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TRU Open Learning
Essay Writing for
University Courses
Style Guide

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Writing Team, 3rd Edition:

Jill Wade, Jim Wright, Corey Davis

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TRU Open Learning Essay Writing for University Courses Style Guide

Thompson Rivers University

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A Note about TRU Open Learning Style Guides

Thompson Rivers University Open Learning (TRU Open Learning) has designed a set of three academic style guides to suit the preferences in different subject areas. The style guides are:

- *TRU Open Learning Essay Writing for University Courses Style Guide*
- *TRU Open Learning Writer's Style Guide*
- *TRU Open Learning Social Sciences Style Guide*

The *TRU Open Learning Writer's Style Guide* draws on *current* Modern Languages Association style (MLA style). It uses in-text citations instead of endnotes or footnotes; it also uses either a list of works cited or a list of works consulted instead of a bibliography. MLA style is used in many North American colleges and universities. For a full version of MLA style, refer to the *MLA Handbook for Writers of Research Papers*, 6th Edition, 2003.

The *TRU Open Learning Essay Writing for University Courses Style Guide* draws on an older version of MLA style that the Modern Languages Association (MLA) published in 1977 and still accepts for an alternative kind of documentation. It uses notes — footnotes or endnotes — to cite sources. It also calls the list of works consulted a “bibliography.” Some departments of history and other disciplines still require those features. The style is sometimes called “Old MLA style.”

The *TRU Open Learning Social Sciences Style Guide* draws on American Psychological Association style (APA style), which uses in-text citations (like MLA citations but not quite the same), as well as a list of cited works that it calls “References.” It is an alternative that many colleges and universities require for courses in social sciences and health sciences. For a full version of APA style, refer to the *Publication Manual of the American Psychological Association*, 5th edition, 2001.

Although each of the TRU Open Learning style guides relies heavily on a version of MLA or APA style, each also modifies and extends that style in some ways.

Regardless of which style guide is prescribed for your course, using the style will help you to do your formatting and documentation with a systematic, disciplined approach. Especially if you are new to academic styles, the experience will enable you not only to apply the particular style but also to learn and apply other styles when the need arises.

Using This Style Guide

The *TRU Open Learning Essay Writing for University Courses Style Guide* will help you to format your writing, follow some style rules (“conventions”), and document any sources that you should acknowledge. For a start, quickly read the entire guide. After that, refer to it when you have a question. With the help of this guide, you will be able to focus on what really matters, which is the content of your writing.

Planning Your Writing

Your course will provide directions about your writing task, but the steps of choosing a thesis and preparing an outline are basic for many kinds of writing.

Choosing a Thesis

The thesis is the point that you want to examine or defend. It is something that you then set out to prove. Before you begin writing, it is important for you to be clear in your own mind about what you are trying to prove.

Suppose you have been given the essay topic “Compare and contrast madness in *Hamlet* and *Death of a Salesman*.” There are famous mad scenes in *Hamlet*, and Willy Loman in *Death of a Salesman* has delusions and eventually takes his own life. As a first step toward composing that essay, you would read the two plays, paying close attention to the scenes that are relevant to the topic. You might then decide, for example, that Hamlet was pretending to have lost his sanity but that Willy Loman really was not sane. This would be your thesis.

Once you have a thesis, you can begin gathering evidence. A major mistake that some students make is to decide on a thesis before reading the work in depth: they pick a topic on which they have strong opinions, and they set out to prove what they have already decided. They then fail to find and recognize important evidence. The result is a mediocre piece of writing.

Preparing an Outline

There are several ways to go about the process of prewriting, drafting, revising, and editing, but many students find that developing an outline is a useful step. To begin developing an outline, list all the points you can think of in favour of your thesis. Then pick out the ones that seem strongest. Arrange these points in a meaningful order. You might save your best argument until the end or proceed from general to specific or use another logical sequence. When you have done this, you have made an outline.

Formatting Your Writing

Type or word process on “letter-size” white sheets of paper, which are 8.5 by 11 inches (approximately 21 by 28 cm). If you are expressly permitted to use handwriting, write legibly in pen on standard-size lined sheets. Whether you are typing or writing, use only one side of each sheet if you will be submitting your writing on paper.

