

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Style Guide

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Instructors in the Department of Geography and Environmental Studies retain the right to specify formatting and presentation requirements that differ from and supercede the guidelines presented in this Style Guide. See Section 1.2 for further details on this matter.



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1. INTRODUCTION

1.1 Purpose of this Style Guide

This Style Guide has been created:

- To provide students with a standard reference for the formatting and preparation of written assignments in Geography courses.
- To allow instructors of Geography courses to have a standard reference for the formatting and preparation of written assignments and thereby inform students of standard expectations in the Department of Geography and Environmental Studies.

1.2 Supersession of Course- or Instructor-Specific Requirements

Instructors in the Department of Geography and Environmental Studies retain the right to specify formatting and presentation requirements that differ from and supersede the guidelines presented in this Style Guide. Therefore, the following rules of precedence apply:

- These guidelines apply if an instructor does not provide specific formatting and presentation requirements.
- Any formatting and presentation requirements that an instructor specifies verbally or in an assignment handout supersede these guidelines.
- If an instructor provides limited formatting and presentation requirements, follow them; for remaining matters that the instructor does not address specifically, these guidelines apply.

Listen to instructors' verbal instructions and read assignment handouts carefully to determine if any specific requirements are given.

Some of the common examples where instructors' preferences are known to differ from these guidelines are noted throughout this Style Guide.

For GEOG 4529 (Honours Research Project), there is a set of specific formatting and presentation guidelines that must be followed. All Honours students should obtain a copy of the guidelines from the departmental office before beginning their research project.

2. HOW TO FORMAT A WRITTEN ASSIGNMENT IN GEOGRAPHY AND ENVIRONMENTAL STUDIES COURSES

Formatting refers to the arrangement and appearance of material on the page. Although distinct from content, attention to formatting is an important factor contributing to the overall quality of a written assignment.

2.1 Title Page or Title Section

The first page of the submitted work must show some key information that identifies the student, the course, and the assignment. The first option is to create a separate title page presenting the information listed below. Alternatively, instead of using a full page, the title page information may be compressed into a section at the top of the first page of text, as doing so tends to reduce paper usage if the assignment is printed.

Notes: If submitting the assignment as an electronic document, use a separate page for the title page, as no extra paper is being wasted with printing.

- Title of the assignment, in bold text
 - Title should be short but descriptive. It does not have to be witty or catchy, but it should give the reader a general idea of the topic.
 - It should not be generic (for example, as in solely consisting of "Assignment #1"), but the assignment number may be shown on the title page to help identify the work.
- Your name
- Your student (A) number
- Course number
- Name of the instructor of the course
- Date of submission

Arrangement of the information on the title page is left to the student's discretion. The Sample Paper (Section 9) shows examples of acceptable layouts.

2.2 Table of Contents (optional)

A table of contents is an optional feature; when used, it should align with headings shown throughout the text (see Section 2.6). Generally, only longer and more complex assignments require a table of contents.

2.3 Page Numbers

Number all pages consecutively, beginning with the first page of text. If there is a separate title page or a table of contents, those pages are not numbered.

2.4 Margins and Fonts

Margins and fonts (including typeface and size) are left to the discretion of the student. Apply common sense when selecting these characteristics.

Text should have a left-justified margin only.

Do not mistake a certain number of assignment pages for being a reliable substitute for a certain number of words. Using unusually wide margins or a large font artificially increases page length.

2.5 Line Spacing and Indentation

Use of 1.5 line spacing or double line spacing is preferable: this gives your instructor space to provide comments.

To mark the beginning of a new paragraph, either:

- Precede the paragraph with a blank line but do not indent the text, or:
- Indent the first line of the paragraph one tab space, but do not precede the paragraph with a blank line.

2.6 Headings: Numbered vs. Unnumbered

To help readers understand the structure of your assignment, use headings. Headings are normally hierarchical: that is, in multiple levels. In most cases, a maximum of three levels of headings is needed for regular assignments in Geography courses.

Two heading options are possible: numbered (more common in science) and unnumbered (more common in social science and humanities). Formats for both numbered and unnumbered options are shown on the next page.

Observe that the body of this guide uses the numbered headings format, while the sample paper in Section 9 uses the unnumbered headings format. Therefore, the body, or the sample paper, can be used as a model for formatting headings.

In Sections 2.6.1 and 2.6.2, take note of the following:

- Each heading is preceded by a blank line.
- Text below a heading begins on the next line; i.e., a blank line is not inserted between a heading and the text below it.
- Paragraph text begins on the line below the heading, except for Level three and Level four headings in the unnumbered format.

2.6.1 Numbered Headings

All levels of numbered headings have the same formatting: not indented, in bold text, and first letters of all main words in uppercase.

1. Level One Heading

First line of paragraph is on the line below the heading.

1.1 Level Two Heading

First line of paragraph is on the line below the heading.

Insert a blank line before each heading.

1.1.1 Level Three Heading

First line of paragraph is on the line below the heading.

1.2 Level Two Heading

1.2.1 Level Three Heading

First line of paragraph is on the line below the heading.

In Section 5 of this guide, a fourth level of heading was required (e.g., **5.3.6.1 Book by one author**).

2.6.2 Unnumbered Headings

(following American Psychological Association [APA] style)

Unnumbered headings are differentiated by formatting instead of numbering. If required, a fourth level of heading (not shown here) would have the same format as the third level, except the heading would also be in italics.

See Section 2.5 for guidelines on whether or not new paragraphs are indented.

Level One Heading

First line of paragraph is on the line below the heading.

Centered, boldface, first letter uppercase for all main words.

Level Two Heading

First line of paragraph is on the line below the heading.

Left-justified, boldface, first letter uppercase for all main words.

Insert a blank line before each heading.

Level Three Heading

First line of paragraph is on the line below the heading.

Left-justified, boldface, italics, first letter uppercase for all main words.

2.7 Numerical Values and Units of Measurement

2.7.1 Numerical Values

Spell out numbers between zero and nine.

Only eight people attended the meeting today.

My father has three sisters.

Exceptions to this rule:

- Use numerals when grouping a number between zero and nine with a larger number.

Only 8 out of 40 people attended the meeting today.

- Use numerals when writing a measurement or ratio: 4 cm; 7%.

Use numerals for numbers 10 and higher.

This event was last held 23 days ago.

There were 542 people in attendance at the hockey game.

Exceptions to this rule:

- Spell out the number when it begins a sentence.

Forty-eight voted for the bylaw.

Two hundred forty-six people are in the Science program.

Use numerals when presenting:

Numbers with decimals (825.3; 10.25)

Divisions of books (*Chapter 3; pages 7-10*)

Addresses (*11 Maple Lane*).

Spell out numbers for non-specific amounts

(millions of people; over one billion).

2.7.2 Units of Measurement

Use metric units with SI (Système International) abbreviations (m, km, °C, etc.) instead of spelling out the full word.

2.8 Illustrative Material (Figures and Tables)

Figures and tables are an efficient way to enrich a written assignment; used effectively, a figure or table can replace a significant amount of text. Figures and tables should be placed adjacent to either the top of the page or the bottom of the page, not in the middle of the page between passages of text.

2.8.1 Figures

Many possible items fit under the broad heading of figures: graphs of various types, maps, conceptual diagrams, photographs, aerial photographs, satellite images, flowcharts, and so on. Essentially, any type of image or diagram can be considered a figure. Well-constructed figures can help the reader visualize complex patterns, concepts, or datasets quickly and more effectively than a long passage of descriptive text. The key to an effective figure is to make it clear and easy for the reader to understand.

