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The *Queen's* University Style Guide is a publication of University Communications.

Need any additional information? Visit [www.queensu.ca/styleguide](http://www.queensu.ca/styleguide) or email stylegd@queensu.ca
A clear, polished and distinctive style is at the heart of any written communication Queen's University issues. Whether we are writing for the web or publishing on paper, each time we reach out to our audiences, it is vital that we are readily understood. The university’s first style guide will help us bring renewed consistency to everything we write.

At Queen’s we already have a distinctive visual identity. It helps to set us apart from other institutions, communicates our values, and unifies the university’s many moving parts under a single visual umbrella. A consistent written style serves us the same way. It ensures that we address the world with a shared, decisive voice, while conveying a sense of unity, credibility and authority. It is an important component of the Queen’s brand, and allows us to maintain our status as a high-quality and trusted institution.

It’s no secret that I’m a stickler for good grammar. Unsurprisingly, I feel just as strongly about correct spelling, punctuation, abbreviations and the other details that ensure clean, clear writing. Our style guide will help eliminate the frustration that arises when you find yourself deliberating on whether a word should be capitalized, or whether to use a period after an honorific.

The Queen’s University Style Guide will ensure we are all on the same page as we continue doing the important work of communicating on behalf of the university.

Sincerely,
Daniel R. Woolf, FRSC
Principal and Vice-Chancellor
The Queen's University Style Guide is designed to provide quick reference to important information about the university's writing guidelines and writing style. It is meant to be a guide for university employees who are involved in disseminating information on behalf of their unit/department and/or the university, to clarify style and best writing practices, and improve consistency.

Queen's University recommends following the guidelines set out in the Canadian Press Stylebook and Caps and Spelling (CP), as well as the Canadian Oxford Dictionary (Oxford) for spelling.

The Queen's University Style Guide provides information on style and writing conventions particular to the university and which differ from those guidelines in CP. It lists exceptions, preferences, or Queen's-specific conventions that are not covered in CP or Oxford.

It should be noted, however, that there are special cases (particularly in promotional advertising and marketing) when editors may need some flexibility in regards to following these rules. Please email University Communications if you have concerns.

All other questions regarding the Queen's University Style Guide should also be directed to Communications.
QUEEN’S PUBLICATIONS

Queen’s publishes thousands of webpages, e-bulletins, magazines, brochures and memos, distributed through University Marketing and University Communications and the various communications offices across campus. The following is a list of several of the university’s key publications with a brief explanation of each publication’s purpose and audience, and its particular writing goals and needs. Please note that this list is not an exhaustive list of publications produced by University Marketing and University Communications and other campus partners.

**Queen’s News Centre (QNC):** The QNC is maintained by University Communications and is a multi-purpose platform that serves both internal and external communications. It is a hub of information – reporting on the initiatives of Queen’s administration, faculty and student research, international programs, and the achievements of students, staff and faculty. It also publishes profiles of campus community members.

Most stories are written as news stories and use a direct, information-based writing style. Profiles and other people-focused stories are written as features – they are narrative in form and tell a more personal story. Headlines (titles) are kept as short as possible to accommodate space constraints on both the QNC and the various sites into which stories are pulled (via RSS feeds).

The Communications media relations team posts media expert alerts to this site aimed at attracting the attention of local, national and international media outlets.

The News Centre is also home to *For the Record*, which provides postings of appointment, committee, grant, award, PhD examination and other notices set out by collective agreements and university policies and processes.

**e-Queen’s:** The twice-weekly e-Queen’s bulletin is distributed to all Queen’s faculty and staff via email. The bulletin is a collection of stories, both news and features, that have appeared on the QNC that week. e-Queen’s is formatted in such a way that only headlines and sub-heads appear. Headlines are kept short and concise. Brief notices or updates can also be added to both the top and bottom of the e-Queen’s bulletin, with links to more information already posted on websites.

**Alumni Review:** The *Alumni Review* is a quarterly magazine with a hard-copy circulation of about 120,000. The magazine has a niche audience – mostly alumni who want to stay informed of their colleagues’ and alma mater’s activities. Most of the articles are written as features and take a narrative style. The publication also includes many small sidebar stories and notices that detail activities of Queen’s alumni. The *Alumni Review* has its own regularly updated website.

Need any additional information? Visit [www.queensu.ca/styleguide](http://www.queensu.ca/styleguide) or email stylegd@queensu.ca
QSB Magazine: Queen's School of Business Magazine is published three times a year. The magazine's primary audiences are alumni, faculty, staff, current students and friends of the school. Like the Alumni Review, QSB Magazine contains several features articles written in a narrative style. The magazine includes several shorter stories and an Alumni Notes section. The Year in Review, a special issue of QSB Magazine, includes program highlights, financial information and donor listings.

(e)AFFECT: This magazine is published twice a year by the Office of the Vice-Principal (Research) and highlights research at Queen's. It has a broad audience of alumni, individuals in the provincial and federal governments, and researchers and administrators at universities across Canada. (e)AFFECT includes features and profiles of researchers and their projects; its stories generally take a narrative style.

The Complete Engineer: This magazine is published by the Faculty of Engineering and Applied Science and is aimed at the faculty’s alumni, current students and faculty members. It includes features and informational articles, plus alumni notes.

Queen’s Undergraduate Viewbook: This publication is produced for the Office of the University Registrar for undergraduate recruitment purposes. It provides an overview of Queen's, the student experience and programs offered.