Page Identification

Number the pages consecutively in the upper right-hand corner. Place the number about half an inch from the top of the page and one inch from the right edge.

On the same line as the page number, add your name and any other information that the assignment directions require. If you are using a word-processing program, all of this information belongs in the *header*.

Margins

Use margins of at least 1 inch (at least 2.5 cm).

Spacing and Indenting

Indent the first word of each paragraph at least half an inch (just over 1 cm) or 5 spaces.

If you are writing by hand, write on every second line. If you are typing your work, double-space it unless directed otherwise. (Some instructors prefer that word-processing files be single-spaced for ease of marking.)

Title Page

Use a separate title page. Include the following information, as shown on the “Sample Title Page”:

- ◆ Title of paper
- ◆ Assignment number
- ◆ Course code, such as HIST 121
- ◆ Your name
- ◆ Date

Reminder: Sometimes TRU Open Learning usage in this style guide departs from MLA style. The use of a separate title page is one example of that.

Sample Title Page

The Definition of a Canadian, 1867-1914

Assignment 2

HIST 121

Malek Armadi

June 12, 2003

Following Style Conventions

Quotations

When quoting, use the exact wording, capitalization, punctuation, and spelling of the original. Use ellipsis points (three spaced periods) like this . . . to indicate words that you have omitted within a quotation. Precede the ellipsis points with a period when the omitted words are at the end of a sentence, like this. . . .

Do not correct errors that you have copied from content you are quoting. If it is necessary to indicate an error, insert [*sic*], Latin for “thus,” in square brackets after it. If you need to add an explanatory remark in a quotation, put it in square brackets, [].

Generally put quoted material within double quotation marks (“ ”). Use single quotation marks (‘ ’) only when you need to use quotation marks *within* other content in quotation marks.

Use *block quotation* style for poetry of at least two lines and other quotations of more than four lines. Do not enclose the block quotation in quotation marks, but do indent it at least an extra inch (2.5 cm). Within block quotations, use single-spacing instead of the usual double-spacing. The statement introducing a block quotation often ends with a colon. Here is an example of block quotation style:

The society aims to use terminology for persons with disabilities that is preferred by the principal advocacy groups, but the usage is in constant evolution. Unfortunately, it is unrealistic to expect to satisfy all of the concerns all of the time. A descriptive word that was preferred last year may be considered problematic today.¹²
[There would be a related footnote indicating the source, Singh, 2001.]

When you are quoting two lines of poetry within a paragraph, show the break between the lines with a slash (/). Retain the original capitalization at the beginning of the second line, as in these lines from John Milton’s *Paradise Lost*: “Of man’s first disobedience, and the fruit/ Of that forbidden tree, whose mortal taste. . . .”

When you are using “block quotation” style for poetry, keep the original indentation and line breaks intact, as in this “shape poem” by George Herbert:

Man
My God, I heard this day,
That none doth build a stately habitation,
But that he means to dwell therein.

Avoid using long quotations to “pad” your writing—to increase the length. Also be sure that sentences with quotations are grammatically correct and easy to read: be as careful as you would be if there were no quotation marks.

Abbreviations

Keep abbreviations to a minimum. Do not abbreviate *Prime Minister, Governor General, President, Vice President, the Reverend, Professor*, military titles, days of the week, and months of the year. Use *Dr., Jr., Sr., Mr., and Mrs.* Also use *Ms.*, which looks like an abbreviation even though it is not the short form of any word. The trend is toward less use of periods in abbreviations, as in *PhD, BC, CD, and mph.*

Italics or Underlining

Use *italics* or underlining for emphasis and for:

- Foreign language words (if not yet brought into English) in English text
- Titles of longer works (as described under “Titles of Works”)
- Names of newspapers, with the city italicized only if it is part of the paper’s name (*The Globe and Mail* of Toronto, but the *Victoria Daily Times*)

Although *italics* are increasingly preferred, use underlining if you are writing by hand or do not have *italic* type available — or if your instructor requires it.