Figures should include the following information:

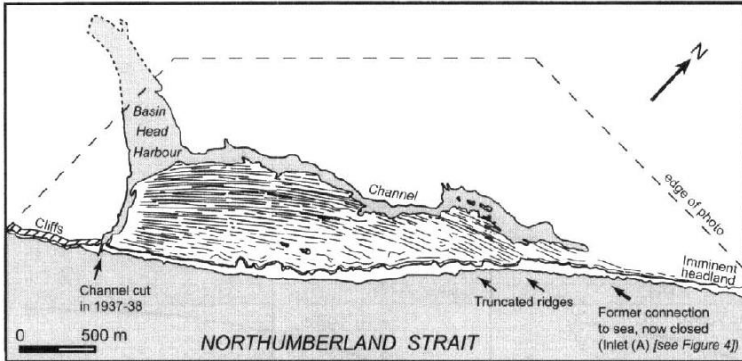
- **Figure number:** Number all figures consecutively in the order in which they are first mentioned in the text. Figures and tables are numbered independently of each other, each beginning with the number 1 (Figure 1, Figure 2, ...).

If reproducing a figure directly from a source, number it consecutively *in your own sequence*. Do not use the figure number used in the original source. Do not cut-and-paste the original title and caption – create your own instead.
- **Title:** The title should be brief and explanatory, but not a full sentence. Use uppercase for the first letters of all main words.
- **Caption:** If more explanation of a figure is required than can be contained in a brief title, a longer caption can be included, in full sentence form.
- **Notes:** General notes placed below the figure provide information about the figure and begin with the word *Note* (italicized) followed by a period. General notes include a citation to the reference source of the material in the figure, if applicable.

An example of illustrative material that appeared in a journal and was reproduced in an assignment is shown on the next page.

Figure title centered above [or below] figure.
For longer titles, split over multiple lines so widths of title and figure are similar.

Figure 3. Map of Former Progradational Ridges at Basin Head, PE



Reproduced from: Giles, P.T. (2002). Historical coastline adjustment at MacVaness Pond Inlet, Eastern Prince Edward Island. *The Canadian Geographer*, 46 (Fig. 6).

Figure caption aligned to match width of figure.

Whenever you provide a figure, it should be referred to in the text, at the point where you want the reader to pause reading and view the information in the figure. Refer to figures specifically by their number (e.g., "see Figure 5") instead of writing vague references like "see the figure shown above."

This guide cannot discuss the specific appearance and requirements of all the various types of figures in detail. See the list of recommended further readings at the end for more detailed information on formatting figures.

2.8.2 Tables

Tables are used to present a large amount of data in a condensed format. Tables should be reserved for important data directly related to the content of your assignment, and for simplifying text that would otherwise be dense with numbers.

If you include a table in your paper, do not repeat all of the same information in your text. You should help the reader understand the significance of the data in the table by mentioning only the highlights or important information within the text.

Tables should include the following information:

- Table number: number all tables consecutively in the order in which they are first mentioned in the text. Tables and figures are numbered independently of each other, each beginning with the number 1 (Table 1, Table 2, ...).

If reproducing a table directly from a source, number it consecutively *in your own sequence*. Do not use the table number used in the original source. Do not cut-and-paste the original title and caption – create your own instead.

- Title: the title should be brief and explanatory, but not a full sentence. Use uppercase for the first letters of all main words.
- Caption: if more explanation of a table is required than can be contained in a brief title, a longer caption can be included, in full sentence form.
- Headings: each column and row should contain a short heading that does not make the column wider, or the row taller, than necessary.
- Units: indicate the units of measurement, when applicable, in round brackets, only in the respective column or row heading. This includes the % symbol. Do not repeat the units for individual values in a column or row.
- Precision of values: all values for a particular variable should be shown with the same precision (e.g., same number of decimal places).
- Alignment of numbers: within a column, digits of the same value, and decimal points when applicable, should be aligned vertically. Note that simply centering a column of values results in misaligned values unless all of the values have exactly the same number of digits, same sign, and same number of decimal places.
- Notes: Tables can contain two kinds of notes:
 - General notes placed below the table provide information about the table overall and begin with the word *Note* (italicized) followed by a period. General notes include a citation to the reference source of the data in the table, if applicable.
 - Specific notes refer to a particular column, row, or individual entry and are indicated by superscript numbers (e.g., ¹, ², ³). Below the table, the note begins with the same superscript number.

Show only horizontal lines. Tables in APA style do not contain any visible vertical lines.

Whenever you provide a table, it should be referred to in the text, at the point where you want the reader to view the information in the table. Refer to tables specifically by their number (e.g., “see Table 2”) instead of writing vague references like “see the table included above.”

Here is an example of a formatted table that was adapted from (not directly pasted in its original form) a journal article:

Table title centered above [or below] table. For longer titles, split over multiple lines so widths of title and table are similar.

Only horizontal lines are visible in table.

Table 1. Comparison of Service Network Parameters for Port of Spain, Trinidad and Tobago, 1994 and 2002

	1994	2002	% Change, 1994-2002
Ports	45	44	-2.2
Connections	153	126	-17.6
β	3.4	2.9	-15.9
Traffic (m TEUs)	129	290	+124.8

Adapted from: McCalla, R., Slack, B., and Comtois, C. (2005). The Caribbean Basin: Adjusting to Global Trends in Containerization, *Maritime Policy & Management*, 32 (Table 8).

Table caption aligned to match width of table.

2.9 Spelling

Correct spelling is an important characteristic of a well-prepared assignment. Frequent spelling mistakes are a clear indication of sloppy work. Many mistakes are made because writers simply spell words according to how they sound. Here are just a few key points to keep in mind in regard to spelling:

- Use the spell-checking feature in your word-processing program to identify misspelled words.
- Use either American (e.g., *organization*) or British spelling (e.g., *organisation*), but do so consistently within the same piece of work.
- Remember that although a word may be spelled correctly according to spell check, the spelling of the word for the particular context may be incorrect (e.g., “there” and “their”; “it’s” and “its”; “affect” and “effect”; “principal” and “principle”). Therefore, in addition to using spell check, you must review your work manually before submission. Use a dictionary, either online or in book form.
- Learn the words that you tend to spell incorrectly, and focus on avoiding those errors.
- When you are reading published work, pay attention to how words are spelled!

2.10 Punctuation

As with spelling, there is much more to know about correct punctuation than can be covered in this guide. Poor punctuation can be confusing for a reader and good writing is characterized by correct use of punctuation. Here are a few key points to keep in mind in regard to punctuation:

- Detailed published guides to punctuation are available – correct use of punctuation does not have to be a mystery.
- When you are reading published work, pay attention to how punctuation is used to improve writing quality and clarity.
- Learn where you tend to make punctuation mistakes, and focus on avoiding those errors.
- Common errors include mixing up when to use a colon (:) or a semi-colon (;), when to use or omit a comma, and using uppercase for the first letter of a word when it is not warranted, among many others.

3. PLAGIARISM – AND HOW TO AVOID IT

3.1 What is plagiarism?

Plagiarism is defined in the Saint Mary's University *Academic Calendar* as:

The presentation of words, ideas or techniques of another as one's own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g., computer programs, mathematical solutions, scientific experiments, graphical images, or data).

(Saint Mary's University, 2013, pp. 19-20).

Therefore, plagiarism includes taking someone else's words, sentences, or paragraphs and using them in your own assignment without indicating where you got them. However, this is not the only form of plagiarism. Plagiarism also involves taking someone else's *ideas* or *arguments*, putting them into your own words, and then not citing the source. In addition, keep in mind that when you paraphrase an idea or information from a source, you need to change the structure of the sentence and put it into your own words as well as include a source citation (see Section 4.1).

Note that simply changing or rearranging a few words or replacing key terms with synonyms. is not sufficient to avoid committing plagiarism.