Queen’s Law Viewbook: This publication is produced for the Faculty of Law for student recruitment purposes.

Queen’s Law Reports: This publication is produced by the Faculty of Law for alumni to provide a summary of annual activities in the faculty.
Like most large post-secondary institutions, Queen’s University is a complex organization with communications directed at a broad array of audiences – including current and prospective students, staff, faculty, visiting professors and dignitaries, media, government, and the general public and local Kingston community. Written materials are tailored to specific audiences and editorial teams should decide the most appropriate ways to effectively convey information that meets both their needs and the needs of their audiences. With that in mind, all communicators should aim to keep their writing as clear and concise as possible, and position their writing in line with the university’s strategic priorities, including the Academic Plan and the Strategic Research Plan, and the Initiative Campaign.

WEB WRITING AND SOCIAL MEDIA

Web writing: Writing for the web follows the same principle of clarity noted above but extra attention should be placed on format. In general, online readers are multi-taskers, moving quickly from one thing to the next. More often than not, they are skimming and are best drawn into a story through concise, on-point writing; graphical elements (photos, videos, charts); formatting tools such as headlines (compelling but clear), subheads, short paragraphs, bullets, pull quotes and photo captions; as well as style elements such as text size, clean fonts, bold/italics and colour.

There is some discussion around whether web writing needs to be short. Every audience will be different but the general consensus is that good writing and a good story will draw a reader in regardless of length. Write in the active voice, stay away from complex sentence structures, and use as many visual elements as possible.

Social media: The university encourages Queen’s departments and faculties to use social media as a way to engage with the Queen’s community and beyond. The following are a few general guidelines to consider when using social media sites such as Twitter and Facebook:

- Remember to keep it short and sweet. You only have a few seconds to catch someone’s attention, and even less time to keep it.
- Look for ways to distil an idea down to a single statement or elevator pitch that clearly and quickly communicates subject matter, tone and target audience, and provides further points of reference should audiences wish to dive deeper into the topic.
- Speak to your target audience in a way that resonates with them and that is specific to the platform you are on.
- When representing Queen’s in social media, be cautious of tone. Remember you are speaking on behalf of the university. Try to avoid slang, and while humour is important, be careful about posting something that not everyone would find funny and some might even find offensive.
- Communications should be polite, professional and on-topic.

For more information, visit Queen’s Social Media Hub.
GENERAL NOTES

- Don’t assume the reader is familiar with campus life. Avoid acronyms and, if referring to a specific unit or group on campus, include an explanation if necessary.
- Avoid overly complex sentence structure and use the active voice whenever possible.
- Avoid capitalizing whole words for emphasis; instead, use bold or italics.
- Avoid archaic language, such as *thus* or *alas*.

1.0 ABBREVIATIONS AND ACRONYMS

1.1 Universities – Queen’s and others

- Use *Queen’s University* on first reference.
- On second reference, use *Queen’s* or “the university” (lowercase)
- Refer to other universities using full names on first reference and the acronym (if available) on second reference.
  - The University of British Columbia (UBC)
  - Western University
  - University of Toronto (U of T)
- When referring to several universities, use the Universities of Ottawa, Alberta and Toronto but Carleton University, McGill University and Dalhousie University.

For a full list of official Canadian university names, visit the Association of Universities and Colleges of Canada (AUCC).

1.2 Queen’s entities

- When referring to *Queen’s* groups, centres, societies or other entities, on first reference use the full name followed by the acronym in parentheses. On subsequent references, use the acronym with no periods.
  - Centre for Teaching and Learning (CTL)
  - Alma Mater Society (AMS)
  - Student Academic Success Services (SASS)
1.3 Titles/Honorifics

- Do not abbreviate Professor to Prof.
- Professor is capitalized when it appears before the person’s name.
- Do not abbreviate assistant, associate or emeritus when referring to a professor.
- Use periods in the following titles/honorifics:
  - Ms.
  - Mrs.
  - Mr.
  - Dr.

The above titles/honorifics are only used after first reference to the individual:
- John Smol (Biology) on first reference; Dr. Smol on second and subsequent references
- Do not include periods in title abbreviations that appear in uppercase only
  - VP, CEO, COO

1.4 Geography – provinces and territories, and streets and roads

1.4.1 Provinces and territories

- Queen’s follows the CP style for provinces and territories:
  - Yukon and Nunavut are not abbreviated
- Use Canada Post abbreviations in mailing addresses.
  - AB, BC, MB, NB, NL, NS, NT, NU, ON, PE, QC, SK, YT

1.4.2 Streets and roads

- Words such as Street, Avenue, Place, Road, Square, Boulevard, Terrace, Drive and Court are spelled out in general writing and when preceded only by the name of the street, road, etc. Abbreviate when writing the full address.
- Abbreviate Place as Pl. and Road as Rd. Do not abbreviate Square, Terrace, Drive and Court.
  - The street is cordoned off for the festival.
  - Brock Street, Sir John A. Macdonald Boulevard, Portsmouth Avenue but:
  - 322 Brock St., 910 Sir John A. Macdonald Blvd., 48 Portsmouth Ave.
1.5 Dates and times

1.5.1 Centuries

- Spell out the first nine as words; use digits for 10 and above
  - the fourth century, the 19th century (do not use superscript)

1.5.2 Decades

- Spell out decades (twenties, thirties, eighties, etc.) when the century is clear. When using numerals, do not use an apostrophe before the “s.” An apostrophe precedes the shortened numerical form of the decade.
  - 1940s, the ’40s, the mid-1940s

1.5.3 Months

- Spell out all months when they stand alone or with a year alone

1.5.4 Weekdays

- Do not abbreviate days of the week unless they appear in tables. In that case, Sun., Mon., Tues., Wed., Thurs., Fri., and Sat.