Titles of Works

Always copy the title of a book from the title page, not the book cover, which may sometimes have an abbreviated form of the title.

Capitalize the main words of a title, which include the first and last words along with all the other words except articles (*a, an, the*), coordinating conjunctions (*and, but, or, etc.*), prepositions (*with* in a phrase like *with Cream*), and *to* in infinitives (like *to Begin*).

Italicize titles of books, periodicals, plays, book-length poems, films, TV programs, CDs, CD-ROMs, Web sites, and works of art.

Put quotation marks around the titles of articles, essays, short stories, interviews, and short poems. Generally use “double quotation marks”; use ‘single quotation marks’ only if the title is within other content in quotation marks.

Numbers

In general, use words for numbers that can be expressed in one or two words, but use numerals for statistical and scientific numbers (*19 times out of 20*), years (*1984, 2010*) and parts of a book (*pages 9–11*). Also use words:

- For approximate numbers, as in *over two hundred people*
- For a number that begins a sentence
- For readability, as in *a budget of \$2.5 billion and ten 5-point scales*

Punctuation

Always place periods and commas inside (before) the closing quotation marks. Place all other punctuation marks outside (after) the closing quotation marks unless the other punctuation mark is part of the quoted material, as in "*Is this a metaphor of life?*" he asked.

Do not use commas before or after dashes. If you are using a typewriter, you may use hyphens for a dash; use two hyphens--not one--with no extra spacing.

Avoid contractions (*doesn't*, *you're*) in formal writing. Also, do not use *it's*, the contraction for *it is*, when you mean *its* (no apostrophe), the possessive form of *it*.

When referring to decades, write (for example) *1880s*, rather than *1880's*.

Hyphenation

Hyphenate prefixed compounds with a capitalized base word (*neo-Marxist*), a number (*post-1996*), or an abbreviation or acronym (*anti-NATO forces*).

Hyphenate all *self-* compounds (*self-assurance*). Hyphenate prefixed words that could be misunderstood (*un-ionized*, meaning *not ionized*) or misread (*anti-intellectual*). Generally hyphenate compound adjectives that precede what they modify (as in *middle-class attitude*) unless the meaning is clear without the hyphen.

Avoid using unnecessary hyphens. If in doubt, consult a dictionary.

Preferably do not break words at the ends of lines. Therefore preferably do not use automatic hyphenation when word-processing.

Spelling

For spelling and usage, use a Canadian dictionary. Where more than one spelling is given, use the first spelling listed. Be consistent in your spelling.

Identifying People

The first time you refer to someone, use the person's full name and title (*Dr. Martha Fiedler*). After that, the surname is sufficient (*Fiedler*) if there is no possibility of confusion.

Using Notes to Cite Sources

Plagiarism – passing off other people’s ideas as your own – is a major academic offence.

If you use someone’s words or ideas, cite the source.

You do not need to cite sources for matters of common knowledge. It is hard for some students to know what “common knowledge” means, but it becomes easier with experience. Assigned readings are not common knowledge; cite these sources even though your instructor will know where you obtained your information.

You must document your sources in two ways:

- In notes within the body, which may be either footnotes at the bottom of the page or endnotes (also called simply “notes”) before the bibliography
- In a bibliography at the end, which should also include works that you consulted but did not cite

Purposes of Notes

- Notes indicate the exact source.
- They acknowledge indebtedness to others for opinions or ideas.
- They give the authority for a fact that the reader might be inclined to doubt.
- In addition, notes can be used for material that would interrupt the flow of the content (“text”) if it were not placed separately.

Presentation of Notes

- Each note has a reference number that appears both as a superscript like this³⁷ at the end of the other person’s ideas and at the beginning of the footnote or endnote. The reference numbers are consecutive throughout the essay.
- Notes are single-spaced, with a double space between them.
- Notes for sources typically indicate the author, the title of the work, the place and date of publication, and the page reference.
- If the author and title of the work are fully included in the body, include only the place and date of publication and page reference in the note.
- If a work is cited again without an intervening citation, use the Latin abbreviation “*Ibid.*,” which means “in the same place.” If the citation refers to a different page, add the new page number.
- If a work is cited more than once but there is an intervening citation, cite the author’s surname, the title in abbreviated form, and the page reference.
- Use commas, not periods, within the note. Use a period at the end.
- Refer to a single page as “p.” and to two or more pages as “pp.”
- For a work with no publication date, write “n.d.” For works with no publisher or place of publication, write “n.p.” For works without pagination, write “n. pag.”