The following actions are examples of plagiarism:

- quoting, paraphrasing, or summarizing text without proper acknowledgment;
- paraphrasing too closely (e.g., changing only a few words or simply rearranging the text);
- downloading all or part of a paper, journal article, or book from the Internet or a library database and presenting it as one's own work;
- purchasing documentation and presenting it as one's own work; and
- sharing papers including the selling of essays, tests, or other assignments.

(Saint Mary's University, 2013, p. 20)

3.2 Avoiding Plagiarism

To avoid plagiarism, cite all sources that you use in your assignment. Details about techniques to avoid plagiarism are not given in this section. Section 4 of this guide, **Incorporating Source Material into an Assignment**, is devoted to explaining the distinction between paraphrasing and quoting source material, using quotations, referring to secondary sources, and using illustrative material from sources. In Section 5, the use of in-text citations (or footnotes/endnotes) and formatting a list of references are described.

A writer does not need to have intent to commit plagiarism. Although plagiarism may be committed as a willful act by writers, it often occurs simply due to the writer's neglect of the issues. *Ignorance of the rules defining plagiarism is not a valid defence.*

3.3 Common Knowledge

When you read published work, you will notice that not everything the author writes is cited. This is because "common knowledge" does not need to be cited. The difficulty (for students and professors alike) is knowing when something can be considered common knowledge, and when it can't. After all, something might be common knowledge to expert researchers in a field, but be new information for a student.

There is no set rule for defining the boundary line for whether something is considered common knowledge or not. However, if you can reasonably answer "Yes" to this question – "Would everyone who studies Author A, Topic B, or Subject C know this information?" – then it can probably be considered common knowledge.

If the example you are considering is borderline, in your evaluation, then err on the side of caution and include a citation. If you weigh the question carefully and decide that the material is common knowledge, your instructor may advise that you should have cited the material. However, if you can defend your position with a reasonable argument as to why the example should be considered common knowledge, you are unlikely to be charged with plagiarism. Here are two examples to show the difference between common knowledge, not requiring citation, and material that does need to be cited:

Example of information that is common knowledge, not requiring citation:

Canada is the second-largest country in the world, behind only Russia.

Example of information that does need to be cited:

Canada has a landmass of 9.9 million square kilometers, second only to Russia (CIA World Factbook, 2010).

4. TECHNIQUES FOR INCORPORATING SOURCE MATERIAL INTO AN ASSIGNMENT

This section describes the difference between the techniques of paraphrasing and quoting source material. In either case, a source citation is required. Procedures for formatting citations are described in Section 5.

4.1 Paraphrasing

Paraphrasing allows you to incorporate an idea or information from a source into your paper without using the author's original wording. Using the original wording means you are quoting, which is described in Section 4.2.

Because you change the original wording when paraphrasing, quotation marks are not used; however, a source citation must be given.

Remember from the discussion of plagiarism in Section 3 that when you paraphrase an idea or information from a source, you need to change the structure of the sentence and put it into your own words as well as include a source citation. Simply changing or rearranging a few words from the source text is not sufficient to avoid being accused of plagiarism.

APA style permits, but does not require, the inclusion of page number(s) in a citation for paraphrased material for the purpose of helping the reader locate the paraphrased material within the source. However, it is more common in geography publications not to give page number(s) for paraphrased material (unlike quotations, where page numbers are required in citations, as described below). To fit with disciplinary standards, this guide follows the practice of not normally including page number(s) in citations for paraphrased material.

You will occasionally see page number(s) given in citations for paraphrased material in geography publications, such as when the writer wants to point to data or a specific passage in the source. Therefore, including a page number in citations for paraphrased material will not be considered "incorrect" in Geography courses.

4.2 Using Quotations

Unlike paraphrasing, where you represent an idea or information from a source in your own words, quotations are the word-for-word reproduction of source material in your assignment.

Because the writing is not your own, quotations should be used sparingly. Save the use of quotations for emphasis and effect, not simply as a quick and easy way to reduce your work. Instructors are interested in what you think about the topic

– supported by quoted (or paraphrased) material where appropriate – more than your ability simply to arrange a string of quotes copied from sources.

Direct quotations must be reproduced *exactly* as shown in the original text. This includes wording, spelling, capitalization, and punctuation.

Quoted material must be surrounded by quotation marks (or be indented, for long quotations; see below) while paraphrasing does not use quotation marks.

Avoid *dropped quotations*. A dropped quotation occurs when your sentence consists *only* of quoted material and its citation, but none of your own words. Instead of doing this, incorporate the quotation so that it becomes *part* of your sentence, not the entire sentence. Study the examples below to see how this is done correctly.

Here is an example of a dropped quotation, with an alternative:

Incorrect, dropped quotation

(second sentence consists *only* of quoted sentence dropped into the passage):

Fluvial geomorphic patterns have been shown to change downstream.
 “Observations from modern distributive fluvial systems suggest general recognisable changes in geomorphic elements and floodplain soils with increasing distance downstream” (Davidson et al., 2013, p. 94).

A valid alternative structure (with quotation incorporated into passage):

Fluvial geomorphic patterns have been shown to change downstream; for example, Davidson et al. (2013) stated that “[o]bservations from modern distributive fluvial systems suggest general recognisable changes in geomorphic elements and floodplain soils with increasing distance downstream” (p 94).

4.2.1 Including Page Numbers in Citations

Unlike with paraphrasing, the citation for a quotation requires including a reference to the specific location at which the quoted material appears in the source. This may be achieved in one of three ways. (In subsequent examples, only the paginated format example is shown; substitute as appropriate.)

If the source is paginated (i.e., it consists of separate pages that are numbered): include page number (p.) or page number range (pp.).

For example: Jones (2017, p. 45) (Baker, 2019, pp. 27-28)

If the source is not paginated, but does contain sections with headings: include section number [without name] (if numbered), or section name (if unnumbered).

For example: Murray (2017, Section 2.1)
 (Carlson, 2019, Flow Routing section)

If the source is not paginated, but does not contain sections with headings:
include the paragraph number (which requires counting paragraphs manually).

For example: Green (2017, para. 2) (Parker, 2019, para. 7)

4.2.2 Short Quotations

Quotations shorter than about 40 words should be incorporated into the text and enclosed by double quotation marks. The quotation is followed by the source citation, including page number(s).

Here is an example of incorporating a short quotation into text, with two alternative sentence structures (both valid):

In this structure, the author's name, followed by the year of publication, is part of the sentence. The page number is included at the end of the quotation.

Based on his study of MacVanes Pond Inlet in Prince Edward Island, Giles (2002) concluded that, "[a]ccelerated sea level rise may cause faster shoreline retreat and an increasing proportion of shoreline with cliffs as Holocene sediment deposits are eroded or become flooded" (p. 15).

Note that the page number in round brackets is placed *between* the closing quotation mark and the period ending the sentence.

In this structure, the entire citation is included in the round brackets following the quotation.

MacVanes Pond Inlet in Prince Edward Island provides a case study on accelerating shoreline retreat. Findings showed that "[a]ccelerated sea level rise may cause faster shoreline retreat and an increasing proportion of shoreline with cliffs as Holocene sediment deposits are eroded or become flooded" (Giles, 2002, p. 15).

Note that the page number in round brackets is placed *between* the closing quotation mark and the period ending the sentence.

4.2.3 Long Quotations

For quotations longer than about 40 words, indent all lines of the quotation (not just the first line) from both margins. Do not use quotation marks. Indenting the quotation serves the purpose normally served by the quotation marks.

Here is an example of a long quotation:

As Sharpe and Conrad (2006) pointed out:

While the scientific literature indicates that community watershed groups can generate data of adequate accuracy and precision, this can only be achieved with sufficient resources, through the use of standardized protocols, and use of Quality Assurance/Quality Control (QA/QC) procedures. (p. 401)

Entire quotation is indented from both margins.