1.5.5 Dates

- Show dates with the month first, date second and year third
  - Nov. 17, 2006

1.5.6 Times

- Do not include periods in am and pm
  - 9 am (not 9 a.m. or 9:00 a.m.), 6:30 pm
  - 1–5 pm; not 1 pm–5 pm
  - use noon and midnight (not 12 am or 12 pm) to avoid confusion

1.5.7 Ordinals

- When writing dates, do not use the ordinal form
  - June 7; not June 7th

1.5.8 Range of dates

- For periods of time in years, write the numbers out with an en dash (slightly longer than a hyphen) between
  - For academic years, the form 2013–14 is acceptable.
1.5.9 Range of times

- Use “from” and “to” when writing a range of times in running copy but an en dash in short notes (often at the end of a news story about an event)
  - The conference went from 9 am to noon.
  - Reception, 8–10 pm

See Section 7.6, page 19, for more information on en/em dashes.

1.6 Measurements

1.6.1 Metric abbreviations

- Use lowercase with no periods for metric measurements abbreviations. The exception is litres – it takes a capital letter (L) to avoid confusion with the numeral 1. Use one space between the numeral and the abbreviation.
  - 30 km, 550 ml, 6 L

1.6.2 Imperial abbreviations

- Use lowercase to abbreviate imperial measurements, with a period at the end of each unit
  - in., ft., sq. ft.

1.6.3 Temperature

- Use the capital letter C for Celsius. No period and one space between the temperature and abbreviation. The degree symbol ° is not necessary when indicating temperature.
  - 20 °C, -12 °C

1.6.4 Square measures

- Square measures can be written with or without the superscript
  - 12 sq. m, or 12 m²

1.7 Ex., eg., ie.

- Avoid abbreviations of any kind when indicating an example. Write “for example.” Instead of ie, write “that is.”

1.8 Academic degrees

- Queen’s follows a “no period” style for degree abbreviations (BEd, Artsci, MSc, PhD).

Please see Appendix A (page 25) for a full list of degree citations.
2.0 CAPITALIZATION

Queen’s follows the CP approach of a modified down style, meaning uppercase is used sparingly in text.

CP’s basic rule:
“Capitalize all proper names, the names of departments and agencies of national and provincial governments, trade names, names of associations, companies, clubs, religions, languages, races, places, addresses. Otherwise, lowercase is favoured where a reasonable option exists.”

The modified down approach creates a cleaner, more comprehensible text. Leaders in writing style standards note that it is easy to get lost in a sea of capitals when too many words are capitalized; in the end, those capitalized words lose their importance and don’t attract the reader’s attention. It is also understood that a down style does not diminish a person’s stature or academic position.

2.1 General rule

Capitalize common nouns when they represent the full version of a formal name and use lowercase when the partial or informal versions of a name appear.

- Queen’s University; the university
- City of Kingston; the city
- Government of Ontario; the Ontario government; the government
- Board of Trustees; the board
- University Council; the council

2.2 Job titles and positions

Capitalize an individual’s title when their position precedes their name.

- Dean Richard Reznick; Principal Daniel Woolf; Professor Jonathan Rose (Political Studies)

Capitalize an individual’s title when it directly follows their name, separated by a comma.

- Tom Harris, Vice-Principal (Advancement); Martha Whitehead, University Librarian

Lowercase a title when it appears on its own, separated from the individual’s name.

- The dean expects results by 2014; Tom Harris was appointed vice-principal of advancement in 2010.
2.3 Academic programs, departments and groups/units

- Capitalize the full name of the department; lowercase the partial or informal version.
  - Cultural Studies Program; the program
  - Bachelor of Fine Art Program; the fine art program; the program
  - Department of Chemistry; the chemistry department; the department
  - Groundwater Group; the group

2.4 Building and site names

- Capitalize the full formal name; lowercase the partial version.
  - Stauffer Library; the library
  - Nixon Field; the field; the rugby field

2.5 Academic degrees

- Capitalize full degree names; lowercase general references.
  - Bachelor of Education; bachelor’s degree
  - Master of Science; master’s degree
  - Doctor of Philosophy; doctorate
  - Certificate for International Education Professionals; the certificate

2.6 Honorary degrees

- Doctor of Laws; honorary doctorate; LLD
- Doctor of Science; honorary doctorate; DSc
- Doctor of Divinity; honorary doctorate; DDiv

See a full list of degree citations in Appendix A (page 25).

2.7 Awards and distinctions

- Lowercase common references to grants, bursaries, awards, prizes and medals when they stand alone. Capitalize names of full awards and honours.
  - The award was presented at a ceremony in Grant Hall.
  - but:
  - The Steve Cutway Accessibility Award was presented at a ceremony in Grant Hall.
2.8 Headlines and article titles

- Use sentence case, with only the first word capitalized.
  - Global health a focus at Queen’s summer institute
  - Global Health a Focus at Queen’s Summer Institute.

Certain publications, however, will use title case, with the majority of words capitalized, due to their design platforms.