Examples of Notes for Print Sources

The following examples generally relate to the entries in the "Sample Bibliography" to illustrate how note references correspond to bibliographic entries. Since these notes are just examples, the reference numbers do not refer to anything in this text.

Book in One Volume

For the first citation, supply complete information:

- 1 T. E. Lawrence, *Seven Pillars of Wisdom, A Triumph* (London/Toronto: J. Cape, 1935), p. 29.
- 2 Robert A. J. McDonald, *Making Vancouver: Class, Status, and Social Boundaries, 1863–1913* (Vancouver: UBC Press, 1996), p. 31.

For subsequent references use a shortened version:

- 3 Lawrence, *Seven Pillars*, p. 35.
- 4 McDonald, *Making Vancouver*, pp. 31–32.

Book in More than One Volume

- 5 David Daiches, *A Critical History of English Literature* (London: Secker & Warburg, 1960), II, 93.
- 6 Alvin Finkel and Margaret Conrad, *History of the Canadian Peoples; Vol. II: 1867 to the Present*, 3rd ed. (Toronto: Addison, Wesley, Longman, 2002), pp. 89–90.

Books under the Direction of an Editor

- 7 Walter A. Riddell, ed., *Documents on Canadian Foreign Policy, 1917–1939* (Toronto: Oxford University Press, 1962), p. 288. (If the work deals with a particular author use this form: Jonathan Swift, *Selected Prose and Poetry*, ed. Edward Rosenheim Jr.)
- 8 Craig Brown, ed. *The Illustrated History of Canada* (Toronto: Key Porter Books, 1997), pp. 72–73.

More Than Two Authors or Editors

- 9 R. Douglas Francis and others, *Destinies: Canadian History Since Confederation*, 4th ed. (Toronto: Harcourt Canada, 2000), pp. 289–90.

Book Forming Part of a Series

- 10 N. E. Dionne, *Champlain*, Vol. I of *The Makers of Canada* (Toronto: Morand, 1911), p. 26.
- 11 Donald Swainson, ed., "Introduction," *Historical Essays on the Prairie Provinces*, Carleton Library, no. 53 (Toronto/Montreal: McClelland and Stewart, 1970), x.

Later Editions, Republications, Reprinting, etc.

- 12 Donald Creighton, *Dominion of the North: A History of Canada*, 2nd ed. (Toronto: Macmillan, 1962), p. 345.
- 13 Jean Barman, *The West beyond the West: A History of British Columbia*, Rev. ed. (Toronto, Buffalo, London: University of Toronto Press, 1996), p. 5.
- 14 Martin Allerdale Grainger, *Woodsmen of the West*, 1908, Reprint, New Canadian Library no. 42 (Toronto: McClelland and Stewart, 1964), pp. 49–50.

Translation

- 15 St. Denys Garneau, *Journal*, trans. John Glassco (Toronto: McClelland and Stewart, 1962), p. 114.
- 16 Paul-André Linteau and others, *Quebec: A History, 1867–1929*, trans. Robert Chodos (Toronto: James Lorimer, 1983), p. 39.

Citation at Second Hand

- 17 Alfred Waddington, *The Fraser Mines Vindicated: Or the History of Four Months* (Victoria, 1858), cited in *Victoria British Colonist*, 11 December 1858, p. 1.
- 18 Hubert Howe Bancroft, *History of British Columbia* (San Francisco: History Company, 1890), cited in Robin Fisher, *Contact and Conflict: Indian-European Relations in British Columbia, 1774–1890*, 2nd ed. (Vancouver: UBC Press, 1992), p. 1.