Note that the page number in round brackets is not part of the source text, so it is placed *after* the period that ends the original sentence.

4.2.4 Changes to Quotations

To make the quotation flow properly with the structure of your sentence, sometimes you need to change letters or words slightly from the original text. If so, then enclose the changes in square brackets.

In this example, "the" in the original text needed to be changed to "The."

[T]he ultimate fate of the Red Man of North America is absorption and extinction: just as European animals introduced into Australia and other regions frequently drive natives of the country from their haunts, and may even exterminate them. (Dawson, 1881, p.157)

4.2.5 Omissions from Quotations

Sometimes it makes sense to exclude parts of a quotation that distract from the objective of including a quotation. If you omit words from a quotation, then include an ellipsis (three periods: ...) to indicate where words have been omitted. If the omission occurs at the end of a sentence, use four periods.

Keep in mind that the quoted material which remains must still make sense grammatically, and the quote must still embody the original idea. The author you are quoting must be represented fairly and not out of context.

Here is an example of material quoted verbatim:

“For instance, obstructions constructed by humans (jetties, harbours, groins, etc.) are likely to produce changes in the configuration of the shoreline” (Drapeau, 1980, p. 295).

A writer might consider the list of examples of obstructions to be unnecessary. To make the sentence flow more smoothly without changing the overall sense of the quotation, the list of examples in round brackets might be omitted:

“For instance, obstructions constructed by humans ... are likely to produce changes in the configuration of the shoreline” (Drapeau, 1980, p. 295).

4.3 Referring to Secondary Sources

On occasion, you may come across cited material within a source that you would like to incorporate into your work. *If so, you should always first attempt to find the original source of the quotation and quote or paraphrase it directly.* However, sometimes you will need to quote a source that quotes a secondary source (for example, if Saint Mary’s library does not have access to the original source). If this is the case, then after you paraphrase or quote the original source, use “as cited in” followed by source you consulted.

Here is an example:

A reduction in sedimentation during hurricanes could be a result of increased wave activity (Pethick, 2001, as cited in van Proosdij et al., 2006, p. 65).

4.4 Using Illustrative Material from Sources

Ideally, customized illustrative material should be created to fit the specific purpose and context of your assignment, but sometimes it makes sense to use material that appears in another source. Although it is not text, including illustrative material directly from a source is essentially the equivalent of quoting (if you reproduce the material directly without any modifications) or paraphrasing (if the material is adapted slightly but is in essence the same as the original material).

Therefore, including a citation below the illustrative material in question and a corresponding entry in the list of references is essential. Otherwise, you have used someone else’s work without attribution and are guilty of plagiarism.

Section 2.8 shows examples of a figure that was reproduced directly from a source, and a table that was adapted by the author. Note the citations provided.

5. DOCUMENTING SOURCES

As noted above, to avoid committing an act of plagiarism, you must document your sources. Documentation involves two parts: citations either in-text or using footnotes or endnotes, and a corresponding list of references.

In general, the use of in-text citations is preferred over using footnotes or endnotes. However, in the humanities in particular, footnotes or endnotes are the standard form of citation, so the technique is covered briefly in Section 5.4.

5.1 APA Style vs. Other Formatting Styles

This guide is based on a well-known standard for formatting in-text citations and lists of references: APA style, 7th edition. (See Section 7 for resources that describe APA style in full.) APA style (developed by the American Psychological Association) is only one of numerous valid formatting styles that are used in geography publications. Have a look at a variety of sources to see the range of formatting that is used, particularly in the appearance of reference lists.

However, in order to set a standard of expectations regarding citation and reference list formatting across the department, in Geography courses *you are required to follow the guidelines and examples shown in this guide* unless your instructor indicates that alternative styles are acceptable. If you learn the style for one Geography course, you will be able to apply your knowledge in most, if not all, other Geography courses.

Note: unless an instructor explicitly gives permission to use an alternative formatting style, the guidelines provided here apply.

Permitted Exceptions to APA Style

Some formatting rules in this guide differ slightly from APA style: these changes occur in favour of simplification and have been made for your benefit. If you are familiar with APA style, recognize the subtle differences, and prefer to use the precise style according to APA, you are free to do so.

The permitted exceptions to APA style are:

- For a source with two authors named with the year *within the round brackets*, using "and" instead of "&": see Section 5.2.2.
- In the list of references, using "and" instead of "&": see Section 5.3.2.
- Titles of publications for all types of sources, not just titles of journals, may have the first letters of all main words and proper nouns in uppercase: see Section 5.3.6.
- For online materials, omitting "Accessed on" dates in reference-list entries.

5.2 Formatting In-Text Citations

In-text citations provide the author's name (or authors' names) along with the year of publication (*and, for quotations, the page number(s), section number or name, or paragraph number – for details, see Section 4.2.1*). The format of citations differs somewhat depending the number of authors.

In the examples below, two alternatives for formatting citations are shown. The citation can be incorporated directly into the sentence by making the author(s) the subject of the sentence, with the year in round brackets, or the author(s) and year can both be included within round brackets. In the latter case, the citation normally appears directly following the paraphrased or quoted material.

Most of the examples here do not include page numbers in the citations and therefore correspond to paraphrased material, but remember that if material is quoted directly, you must provide the page number in the source document. (See Section 4.1 regarding the omission or inclusion of page numbers for paraphrased material in relation to the APA style guidelines.)

5.2.1 Citing a Source with One Author

For paraphrased source material – no page number

Naismith (2007) suggested that [paraphrased source material here].

[paraphrased source material here] (Naismith, 2007).

In the format with author(s) and year both within round brackets, a comma is required after the last (or only) author.

For quoted source material – page number, section name or number, or paragraph number of quoted material required (see Section 4.2.1)

Naismith (2007, p. 29) suggested that "quoted source material here".

"quoted source material here" (Naismith, 2007, p. 29).

Note: if a source has no date of publication or creation, use "n.d." (without quotation marks).

5.2.2 Citing a Source with Two Authors

Brown and Jones (2006) stated that [paraphrased source material here].

[paraphrased source material here] (Brown and Jones, 2006).

Notes:

- For a source with two authors named with the year *within the round brackets*, using "and" instead of "&" (which is APA style) is a permitted exception: e.g., (Brown & Jones, 2006) or (Brown and Jones, 2006).
- This choice does *not* apply if the two authors are named before the round brackets: e.g., Brown and Jones (2006).

5.2.3 Citing Multiple Citations Within One Set of Round Brackets

If you are citing more than one source to support an idea or assertion, list the sources in order by date, with the oldest first. Within the parentheses, each source should be separated by a semicolon.

[paraphrased source material here] (Martin, 2007; Tellier, 2008).

5.2.4 Citing a Source with Three or More Authors

List only the first author, followed by "et al."

de Blij et al. (2005) explained that [paraphrased source material here].

[paraphrased source material here] (de Blij et al., 2005).

Notes:

- There is a period after "al" because the phrase is an abbreviation of "*et alia*," meaning "and others."
- "et al." is used only with in-text citations, not with the names of authors in the list of references.

5.2.5 Citing a Source with a Company or Organization as Author

Sometimes a document will be written by one or more people for a company or organization, but individual authors are not named. In this case, use the name of the company or organization as the author.

[paraphrased source material here] (Amnesty International Canada, 2008).

Companies or organizations often have acronyms; for example, the Intergovernmental Panel on Climate Change is commonly referred to as IPCC.

After the full name and corresponding acronym have been defined in a citation, subsequent citations may use the acronym alone. For example:

First citation: Intergovernmental Panel on Climate Change (IPCC) (2013)
or (Intergovernmental Panel on Climate Change [IPCC], 2013).