3.0 DEPARTMENTS AND FACULTIES

- Do not abbreviate department to dept.
- Do not capitalize faculties, schools, departments or offices when referring to more than one.
  - Department of English, Department of Sociology; Faculty of Education, Faculty of Law
  - the departments of English and sociology; the faculties of education and law

4.0 LISTS

4.1 Items in a series

- In a series of items listed in sentence form, avoid using a terminal comma (a comma that precedes the final “and”) except to avoid confusion when there are several “ands” in a sentence.
  - Career Services offers various seminars, lectures, workshops and consultations.
  - The lecture series includes information on study habits, residence, mental health and well-being, and life off campus.

- Lists that appear in running text and follow a colon should have semicolons.
  - In the photo: Duncan Hunter (Community Health and Epidemiology); Grant Amyot (Political Studies); Angela James, Director, Centre for International Management, Queen’s School of Business; Jim Lee, Queen’s Vice-Provost (International); and Brenda Brouwer, Queen’s Vice-Provost and Dean, School of Graduate Studies.
4.2 **Vertical lists with bullets**

- Vertical lists with bullets should be introduced with a complete sentence followed by a colon. Punctuation within the bulleted items will depend on the type of list. A list that includes full sentences requires punctuation in those sentences (periods, not semi-colons, at the end of the sentences). No punctuation is required, however, in lists with short points that are not full sentences. University style is to capitalize the first word of bulleted items (unless each item is only one or two words).

  - **Sentence example:**
    
    The provost’s oral report included updates on the following items:
    
    - Enrolment planning. With a new budget model nearing completion, the university will soon be in a position to create the Strategic Enrolment Management Group, which will develop an enrolment plan for 2013-2014.
    - Queen’s National Scholars (QNS) program. The reinstated program has been redesigned to streamline the selection process into two stages.
    - International Strategy Group. Vice-Provost (International) Jim Lee recently established the group to coordinate and enhance the activities of Queen’s on the international front.

  - **Short point example:**
    
    The committee made several recommendations:
    
    - Engage student participation
    - Include staff and faculty in all discussions
    - Assess progress quarterly

5.0 **NUMBERS**

5.1 **General rule**

- Spell out the numbers one through nine. Use numerals for 10 and above.

  Exceptions:
  
  - Percentages that include decimals – 8.9 per cent
  - Fractions – 8/4
  - Currency – $5
  - Addresses – 7 Killdeer St.

- Avoid starting a sentence with a number. If there is no way around it, then the number should be spelled out.
5.2 Numbers with four or more digits

- Commas are used to separate three-digit groups, except for house numbers, phone numbers, years and other serial numbers.
  - 4,000 not 4000 or 4 000
- Avoid using too many zeros.
  - 338.4 billion
  - 8 million (not 8,000,000)

5.3 Percentages

- Use “per cent” (with a space between) to express all percentages. The % symbol is acceptable only when space is limited (in headlines, for example) or in tables and charts.

5.4 Number ranges

- Use an en dash (slightly longer than a hyphen) between two numbers to indicate a range.
  - pages 13–42
- When number ranges are preceded by “from” or “between,” use “to” or “through” and “and.”
  - from 1956 to 1983
  - between 80 and 100

5.5 Telephone numbers

- The following is Queen’s style for all telephone numbers.
  - 613-533-6000 ext. 75697
  - 1-800-234-5678

5.6 Fractions

- Do not use full-sized numerals separated by a slash to express fractions. Use fraction characters (or superscript/subscript).
  - 1⅓ not 1-3/4
- Spell out and hyphenate simple fractions.
  - Amelia is two-thirds of the way through the book.
5.7 Money

- Use numerals and the appropriate symbols to represent currency. There is no space between the symbol and the numeral
  - $4.99, €200

- Very large sums of money can be expressed using a mixture of numerals and words.
  - $7 million, not $7,000,000
  - Do not write $7 million dollars
  - Use a hyphen when it appears as a compound adjective
    - a $7-million construction project
  - $7M can be used sparingly if space is limited – for example, in headlines or article titles.

5.8 School grades

- Grade 8, but eighth grade

6.0 INTERNATIONAL – FOREIGN WORDS AND PHRASES

- Use italics for foreign words and phrases, including Latin names (binomial nomenclature), unless their use is considered commonplace.

  - The Dutch word *gezellig* does not have a simple English translation.

  - but:

    - John’s alma mater is *Queen’s* University.

7.0 PUNCTUATION

7.1 Accents

- Use accents on French proper names, including place names, and in the instances (such as raison d’être) when French common words are not translated into English. Do not use accents on capital letters.

- This rule applies for all foreign languages as well. Include all accents.

7.2 Ampersands

- Avoid using the ampersand symbol (&) unless it is part of a formal name of a group or unit on campus.

  - Commerce & Engineering Environmental Conference (CEEC)

  - but:

    - Faculty of Arts and Science
7.3 Apostrophes

- Avoid using an apostrophe to indicate a plural acronym or decade
  - 1930s, URLs (not 1930’s, URL’s)

- **Possessive:** Queen’s University is already a possessive – do not add another ’s.
  - Officials at other universities speak highly of Queen’s teaching and learning resources.

  *Try to avoid using Queen’s in this context as much as possible. Rewrite the sentence instead.*
  - Officials at other universities speak highly of the teaching and learning resources at Queen’s.

