In an attempt to observe the behaviours of humanity and society through the looking glass of reason, an approach inherited by the preceding century from the Encyclopaedists, Auguste Comte looked to establish a scientific approach to the understanding of social realities.

A **PARAPHRASE** is a rewording of an author's words to reinforce your own arguments or ideas.

Marie Plover (2004, p. 26) affirms that the social sciences would see the realization of the dreams of the positivist thinkers of the XIXth century in a not so distant future.

A **SUMMARY** is a brief account, in your own words, of what the author says.

Plover (2004) makes the comparison of the social sciences at the dawn of the XXIst century and the notions of them that the positivist thinkers of the XIXth century tried to inspire.

QUOTATIONS from a source are used to support an argument when another author expresses an idea in a way that you feel should not be changed.

It can be direct

On this matter, Plover confirms: "Social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century" (2004, p. 26).

Or indirect

Plover predicts that "social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century" (2004, p. 26).

WHETHER PARAPHRASED, SUMMARIZED OR QUOTED, ALL SOURCES MUST BE CITED AND INCLUDED IN THE REFERENCE LIST AS DEMONSTRATED IN THE FOLLOWING EXAMPLES

Direct quote:

On this matter, the author confirms: "Social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century" (Plover, 2004, p. 26).

Indirect quote:

The author predicts that "social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century" (Plover, 2004, p. 26).

* if an element of the source of the citation is included in the text (ie. Author's name, year of publication) it is not necessary to include in the parenthetical citation.

On this matter, Plover (2004) predicts that “social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century” (p. 26).

A quote of four lines or more:

Certain theorists, including Marie Plover, affirm that the social sciences would see the realization of the dreams of the positivist thinkers of the XIXth century in a not so distant future:

Social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century. In an attempt to observe the behaviours of humanity and society through the looking glass of reason, an approach inherited by the preceding century from the Encyclopaedists, Auguste Comte looked to establish a scientific approach to the understanding of social realities. (Plover, 2004, p. 26).

However, in Social Science Planet (2006, p. 97), Warbler foresees a significant decline in the social sciences within the first half of the current century.

A modified quote:

Modifications in the original text are indicated by placing them within brackets.

Certain theorists, including Marie Plover, affirm that the social sciences would see the realization of the dreams of the positivist thinkers of the XIXth century in a not so distant future:

Social sciences in the XXIst century would be a dream come true for [them]. In an attempt to observe the behaviours of humanity and society [...] Auguste Comte looked to establish a scientific [empirical] approach to the understanding of social realities (Plover, 2004, p. 26).

An abridged quote:

When a part of the original text is omitted in the quotation, this must be indicated by the use of an ellipsis [...] within brackets.

Certain theorists, including Marie Plover, affirm that the social sciences would see the realization of the dreams of the positivist thinkers of the XIXth century in a not so distant future:

Social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century. In an attempt to observe the behaviours of humanity and society through the looking glass of reason [...], Auguste Comte looked to establish a scientific approach to the understanding of social realities (Plover, 2004, p. 26).

Citing a poem:

When the poem being cited, if it fits into your text in three lines or less, the line separation from the original poem is indicated by the use of a vertical line [|].

As Gaston stood in front of the altar, he looked straight into the eyes of his lover, and attempted to recite his favourite shakespearean sonnet: “Let me not to the marriage of true minds| Admit impediments love is not love| Which alters when alteration finds,| Or bends with the remover to remove”(Shakespeare, 1609, Sonnet CXVI).

If the cited passage takes up more than three lines, the poem should then be cited as is originally formatted.

A quote that you have translated:

Étienne Huard (2002, p. 56) states that “the twenty-first century will be the century of social sciences” [our translation].

A quote in a different language:

Étienne Huard (2002, p. 55) states that, “le XXI^e siècle sera celui des sciences sociales.”

A quote deriving from another source than the original:

(as in a quote used within the work that you are citing)

On this matter, the author confirms: “Social sciences in the XXIst century would be a dream come true for the positivist thinkers of the XIXth century” (Plover, 2004, p. 26 cited in Puffin, 2006, p. 56).