Second and subsequent citations: (IPCC, 2013) or IPCC (2013).

5.2.6 Citing a Source with an Anonymous Author

If the author of a work is designated specifically as *Anonymous* (rather than simply not listing an author), then write the word "Anonymous" in place of the author.

[paraphrased source material here] (Anonymous, 2010).

5.3 Formatting References

A reference list placed at the end of the text includes bibliographic information for all the sources you referred to, using in-text citations, throughout your assignment.

The title for a reference list – **References** (not **List of References** or **Reference List**) – is formatted as a Level One heading. (See Section 2.6 about how to format headings in either numbered or unnumbered format.)

5.3.1 Purpose

References must be provided for these reasons:

- In case a reader wants to verify the information or interpretations from the sources that you have given in your assignment;
- In case a reader wants to verify the authenticity or location of the sources you have cited; or
- In case a reader wants to find the source for his or her own or research activity or to pursue a topic of personal interest.

APA formatting style for reference list entries is shown in the examples below. The characteristics of any good formatting style are completeness, accuracy, and consistency. The keys are:

- To provide *complete* and *accurate* bibliographic information so that the reader would be able to locate the source material independently if he or she so chose;
- To format entries *consistently* throughout the entire reference list.

Reference-list formatting for a single style is based around a common set of principles that are adapted to the many different types of publications and documents you may consult. In the examples given below, look for the common elements that define the style overall – pay particular attention to the use of punctuation and appearance of text – and note how appropriate modifications are made for the different types of publications.

For example, in the case of a source written by a single author: how is the author's name presented? Look at the punctuation and text styles: where are commas, periods, round brackets placed? Which text is italicized, and which words begin with uppercase letters? Attention to these details is critical for the construction of a list of references.

5.3.2 Entries with Multiple Authors

When formatting reference-list entries for materials with multiple authors:

- Separate authors' names with commas, with the symbol "&" preceding the final author's surname.
 - Smith, J. R., Franklin, J. W., & Bailey, W. A.
- If there are only two authors, separate the names with "&" but do not precede "&" with a comma
 - Smith, J. R. & Bailey, W. A.
- List the authors in the order they appear in the article – do not reorder the names alphabetically within an individual reference list entry.

Note: in a List of References, using "and" instead of "&" (which is APA style) is a permitted exception.

5.3.3 Ordering References In List

- A list of references should be ordered alphabetically by the surnames of the first authors of each source.
- A reference may be written by one author or a multiple-author team. The order of multiple authors may not be alphabetical, but the order that is shown in the publication should be retained.
- Group all references by one author or author team together, in order of publication date. List all the references by a single author, followed by references in which that author is the first author of a team. For example, an order of references by James Smith would be: Smith (2001); Smith (2006); Smith and Jones (2005); and Smith et al. (1999).
- Do not number the reference-list entries.

5.3.4 Digital Object Identifier (DOI)

Material that is published in electronic form (e.g., journal articles, electronic books) may have a digital object identifier (DOI) which is assigned to an online article to indicate its unique location on the Internet. If known, including a DOI in a reference listing (placed at the end of the entry) is recommended as it provides the reader with a direct and unambiguous link to a record for the source.

Example format of a DOI: <https://doi.org/10.1016/j.quaint.2007.01.008>

No period at end of DOI

Examples of journal articles without, and with, a DOI are shown in Section 5.3.5.1. Other reference examples in this style guide exclude a DOI, indicating that the material was viewed in hard-copy form or that the DOI was unknown.

The DOI system was introduced in 1998 so older material may not have one.

5.3.5 Journal and Periodical Articles

Note: Journal articles are commonly available online from journal databases, but the article's database URL should not be included in a journal article entry.

Only the article DOI, if known, should be included, in the format shown below.

5.3.5.1 Journal or periodical article, single author:

Author: surname first, initials of first and second names (not full names) separated by a space following a comma placed after surname; followed by period.

Year of publication: in round brackets; followed by period.

Title of article: only the first letters of the first word and proper nouns in uppercase; followed by period.

Robinson, B. S. (1977). Some fragmented forms of space. *Annals of the Association of American Geographers*, 67(4), 549-563.

Journal name: in italics with first letters of all main words in uppercase; followed by comma.

Volume number: in italics; issue number (if included): in round brackets, not italicized; followed by comma.

No DOI for this example of an older reference.

Page numbers: not italicized, not preceded by p. or pp.; followed by a period. **Note: Some articles may be identified by an article number instead of a page range.**

Kienzle, S. W. (2017). Has it become warmer in Alberta? Mapping temperature changes for the period 1950-2010 across Alberta, Canada. *The Canadian Geographer*, 62(2), 144-162. <https://doi.org/10.1111/cag.12432>

Note: journal article entries include the journal name but do not include information about the journal publisher.

DOI available for this source.

No period at end of DOI.

5.3.5.2 Journal article, multiple authors up to twenty

"et al." is used *only* with in-text citations, not with references.

McCalla, R., Slack, B., and Comtois, C. (2004). Dealing with globalization at the regional and local level: The case of contemporary containerization. *Canadian Geographer*, 48, 473-487.

5.3.5.3 Journal article, more than twenty authors:

List the first nineteen authors, followed by an ellipsis (...), and then add the last author.

Pegion, K., Kirtman, B. P., Becker, E., Collins, D. C., LaJoie, E., Burgman, R., Bell, R., DelSole, R., Min, D., Zhu, Y., Li, W., Sinsky, E., Guan, H., Gottschalck, J., Metzger, E. J., Barton, N. P., Achuthavarier, D., Marshak, J., Koster, R., ... Kim, H. (2019). The subseasonal experiment (SubX): A multimodel subseasonal prediction experiment. *Bulletin of the American Meteorological Society*, 100(10), 2043-2061. <https://doi.org/10.1175/BAMS-D-18-0270.1>

5.3.6 Books and Parts of Books

Note: Books are commonly available in electronic format from databases, but the database URL should not be included in entries for books. Only the DOI, if known, should be included. See Section 5.3.4 about DOI format.

Required bibliographic information about a book can normally be found on the publication page immediately after the inside title page. Note that it may be necessary to combine some of the elements of the examples shown below.

Notes:

- APA style differs between which words are in uppercase in journal titles and in the titles of other types of sources.
- APA style is shown here, but as a permitted exception, titles of publications (including books, and other types of sources shown below) may have the first letters of all main words and proper nouns in uppercase. In this example, the title could be formatted as *Science, philosophy and physical geography* or as *Science, Philosophy and Physical Geography*.

5.3.6.1 Book by one author

Author: surname first, initials of first and second names (not full names) separated by a space following a comma placed after surname; followed by period.

Year of publication: in round brackets; followed by period.

Title of book: in italics; only the first letters of the first word in the title, of the first word in the subtitle (if present), and of proper nouns in uppercase; followed by period.

Inkpen, R. (2005). *Science, philosophy and physical geography*. Routledge.

Include DOI, if known, after publisher. (See Section 5.3.4 for format of a DOI.)

Name of publisher; followed by period.

5.3.6.2 Book by more than one author

de Blij, H., Muller, P., Williams, R., Conrad, C., & Long, P. (2007). *Physical geography: The global environment*. Oxford University Press.

5.3.6.3 Book – other than first edition

State the edition number in round brackets after the book's title, and before the period that follows the title.

Hay, I. (2006). *Communicating in geography and the environmental sciences* (3rd ed.). Oxford University Press.

Edition number: in round brackets after the book's title; followed by period.

5.3.6.4 Edited book

When referencing an entire book compiled by an editor or editors, cite the editor(s) as though they were the author(s).