- Names or words ending in *s* (or an *s* sound) generally take an ’s.
  - the boss’s notebook; Chris’s pen; Strauss’s opera

- But names or words ending with a *zzz* sound take only an apostrophe.
  - Mr. Watts’ house; the Jones’ car; Socrates’ plays

7.4 Colons

- Colons are used to introduce a list, quotation or statement.
  - The committee members are: Principal Daniel Woolf; Alan Harrison, Provost and Vice-Principal (Academic); and Jim Lee, Vice-Provost (International).
  - Principal Daniel Woolf said in 2012: “Queen’s is committed to creating a greener community for its students, faculty and staff, and banning bottled water sales is a positive step – both in action and awareness – toward that goal.”
  - The committee was clear in its decision: no bottled water sales on campus.

7.5 Ellipses

- Use an ellipsis … to reflect an omission in the text. Include a space before and after the ellipsis. When used at the end of a sentence, no further punctuation is needed.
7.6 Hyphens and Dashes

- A hyphen is used to connect two words to form a compound word. Dashes (en dash and em dash) are used to separate words or phrases within a sentence.

**Hyphens**

- Hyphenate compound modifiers preceding a noun but not if the meaning is clear because of common usage of the term.
  - a post-secondary institution, a closed-door session, a second-period goal, time-sensitive material, a career-related question, full-time work, second-year program
  - but:
  - a high school student, a human resource matter, a sales tax increase, a savings bank deposit
- Do not hyphenate adverbs ending in –ly.
  - a highly anticipated event; a brightly lit auditorium
- Use a hyphen when the word following the prefix begins with the same vowel as the word with which the prefix ends, and in other instances to avoid confusion.
  - co-ordinate, co-ordinator, co-operation, pre-existing, pre-empt, co-operation, co-editor, co-chair
- Use a hyphen to indicate negative temperatures.
  - -8 C

**Dashes**

- An em dash (——) is longer than a hyphen or an en dash. Use an em dash with spaces before and after to set off a phrase within a sentence, but use sparingly as overuse creates messy copy.
  - to type an em dash:
    - Windows: Alt + 0151
    - Mac OS: Option + Shift + -
- In some circles, an en dash (–) is preferred over the longer em dash for aesthetic reasons. It performs the same function as the em dash but is less obtrusive.
  - to type an en dash:
    - Windows: Alt+ 0150
    - Mac OS: Option + -
7.7 Parentheses

- Use parentheses, or brackets, sparingly, when other punctuation is not sufficient.
- Parentheses are used to enclose non-essential information, equivalents or translations.
- Queen’s style puts professors’ departments in parentheses following their name:
  - John Smol (Biology)
  - Will Kymlicka (Philosophy)
- If parentheses appear at the end of a sentence, terminal punctuation goes outside the closing parentheses. Punctuation that applies only to the information in the parentheses goes inside the parentheses.
  - When teams are involved on a Twitter account, each person should append editor initials to the end of each tweet (who sent that tweet?).

7.8 Periods and Commas

- Place periods and commas within quotation marks.
- Place commas between elements in a series but not before the final and, or or nor – unless that avoids confusion.
  - For the Record provides postings of appointment, committee, grant, award, PhD examination and other notices.
  - Other lunch-and-learn sessions will be held throughout the winter on topics such as personal finances, healthy eating habits, caring for the aging, and getting restful sleep.
  - The students played several sports, including basketball, volleyball, track and field, and tennis.

7.9 Quotation Marks

- Use double quotation marks for a direct quote, a partial quote within a sentence, or to single out a “special” word within a sentence (for example: Students hold a special “pi-ñata” at Pi Day celebrations.). Use single quotation marks for quotes within quotes.
- Use single quotation marks in headlines and subheads (decks)

7.10 Spacing

- Use one space, not two, between the end punctuation of one sentence and the beginning of the next.
8.0 SPELLING AND COMMON CONFUSIONS

8.1 Spelling – Canadian ‘our’ words

The following is a list of commonly used words that take the Canadian “our” spelling:

- armour
- behaviour
- colour
- demeanour
- endeavour
- favour, favourite, favourable
- flavour
- harbour
- honour, honourable, honoured but honorary
- humour but humorous
- labour but laborious
- neighbour
- odour but odorous
- rigour but rigorous
- rumour
- saviour
- valour but valorous
- vapour but vaporous
- vigour but vigorous
- tremor
- squalor

8.2 The double ‘L’

The Canadian spelling for words that use a double ‘l’ is:

- compel, compelled, compelling
- counsel, counsellor, counselling
- enrol, enrolled, enrolment
- fuel, fuelled
- fulfill, fulfilled, fulfilment, fulfilling
- install, installment, installation, installing
- marvel, marvelled, marvelous
- signal, signalled, signalling
- total, totalled
- travel, travelled, traveller, travelling
8.3 Other Canadian spellings

- analyze (not analyse)
- centre, centred, centring
- cheque (as a method of payment)
- defence
- grey (colour)
- organize (not organise)
- practice (noun or adjective), practise (verb)
- program
- theatre

8.4 Common confusions

- accept/except
  - To *accept* means to receive or approve; *except* means “excluding” or “but” (I’d apply for the job, except I’m too lazy.)

- admittance/admission
  - Use *admittance* when referring to the physical – “No admittance.” *Admission* refers to entry based upon the presentation of documentation or money (George was granted admission to Queen’s.)

- adverse/averse
  - *Adverse* means “harmful” or “against one’s interest”; *averse* means “strongly disinclined.”

- advise/advice
  - *Advise* is the verb; *advice* is the noun. License/licence and practise/practice follow the same rule.

- affect/effect
  - *Affect* is a verb and *effect* is a noun. To affect means to change or influence; effect is a result.