You may include French quotations in your text without providing a translation. Keep the intended reader in mind, and provide appropriate context to support the quotation. Do not place French quotations in italics: use regular quotation marks. For other languages, a translation is required. If you choose to give a translation of any quotation, check first if a translated version exists, either published or non-published, that will lend credibility to your choice of words. If it is necessary to give your own translation, provide an explanatory reference note:

Quotations of more than three lines should be placed in single-spaced, block-quotation form, and indented.

3.2 REFERENCES AND NOTES

References must include the documents actually consulted in the paper, the list of interviews conducted and any organizations where you requested information. In general, all sources are listed together in alphabetical order by the author's last name. References should be presented chronological order. Confirm the technique preferred by the person marking your assignment.

References indicate the source of an idea or a quotation, and also allow you to make complimentary comments that may not be necessary in the body of the text. There are two major styles commonly used in the social sciences (a third style, endnotes, should be avoided). Both methods have their advantages and disadvantages. There are also specific conventions to follow when citing court decisions, important classical works, administrative reports, etc. Consult a common style manual, such as those listed in the **reference list** of this *Guide*, or ask your course instructor to guide you with the most appropriate choice.

Footnotes were the traditional method for references; a line at the bottom of the page which separates the notes from the body of the text. It is important to note that APA does not recommend footnotes. Instead, to explain APA details there are two types: content and copyright permission notes.

Content Notes

Provides supplementary detail to the student that can also direct information to its original place

Usually focuses on one subject

For the Writer, try to limit comments to one small paragraph.

Copyright Permission Notes

If you quote more than 500 words of published material, or you believe that you are in violation of copy right rules, then you must attain the author's permission.

Same formatting rules as Content Notes

3.3 REFERENCE LIST

It is necessary to be especially strict with the presentation style employed in your reference list. There are many styles, so it is important to make sure what style is required by your professor.

It is essential to indicate all the documents that were used in writing the assignment, whether they were quoted, resumed or paraphrased.

For the purpose of this writing guide, we used the most up to date reference guide for APA, which is the 6th Ed.

BOOKS

A book with one author

Mallard, M. (2004). *Social sciences, a field studies*. Ottawa: Snow Goose Press.

Two or more books published same year by same author(s)

Mallard, M. (2004a). *Social sciences, a field study*. Ottawa: Snow Goose Press.

Mallard, M. (2004b). *Experimental models in social sciences*. Ottawa: Snow Goose Press.

A book with two or more authors

Mallard, M., & Finch, L. C. (2007). *Emergent themes in social sciences*. Ottawa: Snow Goose Press.

Mallard, M., Robin, P., Pigeon, I., & Finch, L. C. (2007). *A history of social sciences*. Ottawa: Snow Goose Press.

A book with an editor

Finch, L. (Ed.). (2007). *Social sciences today*. Ottawa: Snow Goose Press.

A book with a group author

Canadian Association of Social Sciences (2007). *Stability and changes in social sciences*. Ottawa: Snow Goose Press.

An anonymous book

Social sciences today. (2005). Ottawa: Snow Goose Press.

CHAPTER OF A BOOK

Robin, P. (2007). *Social sciences in Ontario*. In M. Mallard, *Social sciences in Northern America* (pp.72-85) Ottawa: Snow Goose Press.

PERIODICALS

Article in a periodical

Crow, H. (2007). The impact of social sciences. *Journal of social sciences*, 3(2), 36-49.

Article in an online newspaper publication

Pigeon, I. (2006, April 30). An examination of variables in social sciences. *Social Sciences Review*, 5.

Retrieved from <http://www.socialsciencesreview.com>

ELECTRONIC SOURCES

Online Scholarly Journal Article

Article from an online periodical with DOI Assigned

Brounle, D. (2007). Toward Effective Poster Presentations: An annotated bibliography.

European Journal of Marketing, 41(11/12). 1245-1283.

doi: 10.1108/03090560710821101.

Article from an online periodical with no DOI Assigned

Kenneth, I.A. (2000). A Buddhist response to the native of human rights. *Journal of Buddhist*

Ethics, 8. Retrieved from <http://www.cac.psu.edu/jbe/twoцент.html>.

Website

Entire website

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Online forum or discussion board posting

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