Write Ed. if there is one editor, or Eds. for multiple editors, in round brackets after the initial of the last editor, followed by a period after the closing bracket.

Zugravescu, D., & Suteanu, C. (Eds.). (2005). *The active geodynamic zone of Vrancea, Romania*. Publishing House of the Romanian Academy.

5.3.6.5 Part of an edited book (e.g., section or chapter)

Writing "In" before the names of the editor(s) is required to indicate that the source is part of a larger work.

Write Ed. if there is one editor, or Eds. for multiple editors, in round brackets after the initial of the last editor, followed by a comma after the closing bracket.

McCalla, R. (2007). Factors influencing the landward movement of containers: The cases of Halifax and Vancouver. In J. Wang and D. Olivier (Eds.), *Ports, cities and global supply chains* (Ch. 9, pp. 121-137). Ashgate.

State the chapter number (if applicable) and page or page numbers in round brackets immediately after the book's title. When citing multiple pages use "pp." instead of "p."

Here the editor's (or editors') initials come *before* the last name.

5.3.7 Other Types of Materials Not Accessed Online

Examples of reference-list entries are given below for various materials that are not accessed online. If your source does not fit the description of any of these examples, find an example that most closely matches your source, and use your own best judgment to construct a similarly formatted reference-list entry.

If the source material was accessed online, see Section 5.3.8.

5.3.7.1 Entry in a reference work (encyclopedia, dictionary, etc.)

Give the author's name, if shown for the particular entry; otherwise, write "Anonymous."

Writing "In" before the names of the editor(s) is required to indicate that the source is part of a larger work.

Anonymous. (1961). Europe. In P. Deffontaines (Ed.), *Larousse Encyclopedia of Geography* (Vol. 1, p. 450). Prometheus Press.

Write "Vol." for the volume number.

5.3.7.2 Article in a popular magazine

Castillo, M. L. (2006, November/December). Testing the water. *Canadian Geographic*, 126, p. 8.

Give the date of the magazine issue, preceded by a comma, after the year.

5.3.7.3 Newspaper article

Fairclough, I. (2009, April 14). The water walkers: First Nations members trek around Lake Banook to raise awareness about water pollution. *The Chronicle Herald*, p. A4.

Include the section (letter) and page number. If citing an article where pagination is not continuous, give all page numbers separated by commas (e.g. pp. A4, B9-B12).

Give the date of the newspaper edition, preceded by a comma, after the year.aaaaa

5.3.7.4 Map

Atlas of Canada Watershed Framework. (2006). *Discover Canada's watersheds*. Natural Resources Canada.

If there is no author identified, use the name of the company or organization as the author.

5.3.7.5 Government document without an author

Use the name of the company or organization as the author.

Fisheries and Oceans Canada. (2007). *Eastern Scotian shelf integrated ocean management plan (2006-2011)*. (Oceans and Coastal Management Report 2005-02).

5.3.7.6 Report

McCalla, R., Slack, B., & Comtois, C. (2001). *Global reach: The evolving pattern of container shipping networks* (Report CRT-2001-35). Université de Montréal, Centre de Recherche sur les Transports.

If there is no publisher named, give the name of the institution.

5.3.7.7 Fact sheet, brochure, or pamphlet

United States Environmental Protection Agency. (2008). *Soil screening guidance*. Author.

“Author” is used to indicate that the publisher is the same as the author of the work.

5.3.7.8 Article in a newsletter

Rogers, W. N. (2007, June). Trout stocking on the Chebucto Peninsula. *The Bridge newsletter*, pp. 1-4.

Month is included to distinguish the issue within the year. If there is also an issue number (e.g., no. 4), it would be placed to precede the page range and be followed by a comma.

Within material that is italicized, text that would normally be italicized (e.g., Latin species names) switches back to plain text.

5.3.7.9 Thesis or dissertation

Townsend, S. M. (2003). *Spatial analysis of *Spartina alterniflora* colonization on the Avon River mudflats, Bay of Fundy, following causeway construction* (Unpublished Honours thesis). Saint Mary's University, Halifax, NS.

Include the university or institution, city, and country. For Canada and the U.S.A., omit the country and give the province or state instead, using the appropriate two-letter abbreviation.

5.3.8 Materials Accessed Online

Sections 5.3.5 (journal articles), 5.3.6 (books and parts of books), and 5.3.7 (other types of non-online sources) describe what information to include and how to format reference-list entries for materials that are not accessed online. This includes materials in both electronic (e.g., PDF) and non-electronic (e.g., printed) formats. Given the increasing frequency of source materials that are accessed online, attention must be paid to how reference-list entries for those materials should be formatted.

Note that citations using the author-date system are formatted in the same manner for non-online and online sources: see Section 5.2.

The information in this section describes a deliberate approach to formatting references for sources accessed online that is based on APA style. Apart from journal or periodical articles, books, and parts of books, a generic approach is described to build a reference-list entry for materials accessed online.

References for two highly recommended resources (American Psychological Association, and the Purdue Online Writing Lab) that describe how to format reference-list entries for specific types of online materials according to APA style guidelines are provided in Section 7.

5.3.8.1 Journal or periodical article accessed online

If an online source is identified as an article in a journal or periodical, follow the formatting guidelines in Section 5.3.5. (Also see Section 5.3.5 for the characteristics that distinguish an item as being a journal or periodical article.)

- Look for and include the Digital Object Identifier (DOI) in the reference-list entry (see Section 5.3.4, and Section 5.3.5.1 for an example).
- *Except for a DOI*, do not include a URL. (For example, do not include the URL of the article from an online journal database or the journal's website, or the URL of another location.)

5.3.8.2 Book or part of book accessed online

If an online source is identified as a book or part of a book, follow the formatting guidelines in Section 5.3.6. (Also see Section 5.3.6 for the characteristics that are required to distinguish an item as being a book.)

- Look for and include the Digital Object Identifier (DOI) in the reference-list entry (see Section 5.3.4).
- *Except for a DOI*, do not include a URL. (For example, do not include the URL of the book from a library database, or the URL of another location.)

5.3.8.3 Other types of materials accessed online

This section applies only for materials accessed online that are not identified as journal or periodical articles, books, or parts of books. If the source material does not fit into one of those categories, apply the following approach to constructing a reference-list entry.

First, identify the information to include in the reference-list entry. Examples in sub-sections of Section 5.3.7 may be used to help identify appropriate information.

- *Author(s)*: Identify the author(s) (or use a company or organization name if no person is identified as the author). Follow guidelines and examples shown in previous sections for formatting author names.
- *Year*: Identify the year of publication, copyright, creation, or most recent modification of the material.
 - Preference is always to provide a year; but finding the applicable year may require a focused search.
 - If there is no year displayed, use "n.d." (without the quotation marks), meaning "no date provided".
- *Date*: Identify whether a specific date (month and date) within the year is specified (if not, include only the year in the reference-list entry).
 - Sections 5.3.7.2, 5.3.7.3, and 5.3.7.8 show that information about the date of publication which is more specific than the year may be relevant to distinguishing the material; for example, articles on media websites and entries in blogs. If applicable, include the month and date of publication.
- *Title of material*: Identify the title of the specific web page or document that is the source of information.
 - Titles of material are placed in italics in the reference-list entry.
- *Additional description*: Identify whether there is additional information that defines the specific nature of the source material.
 - Place this information in square brackets, not in italics.
- *Site name*: Identify the name of the website where the material appears.
 - If there is no author and the company or organization name that would be the site name is used as the author, omit the site name.
 - The site name is *not* placed in italics in the reference-list entry.
- *URL*: Include the URL of the specific web page or document.
 - URL is not followed by a period.