- all right/alright
  - *All right* should be used to mean “all correct” or “okay.” *Alright* is not universally accepted and should be avoided.

- a lot
  - *A lot* is always written as two words (There are a lot of courses to choose from.).

- complement/compliment
  - *Complement* refers to something that completes the whole or goes well with something; *compliment* means praise or flattery.
every day/everyday
- Every day is a phrase in which every modifies the noun day (I go for a walk every day.); everyday is an adjective used to describe activities that occur every day or are ordinary or commonplace (Walking the dog is an everyday occurrence.).

farther/further
- Farther refers to physical distance; further refers to figurative distance.

fewer/less
- Use fewer to refer to a diminished number (I eat fewer fatty foods nowadays.); less is used for a diminished amount (I eat less fat nowadays.).

immigrate/emigrate
- People emigrate from a country and immigrate to a country.

its/it’s
- Its is possessive (the cat chased its tail); it’s is a contraction of “it is.”

more than/over
- Both more than and over are acceptable but more than is preferred in Queen’s documents.

principal/principle
- Principal means head or leading figure (Queen’s Principal Daniel Woolf), and it means first, most important (Pruning is the principal method of caring for raspberry bushes.); principle means a basic truth, law or moral guideline.

stationary/stationery
- Stationary means stopped, not moving; stationery refers to writing materials.

that/which
- Use which (surrounded by commas) if a group of words adds information. (The books, which have black covers, are new.) Use that if it limits the set of things you’re talking about. (The books that have black covers are new.)

either/there/their
- They’re is the contraction of “they are”; there is the opposite of here; their is a possessive.

who’s/whose
- Who’s is a contraction of “who is”; whose is a relative pronoun indicating possession (Whose turn is it to wash the dishes?).
9.0 Technology Terms

9.1 Email and web addresses

- Email address should include the @ symbol and no capital letters
  - vpr@queensu.ca
- Web addresses do not need the prefix http:// in the displayed text (it is, however, necessary in the code for hyperlinks)
  - www.cityofkingston.ca
- In print, drop the www as well: cityofkingston.ca
- In print, underlining is not necessary
- In online publications, avoid spelling out the web address. Instead, link certain words in a sentence to the website:
  - Watch for updates on the provost’s website.

9.2 Terminology

- The online world and its applications change rapidly; so does the terminology. The list below includes current practice for spelling and capitalization of common terms:
  - cyberspace
  - desktop
  - email (no hyphen)
  - Facebook
  - homepage
  - internet (avoid “the net”)
  - listserv
  - login (noun or adjective); log in (verb phrase); log into (verb phrase)
  - log out, not log off
  - online
  - Twitter, a tweet, to tweet
  - web browser
  - web page
  - webcam
  - website
  - wi-fi
  - the web
  - YouTube
  - voicemail

Need any additional information? Visit www.queensu.ca/styleguide or email stylegd@queensu.ca
APPENDIX A: DEGREE CITATIONS

**Please note:**

- Queen's style for an internal audience is informal and refers to the individual's class (faculty + year), not the formal degree per se. For an external audience, style is to use degrees.

- There are no periods in the abbreviations.

- Several Queen's publications, including the *Alumni Review*, make distinctions between Arts and Science classes pre- and post- 1974. Prior to 1973, degrees are Arts’XX for Arts and Science majors and Artsci’XX for natural science grads (Biology, Chemistry, Physics, etc.). From 1974 onwards, Arts and Science degrees are listed as Artsci’XX. Queen's writers should consider their audience when making this distinction. In the *Alumni Review*, for example, it is important to cite degrees as they were given because readers look for the original faculty names. In other publications, however, such as the Queen's News Centre, it is not necessary to make the distinction – all Arts and Science degrees can take the Artsci’XX abbreviation.

- In all references to students, include their faculty and expected graduation year in parentheses following their name.

The following is a list of Queen's degrees and abbreviations – class citation first, followed by degree citation (year noted with XX):

**Undergraduate**

- Bachelor of Arts and Science – Artsci’XX – BA, BSc
- Bachelor of Arts – Artsci’XX – BA
- Bachelor of Arts and Bachelor of Education – Artsci/Ed’XX or ConEd’XX – BA
- Bachelor of Science and Bachelor of Education – Artsci/Ed’XX or ConEd’XX – BSc, BEd
- Bachelor of Science (life sciences) – Artsci’XX – BSc
- Bachelor of Science (engineering) – Sc’XX – BSc
- Bachelor of Science (occupational therapy/physical therapy) – OT’XX, PT’XX, or Rehab’XX – BSc
- Bachelor of Arts and Bachelor of Physical Education – Artsci/PHE’XX – BA/BPHE
- Bachelor of Commerce – Com’XX – BCom
- Bachelor of Computing – Cmp’XX – BCmp
- Bachelor of Education – Ed’XX – BEd
- Bachelor of Fine Arts – BFA’XX – BFA
- Bachelor of Music – Mus’XX – BMus
- Bachelor of Nursing Science – NSc’XX – BNSc
- Concurrent Education – ConEd’XX – BAH/BEd, BSc/BEd, BMus/BEd
- Bachelor of Laws (pre-2008) – Law’XX – LLB
- Juris Doctor (Feb. 2008–onwards) – Law’XX – JD

Need any additional information? Visit [www.queensu.ca/styleguide](http://www.queensu.ca/styleguide) or email stylegd@queensu.ca
Graduate