Essay, Chapter, etc., in a More Extensive Work

- 19 E. K. Brown, “The Problem of a Canadian Literature,” *Masks of Fiction: Canadian Critics of Canadian Prose*, ed. A. J. M. Smith (Toronto: McClelland and Stewart, 1961), p. 40.
- 20 Arthur Ray, “When Two Worlds Met,” *The Illustrated History of Canada*, ed. Craig Brown (Toronto: Key Porter Books, 1997), p. 29.
- 21 Sylvia Van Kirk, “‘Women in Between’: Indian Women in Fur Trade Society in Western Canada,” *Readings in Canadian History: Pre-Confederation*, ed. R. Douglas Francis and Donald B. Smith, 6th ed. (Toronto: Nelson Thomson Learning, 2002), pp. 62–63.
- 22 G. E. Fussel, “Growth of Food Production,” *A History of Technology*, ed. Charles Singer and others (Oxford: Clarendon Press, 1958), V, 3.

Article in an Encyclopedia, Dictionary, Gazetteer, Atlas, etc.

- 23 Irene M. Spry, "Waterpower," *Encyclopedia Canadiana* (1958), X, 281.
- 24 "Sparta," *Encyclopaedia Britannica* (1961), XXI, 170.
- 25 D. G. G. Kerr, ed., "Map 17," *A Historical Atlas of Canada* (Toronto: Nelson, 1960), p. 14.
- 26 Keith Thor Carlson, ed., "Plate 4D," *A Stó:lō Coast Salish Historical Atlas* (Vancouver/Toronto: Douglas & McIntyre; Seattle: University of Washington Press; Chilliwack, B.C.: Stó:lō Heritage Trust, 2001), p. 19.
- 27 Jean Barman, "History of BC: Overview," *Encyclopedia of British Columbia* (2000), p. 333.
- 28 Jeremy Mouat, "Rogers, Frank," *Dictionary of Canadian Biography*, 13 (1994), p. 889.

Periodical Articles, Abstracts, Reviews, etc.

- 29 Warren D. Anderson, "Homer and Stephen Crane," *Nineteenth Century Fiction*, 19 (June 1964), 77.
- 30 Robert H. McNeal, Review of the *Prophet Outcast: Trotsky, 1929–1940*, by Isaac Deutscher, in *Canadian Historical Review*, 46 (March 1965), 79.
- 31 Robert A. J. McDonald, "'He Thought He Was the Boss of Everything': Masculinity and Power in a Vancouver Family," *BC Studies*, 132 (Winter 2001/02), 5–6.
- 32 Wendie Nelson, "'Rage against the Dying of the Light': Interpreting the Guerre des Éteignoirs," *Canadian Historical Review*, 81 (December 2000), 552.
- 33 Sylvie Dépatie, Review of *State and Society in Transition: The Politics of Institutional Reform in the Eastern Townships, 1838–1852*, by J. L. Little, in *Labour/Le Travail*, 49 (Spring 2002), 293.

Newspaper Article, Unsigned and Signed

- 34 "Importing Full Employment," *The Globe and Mail*, 17 July 1965, p. 6.
- 35 Jeffrey Simpson, "It Was the Best of Joe Jobs," *The Globe and Mail*, 28 May 2003, A15.

Published Correspondence

- 36 Keats to Leigh Hunt, May 10, 1817, *The Letters of John Keats, 1814–1821*, ed. Hyder Edward Rollins (Cambridge: Harvard University Press, 1958), I, 136.

Play or Poem

The name of the author of a play or poem is provided in the bibliography. Note the act number, scene number, and lines:

³⁷ *The Threepenny Opera*, II. i. 13–14.

A reference to *The Second Part of Henry VI*, also noting act, scene number, and lines, would be:

³⁸ *2 Henry VI*, I. i. 32–35.

Titles are in quotation marks for short poems but in italics for book-length poems:

³⁹ *Canto xvii*, 9.

Pamphlet

⁴⁰ M. E. LaZerte, *The Road Ahead to Better Education*, Report of Canadian School Trustees Association, School Finance Research Committee (Edmonton, 1955), p. 11.

⁴¹ Jan Noel, *Women In New France*, Historical Booklet no. 59 (Ottawa: Canadian Historical Association, 1998), pp. 9–10.