Second, construct the reference and apply formatting. The goal is to format the information as uniformly as possible, even if adaptations are required to accommodate the specific nature of the source material.

No author(s) identified; company or organization name used as author.

Year of publication, copyright, creation, or most recent modification of the material.

Title of web page or document, in italics.

Canada Without Poverty. (2021). *Basic statistics about poverty in Canada*.

<https://cwp-csp.ca/poverty/just-the-facts/>

No period after URL.

URL of web page or document.

Site name omitted because the company or organization name that would be the site name is used as the author.

Author: surname first, initials of first and second names (not full names) separated by a space following a comma placed after surname; followed by period.

Hayward, A. L. (2020, November 27). *The geographer that mapped the cities within the city*. Canadian Geographic. <https://www.canadiangeographic.ca/article/geographer-mapped-cities-within-city>

Site name.

Additional descriptive information after title, within square brackets, not in italics.

Polyzois, K. (2018). *Testing the future of solar energy in Nova Scotia*. Canadian Geographic [Master's thesis, Queen's University]. https://qspace.library.queensu.ca/bitstream/handle/1974/24453/Polyzois_Konstantine_201808_MPL.pdf

Source material is a PDF document.

Month and date separated from year by a comma.

Petley, D. (2014, February 21). *Emergency assessment of wildfire debris flow potential*. The Landslide Blog. <https://blogs.agu.org/landslideblog/2014/02/21/wildfire-debris-flow-potential/>

Web page links to reports with authors, but no author is shown for this page.

Full name of company or organization, with acronym in round brackets..

No date is shown on web page.

Intergovernmental Panel on Climate Change (IPCC). (n.d.). *Climate change 2013: The physical science basis*. <https://www.ipcc.ch/report/ar5/wg1/>

5.4 Footnotes and Endnotes

The preferred method for acknowledging sources in written assignments for Geography courses is to use in-text citations with a corresponding list of references placed at the end of the assignment. However, footnotes or endnotes are used in some geography publications, so a brief description is given here.

- Footnotes and endnotes are used not only for referencing sources. They may also be used for textual asides and further discussion of points in the main text.
- Footnotes and endnotes are marked in the text with superscript numbers (e.g., ¹, ², ³) where the superscript number is used instead of an (author, date) in-text citation.
- With footnotes, bibliographic information (or other note material) is placed at the bottom of the page on which the citation is marked.
 - Separate the footnote from the last line of text on the page with a solid line that extends approximately ¼ across the page.
 - The footnote begins with the same superscript number used in the text, thus creating an unambiguous link between the citation and the reference-list entry.
 - Because bibliographic information is provided in the footnotes, no list of references is required at the end of the text.
- With endnotes, the references containing bibliographic information (or other note material) are collected in a single list (titled Notes, not References) placed at the end of the text.
 - Endnotes are listed in sequential order of appearance in the text.
 - Unlike a list of references corresponding with the in-text citation method in which entries are ordered alphabetically by the surnames of the first authors, it is unlikely that the surnames of the first authors will be ordered alphabetically.
 - Recall also that the Notes section may contain notes other than references to sources. It would not make sense to try and order the notes alphabetically given the mixture that might be present. It does make sense to list the notes in sequential numerical order.
 - Each endnote begins with the same superscript number used in the text, thus creating an unambiguous link between the citation and the reference-list entry.
- Except for the footnote or endnote beginning with its superscript number, format each reference in the same way as shown for the various types of sources in Section 5.3.

6. ASSIGNMENT SUBMISSION

6.1 Paper vs. Electronic Submission

There is no departmental standard regarding whether assignments should be submitted on paper or electronically (e.g., as an e-mail attachment or through Brightspace). It is the responsibility of each instructor to specify the mode of submission, either verbally or in the assignment handout.

6.2 Printing

The expectation in the Department of Geography and Environmental Studies is that written assignments should be prepared on a computer, not handwritten. Exceptions are if you are given a form to fill in by hand, or in similar cases where the submission of handwritten material makes sense and is approved by the instructor.

If you are directed to submit the assignment on paper, the instructor may provide information stating whether double-sided printing is acceptable or not. Environmentally, double-sided printing is preferable to reduce paper usage; however, the mechanics of the marking process or individual preference may lead an instructor to specify single-sided printing only.

7. FURTHER GUIDES TO APA STYLE

Due to space limitations, only the most common situations encountered by students in Geography courses have been addressed in this style guide. The definitive guide to APA style is published by the American Psychological Association:

American Psychological Association (APA). (2020). *Style and grammar guidelines* (7th ed.). <https://apastyle.apa.org/style-grammar-guidelines>

Another thorough online reference for APA style is available at:

Purdue University Online Writing Lab (OWL). (2019). *APA formatting and style guide*. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Other useful sources include the following books. As these books address matters beyond just citation formatting and reference-list styles, acquiring one for reference throughout your university career is strongly recommended.

Hay, I. and Giles, P. T. (2015). *Communicating in geography and the environmental sciences* (2nd Canadian ed.). Oxford University Press.

Kneale, P. E. (2019). *Study skills for geography, earth and environmental science students: A practical guide* (4th ed.). Routledge.

Northey, M., Draper, D., and Knight, D. B. (2019). *Making sense: A student's guide to research and writing: Geography and Environmental Sciences* (7th ed.). Oxford University Press.

8. ASSISTANCE FOR IMPROVING WRITING

Writing is a skill that can be developed and improved with dedicated effort. Three sources of assistance with writing are suggested: The Writing Centre, books, and your instructor.

- The Writing Centre offers:
 - Tutoring services and advice on specific assignments;
 - Handouts on elements of writing; and
 - Online writing guides.

To book an appointment or for more information about services, contact:

The Writing Centre

Burke Building, Room 115

writing@smu.ca

<https://studio.smu.ca/wc-home>

- Books: you can improve the quality of your writing by *reading* about the writing process, creating a structure and making an outline, revising drafts, and proofreading for grammar and punctuation.

Several of the books listed in Section 7 contain advice that can help to improve your writing. For further suggestions, ask at The Writing Centre or at the reference desk in Patrick Power library.

- During regular office hours or by appointment, ask your instructor for help with the preparation of an assignment.

9. SAMPLE PAPER WITH EXAMPLES OF FORMATTING

The following pages contain an example of parts of a paper that is formatted according to the information presented in this style guide. This sample is not a complete paper; sections have been developed to highlight formatting issues. Not everything represented in this guide can be included in a sample, so the list below describes the principal formatting characteristics that are shown.

The sample paper highlights examples of the following items:

- Presentation of title page information – using both alternatives: [Section 2.1]
 - First, the option to show title page information on a separate page; and
 - Second, the option to place title page information at the top of the first page of text instead of including a separate title page.

*Note: In an actual assignment, only one of these alternatives would be used. Do not prepare a separate title page and then repeat the information on the first page of text. With a separate title page the first page would begin with the first-level heading, **Introduction**.*
- Numbering pages [Section 2.3]
- Formatting paragraphs [Section 2.5]
 - The option of inserting a blank line between paragraphs and not indenting is shown. The alternative is to indent a new paragraph, without inserting a preceding blank line.
- Formatting headings [Section 2.6]
 - The non-numbered style of hierarchical headings is shown, with three levels. To see examples of the numbered style, study the headings used throughout this style guide.
- Presenting figures and tables [Section 2.8]
 - Adding footnotes and providing source citations are illustrated.
- Incorporating source material [Section 4]
- Formatting in-text citations for source material [Section 5.2]
- Formatting a list of references [Section 5.3].

Spatial Patterns of Vegetation Succession on Coastal Sand Dunes

Title page information may be shown on a separate page, or at the top of the first page of text as shown on the following page.

Although both options are illustrated here for instructional purposes, an assignment should use only one of these options to present the title page information.