- Doctor of Philosophy – PhD
- Master of Laws – LLM’XX – LLM
- Master of Arts – MA’XX – MA
- Master of Divinity – MDiv’XX – MDiv
- Master of Science – MSc’XX – MSc
- Master of Science (engineering) – MSc’XX – MSc
- Master of Education – MEd’XX – MEd
- Doctor of Medicine – Meds’XX– MD
- Master of Urban and Regional Planning – MPL’XX – MPL
- Master of Public Administration – MPA’XX – MPA
- Master of Industrial Relations – MIR’XX – MIR
- Master of Business Administration – MBA’XX – MBA
- Executive Master of Business Administration – EMBA’XX – EMBA
- Master of Business Administration in Science and Technology (no longer exists) – MBAst’XX – MBAst
- National Master of Business Administration – N MBA’XX – N MBA

Honorary

- Doctor of Laws – LLD
- Doctor of Science; honorary doctorate – DSc
- Doctor of Divinity; honorary doctorate – DDiv
APPENDIX B: INCLUSIVE LANGUAGE GUIDELINES

Introduction

Queen’s strives to create an inclusive, supportive environment for all people, regardless of difference. As communicators on campus, it is our responsibility to extend this spirit of inclusion into every text and publication.

Inclusive language respects and promotes all people as valued members of society. It uses vocabulary that avoids exclusion and stereotyping and is free from descriptors that portray individuals or groups of people as dependent, powerless, or less valued than others. It avoids all sexist, racist or other discriminatory terminology.

A few guiding principles:

- Be respectful of a person or group’s preference regarding vocabulary and be guided in your writing by that preference.

- Remember there is a difference between respectful and appropriate language for those belonging to a group (in-group) and those who don’t belong (out-group). For example, a person may have reclaimed a once-derogatory term and may now use this term. The same term, however, may offend when used by someone from outside that specific community.

- Anticipate a diverse audience and make conscious efforts to reflect that diversity in written work and images. Take into consideration the different cultural, ethnic, religious or racial backgrounds your audience may have, as well as the different ages, genders and sexual orientations, and disabilities, visible or not, of all people.

- Avoid using descriptors that refer to a person’s race, gender, sexual orientation, disability or age, unless those descriptors are relevant to the story. For example, noting that an individual uses a wheelchair is appropriate in a news story on accessibility concerns on campus.

Writers also need to be aware that preferred terms change over time and as language evolves. If you are unsure about how to proceed with a certain text, please seek advice and contact the Queen’s Equity Office: email equity@queensu.ca; phone 613-533-2563.

Abilities/Disabilities

- The person should always come first – not the disability. Use language that emphasizes abilities and conveys a positive message rather than focusing on a person’s limitations or disabilities.

- Use the following:
  - a person with a disability; persons with a disability (not people)
  - students/employees/faculty members with a disability
  - a person with cystic fibrosis
The word “disabled” is an adjective, not a noun. Do not use “the disabled.” If it is appropriate, explain a person’s disability instead of focusing on the descriptor “disabled.” For example: “Mary has a neurological condition and uses a wheelchair.”

Avoid labelling or defining people by their disabilities. Do not call a person “a schizophrenic” or a group of persons “the blind.” Write “a person with schizophrenia” or “persons with loss of vision.” Keep in mind, too, that some individuals or groups may dislike the use of certain terms, such as impaired or blind. Use the term preferred by the individual/individuals.

Avoid terms such as handicapped, crazy, crippled, physically challenged, and as noted above, the disabled.

Please also note that chronic conditions and disabilities, including mental illness, are both visible and non-visible. Be sensitive to this and don’t assume that because you don’t know someone is living with a disability that they are not.

Aboriginal Peoples

There are three distinct groups of Aboriginal Peoples in Canada: First Nations (status and non-status Indians), Inuit and Métis. Queen’s University sits on the traditional lands of the Haudenosaunee and Anishinaabe First Nations peoples.

Where possible, avoid using the terms Aboriginal People, Native People, or First Nations People, as they do not encompass the separate origins and identities of the various groups. Aboriginal Peoples is preferred. Native is a word similar in meaning to Aboriginal but is increasingly becoming outdated. The term Indigenous is now widely accepted and can be used interchangeably with Aboriginal. Capitalize both Aboriginal and Indigenous.

First Nation or Nations is widely accepted and has generally replaced the term Indian (although some individuals still prefer to be called Indian). First Nation(s) is widely used by status and non-status Indians (as described in the Indian Act). It does not include Métis and Inuit people.

First Nations people come from different areas or Nations and have distinct cultures, languages and traditions. When possible, avoid referring to First Nations people as a homogeneous group. Include someone’s specific Nation, community or band (use the spelling the band prefers).

Canadian Press notes that the word Métis originally applied to descendants of French traders and trappers and Aboriginal women in the Canadian northwest. Now it is usually taken to mean anyone of mixed Indian and European ancestry. Many Canadians have this mixed ancestry but not all describe themselves as Métis.

The Inuit population lives in small settlements above the treeline from Labrador to Alaska. Inuit make up 85 per cent of the population of the territory of Nunavut. The singular of Inuit is Inuk. Their language is Inuktitut. Do not use the term eskimo.

Instead of using the word reserve, write territory, community, ancestry or home.
Gender

- Use inclusive, gender-neutral terms rather than those that make sex distinctions.
  - humankind, not mankind
  - staffing the office, not manning the office
  - ancestors, not forefathers
  - working hours, not man hours
  - artificial, synthetic or constructed, not manmade

- Pay attention to phrasing; avoid gender-specific terms.
  - First-year students should open their orientation packages.
    *not:*
  - Each first-year student should open his orientation package.