Government Document (Bulletin, Debate, Professional Paper, etc.)

⁴² John Adams, *Medicinal Plants and Their Cultivation in Canada*, Canada, Department of Agriculture, Bulletin 36, New Series (Ottawa: King's Printer, 1925), p. 23.

⁴³ S. A. Schumm, *The Shape of Alluvial Channels in Relation to Sediment Type, Erosion and Sedimentation in a Semi-Arid Environment*, U.S. Geological Survey, Professional Paper 352–B (Washington, D.C.: Government Printing Office, 1960), p. 19.

⁴⁴ Canada, Department of Justice, *The Amendment of the Constitution of Canada* (Ottawa: Queen's Printer, 1965), p. 10.

⁴⁵ Canada, Parliament, House of Commons, *Debates* (Ottawa: Queen's Printer, January 22, 1962), p. 41.

Statute

⁴⁶ Canada, *Statutes*, 1960–61, Technical and Vocational Training Assistance Act, c. 6; as amended by 1963, c. 22.

Archival Document

⁴⁷ National Archives of Canada, Records of the Department of Finance, RG 19, vol. 705, file 203–1, P.C. 2997, 3 December 1918.

⁴⁸ City of Vancouver Archives, Vancouver Art, Historical, and Scientific Society Records, Add. Mss. 336, p. 113.

Plate in a Book

- 49 Robin Fisher, *Contact and Conflict: Indian-European Relations in British Columbia, 1774–1890*, 2nd ed. (Vancouver: UBC Press, 1992), plate 20.
- 50 Barman, *The West beyond the West*, plate facing p. 128, “James Douglas.”
- 51 Jean Barman, *History of British Columbia: Photo Album* (Burnaby, B.C.: Open Learning Agency, 1997), p. 22.

Examples of Notes for Electronic Sources

Videotape or Audiotape

- 52 Campbell River Museum and Archives, *Silent Partners: A History of the Women of Northern Vancouver Island to 1920*, videotape, 1992.
- 53 Ramsay Cook interviewed by Desmond Glynn in *A History of the Canadian People II: Post-Confederation*, Program 1, an audiotape prepared by CJRT-FM Open College, Toronto, n.d.
- 54 Cook, *A History of the Canadian People*, Program 1.
- 55 *Under the Willow Tree: Pioneer Chinese Women in Canada*, dir. Dora Nipp, videotape, National Film Board, 1997.

World Wide Web Page

If you are submitting your paper as an electronic document, ensure that each Web address (URL) is a functioning hyperlink, either underlined or not underlined.

- 56 Gregory Crane, ed., *The Perseus Project*, 21 May 1999, Tufts University, Medford MA, retrieved 3 June 1999 from <http://www.perseus.tufts.edu/>.

MLA style uses *angle brackets*, as in [<http://www/perseus.tufts.edu/>](http://www/perseus.tufts.edu/) for URLs but accepts that active hyperlinks, as shown in these examples, can be best for papers that will be read on-screen. Since TRU Open Learning papers are frequently read on-screen, this style guide prefers the use of hyperlinks. For clarity, this style guide also goes beyond MLA style by using “retrieved . . . from” as shown in these examples.

Web Site

- 57 *Victorian Women Writers Project*, ed. Perry Willett, 24 April 2003, Indiana University, retrieved 8 May 2003 from <http://www.indiana.edu/~lettrs/vwwp/>.

Web-Accessible Electronic Journal Article

- 58 Marianne DeKoven, “Conrad’s Unrest,” *Journal of Modern Literature* 1, 2 (Winter 1997–98): 33, pars., retrieved 2 June 1999 from <http://www.indiana.edu/%7Eiupress/journals/mod21-2.html>.

Newspaper Article Accessed Online

- ⁵⁹ Trudy Beutel, "Students' Privacy at Stake," *Richmond News*, 8 May 2003, retrieved 9 May 2003 from <http://www.richmond-news.com/051203/news/051203nn4.html>.

Article from an Online Subscription Service (Article Database)

It is often necessary and generally acceptable to include just the URL of an online subscription service, rather than the precise location of the document.