Required information for the title page is listed on p. 2 of this guide. Arrangement of the information on the page is left to the student's discretion. This example shows one possible arrangement.

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October 24, 2020

Spatial Patterns of Vegetation Succession on Coastal Sand Dunes

If a separate page is used for title page information, the title page information should not be repeated here.

See note on previous page.

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GEOG 3393 – Dr. A. Ferdinand

October 24, 2020

Introduction

Level One heading.

Where present, vegetation is an important component of the morphodynamic environment of sand dunes. Plants help to stabilize dune morphology, and the absence of vegetation allows dunes to be mobile, shifting with the wind. A key difference between coastal and desert sand dunes is the greater frequency and density of vegetation cover on the former. Coastal sand dunes tend to be less mobile than their desert counterparts.

Vegetation patterns on coastal sand dunes are not uniform. Strong environmental gradients exist in the coastal zone, and vegetation patterns usually exhibit corresponding transitions. In the harshest conditions, the smallest range of plants can survive but as the conditions moderate, vegetation communities become richer and more diverse. Research conducted in various locations around the world is reviewed to demonstrate the common spatial patterns of vegetation succession found in coastal sand dune landscapes.

Another Level One heading.

Coastal Sand Dune Vegetation

Leave a blank line above new headings.

Plants in coastal sand dune landscapes can be divided into three main categories: pioneer species, secondary or transitional species, and species in mature dune vegetation communities.

Pioneer (or Primary) Species

Level Two heading.

Only a few plants can survive in the harshest environmental conditions – the coastal foredunes located closest to the beach (Maun, 2009). Rates of wind-blown sand burial are high, and levels of nutrients are low. On marine coasts, concentrations of salt spray are highest closest to the shoreline (Daubenmire, 1968, as cited in Maun, 2009; Krebs, 1994). Under these limiting conditions, few plants are adapted to survive. In different regions, there tends to be one dominant pioneer species adapted to withstand high rates of sand burial (Ranwell, 1972), thus serving as the principal species for building sand dunes.

Figure 1 illustrates how a plant traps wind-blown sand. By slowing down the wind, its sand transport capacity is reduced which leads to deposition of sand grains in the vicinity of the plant. In contrast, on desert dunes without vegetation, sand transport is not inhibited, and the dune form migrates.

Figure 1. Trapping of Wind-Blown Sand by Vegetation



Figures and tables are placed adjacent to either the top of the page or the bottom of the page, not between passages of text.

Figures and tables are mentioned in the text and inserted close to that point.

Wind-blown sand trapped at the base of the dune-building plant sea oats (*Uniola paniculata*). Photograph taken by author, at Cape Hatteras, NC, on Aug. 22, 2014.

Principal Dune Building Species

Level Three heading.

Table 1 shows the principal species that can survive sand burial in different regions. These plants respond to the burial by growing upwards, leading to further trapping of wind-blown sand. In doing so, the sand dune is stabilized and builds upwards.

Table 1. List of Principal Dune Building Species by Region

Region	Common Name	Latin Name
North America, northern Atlantic Coast	Marram grass ¹	<i>Ammophila breviligulata</i>
North America, southern Atlantic Coast	Sea oats ²	<i>Uniola paniculata</i>
Europe	Marram grass	<i>Ammophila arenaria</i>
Australia and New Zealand	Beach spinifex	<i>Spinifex sericeus</i>

¹ Southern limit of marram grass is South Carolina (USDA, 2012).

² Northern limit of sea oats is Northampton County, Virginia (Hill, 2001).

Sources: Pethick (1984), Hesp (2000), and Maun (2009).

Morphodynamic feedback between dune morphology and vegetation exist on coastal sand dunes. Hesp (2002) indicated that the morphological development of foredunes differs depending on the dune-building species present, stating that “[s]pecies such as the tall, dense *Ammophila* tend to produce higher, more hummocky peaked dune forms than lower, more spreading, rhizomatous plants such as *Spinifex* or *Ipomoea*, which produce lower, less hummocky dune forms” (p. 246). *Section continues...*

Other pioneer species

Although there is commonly one principal dune building species in each region, some other plants may be found on the dunes located adjacent to the beach. *Section continues...*

Secondary (or Transitional) Species

When the environmental conditions are less severe, a greater range of plants is able to exist (Hesp and Martinez, 2007). In the dune slacks behind the foredune dune mats develop. Dune mats are areas of “[d]ense ground cover of herbaceous species on back dunes and sand plains” (Wiedemann and Pickart, 2004, p. 55). *Section continues...*

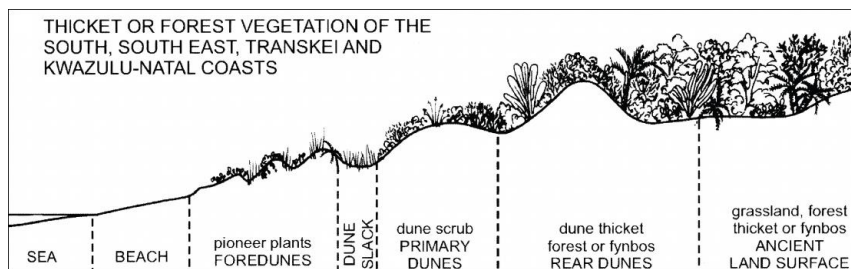
Species in Mature Dune Vegetation Communities

Dune surfaces that are stable for lengthy periods can be inhabited by mature vegetation communities. Furthermore, soil can develop as plants decompose and organic material accumulates. Eventually, shrubs and forests composed of trees adapted to well-drained surfaces may cover the dunes (Hesp, 1999). In such cases, the dune landscape is essentially fixed morphologically, as the vegetation cover protects the sand from being blown away by the wind. Because lichen are often found in these communities, mature dunes are often called “grey dunes” in contrast to the “yellow dunes” further seaward (European Environment Agency, 2012). *Section continues...*

Spatial Patterns of Dune Vegetation Succession

A transect oriented perpendicular to the shoreline across coastal sand dunes will show a spatial pattern with a succession from pioneer species to mature communities, corresponding to the reduction in severity of environmental conditions. Hesp (1991) explained that the presence of vegetation on the foredunes restricts the amount of sand transported landward, so the rate of wind-blown sand burial is reduced, and salt spray concentrations also become lower, further from the shoreline.

Figure 2. Spatial Succession on Coastal Sand Dunes in South Africa



Reproduced from: Lubke, R. A. (2004). Vegetation dynamics and succession on sand dunes of the eastern coasts of Africa. In M. L. Martinez and N. P. Psuty (Eds.), *Coastal Dunes, Ecology and Conservation* (Fig. 5.2). Springer-Verlag.

On coastal foredunes, vegetation cover may be mono-specific (Hesp, 2002), consisting of only the principal dune-building species found in the region. Moving landward, some secondary species appear in a transitional zone between the foredunes and the mature dunes. With increasing distance from the shoreline, species richness (number of different species per square metre) and vegetation cover (percent of surface that is not bare sand) both increases.

Detailed studies of coastal dune vegetation succession have been conducted. An example of the spatial pattern of succession is presented in Figure 2. *Section continues...*

Conclusion

Coastal sand dune landscapes are excellent sites to study patterns of spatial succession in vegetation communities. Strong environmental gradients create severe limiting closest to the shoreline and more hospitable conditions further landward, leading to spatial variations in species richness and percent cover. *Section continues...*

The list of references should begin on a new page (as shown in this sample), unless the entire list can be included below the end of the text on the last page. If starting the list of references on the page with the end of the text causes it to continue on to the next page, start the list of references on the next page.

Give initials only for first names (e.g. R. not Rexford).

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List the references in alphabetical order of the first author surnames.