- Rephrase sentences that use the masculine pronoun as a generic pronoun.
  - Instructors who want a back issue of the Alumni Review should come to the Communications office in Fleming Hall.
    *not:*
  - If an instructor wants a back-issue of the Alumni Review, he should come to the Communications office in Fleming Hall.

- Most occupations/roles need not be gender-defined.
  - chair, not chairman
  - police officer, not policeman/police woman
  - spokesperson, not spokesman

- Avoid indicating marital or family status or physical appearance unless relevant and necessary for context. Avoid terms such as husband and wife; instead, use partner or spouse.

- Titles/honorifics (Mr., Ms., Dr.) should be used consistently for all people mentioned in stories or articles. However, if there is objection to honorifics, respect the individual’s wishes and remove the title.

Gender Identity

The suggestions made above concerning ways to avoid making distinctions among people based upon gender or sex are also useful in order to avoid making assumptions about the gender identity of an individual.

The gender identity of an individual may not conform to social expectations about gender based on anatomy and appearance, or to the gender assigned that individual at birth. Be aware that some individuals identify themselves as transgender and that some individuals do not identify with the “gender binary” at all; that is, they do not identify
themselves as being male or female, man or woman. Where it is not clear what, if any, gendered pronouns or nouns may be appropriately used for an individual, ask that individual and respect the individual’s wishes. Some individuals may prefer the use of recently constructed sets of gender-neutral pronouns or to substitute plural pronouns (they, their, them) for the singular, gendered one.

**Race and Ethnicity**

- Avoid generalizations and stereotyping based in race or ethnicity. Be respectful of all cultural backgrounds and be inclusive in recognizing the diversity at Queen’s University. Avoid identifying people by race, colour or national origin, unless it is appropriate for context, and do not assume that a person’s appearance defines their nationality or cultural background.

- Capitalize the proper names of nationalities, peoples, races and tribes: Aboriginal Peoples, Métis, Cree, Inuit, Arab, French-Canadian, Jew, Latin, Asian.

- Avoid singling out specific cultures or drawing undue attention to ethnic or racial background. When references are relevant and necessary, find the appropriate, accepted terminology and use the language preferred by the individual or group concerned.

- Black is acceptable in all references to people of African descent. In the United States, African-American is used; in Canada, African-Canadian is sometimes used.

- Note that black and white do not name races and are lowercase.

- Be aware that some references can, often unintentionally, have negative racial connotations. Avoid vocabulary that carries hierarchical valuation or portrays groups as inferior, criminal, or less valued than others.
  - The term “black” is often used in words/phrases with negative implications – for example, black sheep, blackmail, black market, black magic – while white is often associated with purity and innocence.
  - The term “minority” may imply inferior social position and is often dependent on geographic location. Avoid generalizations and assumptions. If the term is needed, “minority ethnic group” is preferred over “minority group.” Visible minority is a term commonly used to refer to a person or group who are visibly not the majority group in a population or geographic area. It typically describes individuals/groups who are not white.
  - However, terms such as “visible minority” and “person of colour” are increasing becoming more outdated and inaccurate. If relevant, use the following terms to describe persons or groups: “racialized person,” “member of a racialized group,” or “racialized group.”
Sexual Orientation

- Respect the preferences of the individuals or groups concerned. Be mindful of the appropriate terms (for example, LGBTQ – lesbian, gay, bisexual, transgender and queer) and be inclusive – where possible, use and seek out examples of same-sex partners or families and their lives and experiences. Avoid defaulting to umbrella terms such as gay or homosexual.

- Use sexual orientation, not sexual preference.

- As noted in the introduction, it is important to be mindful and respectful of in-group and out-group naming. “Queer” is an acceptable in-group term but is best used when referring to queer communities; it is best to avoid describing an individual as queer unless they have specified that this is how they identify.
APPENDIX C: TRICKY WORDS/PHRASES TO WATCH AND OTHER QUEEN’S ANOMALIES

- Aboriginal and Aboriginal Peoples (see Appendix B: Inclusive language guidelines)
- academic year, not Academic Year
- adviser, not advisor
- alumnus/alumna/alumni/alumnae. All refer to those who matriculate at the university. Do not capitalize any form.
  - alumnus (m. sing., generic pl.); alumna (f. sing.); alumni (m. pl., generic pl.);
  - alumnae (f. pl.)
- bachelor’s degree, not bachelors degree
- curriculum (s.); curricula (pl.)
- database, not data base
- dependant (n.); dependent (adj.)
- doctor, not Dr. (unless used as a title with a surname)
- e.g. (exempi gratia, but avoid using)
- emeritus/emerita/emeriti
  - professor emeritus (m.); professor emerita (f.); professors emeriti (pl.)
- extracurricular, not extra-curricular
- GPA, not G.P.A.
- health care (n.); health-care (adj.)
- i.e. (use “that is”)
- master’s degree, not master degree or masters degree
- okay, not OK or o.k. or Ok
- post-doctoral, not postdoctoral or post doctoral
- post-secondary, not postsecondary
- program, not programme
- questionnaire
- resumé
- set up (v.); setup (n.)
- task force, not taskforce
- term, not semester
- thank you (verb phrase; thank-you (noun or adjective)
- thesis, theses
- X-ray, not X-Ray or x-ray