- ⁶⁰ "Cooling Trend in Antarctica," *Futurist* (May-June 2002), 15; *Academic Search Premier*, EBSCO, City U of New York, Graduate Center Lib., retrieved 7 May 2003 from <http://www.epnet.com/>.

Part of a Document

- ⁶¹ Rudyard Kipling, "The White Seal," *The Jungle Book*, Project Gutenberg, retrieved 1 June 1999 from <http://www.cs.cmu.edu/People/rgs/jngl-table.html>.

Interview That You Conducted

- ⁶² Stacey Tanaka, Personal interview, 28 November 1999.

Sound Recording

- ⁶³ Bob Dylan, *Nashville Skyline*, Columbia, 1969.

Television or Radio Program

- ⁶⁴ "Death by Moonlight," *The Valour and the Horror*, dir. Brian McKenna, writs. Brian McKenna, Terrence McKenna, and Roman Jarymowicz, CBC TV, 1992.

CD-ROM

- ⁶⁵ *The Oxford English Dictionary*, 2nd ed., CD-ROM (Oxford: Oxford University Press, 1992).

Example of Notes Providing Content

A content note provides the reader with an explanation or other information that would divert the reader's attention if it were included in the text of the paper, rather than placed separately in the note. Keep content notes to a minimum.

- ⁶⁶ Martin Allerdale Grainger (1874–1941) used his own experiences as a West Coast logger to write *Woodsmen of the West*, one of British Columbia's earliest novels.

Creating a Bibliography

Presentation of Bibliographic Entries

- All sources cited in the notes and (with reference numbers) in the text are listed alphabetically in the bibliography.
- Other material used but not specifically cited may also be included.
- Periods, not commas, are used in the bibliography to separate the author's name from the title and the title from the place and date of publication.
- When an author's name appears more than once in the bibliography, the "ditto sign" for his or her name appears as a line of 10 hyphens or three em-dashes — — —) followed by a period.

Sample Bibliography

- Adams, John. *Medicinal Plants and Their Cultivation in Canada*. Department of Agriculture, Bulletin 36, New Series. Ottawa: King's Printer, 1925.
- Bancroft, Hubert Howe. *History of British Columbia*. San Francisco: History Company, 1890, cited in Robin Fisher, *Contact and Conflict: Indian-European Relations in British Columbia, 1774–1890*, 2nd ed. Vancouver: UBC Press, 1992, p. 1.
- Barman, Jean. "History of BC: Overview." *Encyclopedia of British Columbia* (2000), 331–42.
- , ed. *History of British Columbia: Photo Album*. Burnaby, B.C.: Open Learning Agency, 1997.
- , *The West beyond the West: A History of British Columbia*. Rev. ed. Toronto, Buffalo, London: University of Toronto Press, 1996.
- Beutel, Trudy. "Students' Privacy at Stake." *Richmond News*, 8 May 2003. Retrieved 9 May 2003 from <http://www.richmond-news.com/051203/news/051203nn4.html>.
- Brecht, Bertolt. *The Threepenny Opera*, trans. Desmond Vesey and Eric Bentley, in *Plays*. Vol. I. London: Methuen, 1961.
- Brown, Craig, ed. *The Illustrated History of Canada*. Toronto: Key Porter Books, 1997.
- Brown, E. K. "The Problem of a Canadian Literature." In *Masks of Fiction: Canadian Critics on Canadian Prose*. Ed. A. J. M. Smith. Toronto: McClelland and Stewart, 1961.
- Campbell River Museum and Archives. *Silent Partners: A History of the Women of Northern Vancouver Island to 1920*. Videotape. 1992.
- Canada, Department of Justice. *The Amendment of the Constitution of Canada*. Ottawa: Queen's Printer, 1965.
- Canada, Parliament, House of Commons. *Debates*. Ottawa: Queen's Printer, 1962.
- Carlson, Keith Thor, ed. *A Stó:lō Coast Salish Historical Atlas*. Vancouver/Toronto: Douglas & McIntyre; Seattle: University of Washington Press; Chilliwack, B.C.: Stó:lō Heritage Trust, 2001.

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