



LaSalle College
Montréal

Guide to Writing Assignments

Winter 2018

Foreword

The following pages contain a guide for teachers and students on how to write college assignments/papers that meet the established standard for college and university programs.

The main rules that prevail when writing an assignment, as well as the structuring of the different parts of which it is comprised, are listed and explained in this document. It aims to encourage students to develop a clear methodology as well as to write a logical, structured and uniform paper. Although there are a number of different methodologies, this guide remains the standard reference for LaSalle College. Additional requirements may be further defined by a department and/or individual teachers.

This *Guide to Writing Assignments*, along with LaSalle College's *Guide to Documentation Standards*, aims to keep the College's image and maintain its reputation for academic excellence.

Through a study of recent publications on the subject, we have collected the main information necessary for the simple and effective presentation of written assignments/papers. We hope it may be of value in promoting your academic success at LaSalle College.

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1. General Presentation

The student who has completed the research and written segments of an assignment often ends up neglecting its presentation. However, this last step is crucial, because a polished format is essential to the clarity and the readability of the text. A consistent and structured format will favourably predispose the reader.

Here are some standards to be respected when submitting a written document.

1.1 Paper

The paper used must be white, without any designs and of uniform size (8.5 X 11). These sheets must not be lined. In order to reduce the College's environmental impact, we strongly encourage two-sided printing.

1.2 Font

	Font	Size
Title	Arial	14
Subtitle	Arial	12
Content	Arial	10
Footnotes	Arial	8

Note : The titles of works mentioned within the content or in references, as well as foreign words, must be written in italics.

1.3 Margins

Margins break up the text and allow the examiner to write their corrections and relevant comments. Margins are implicitly set within the word-processing software. The following margins should therefore be used:

- Top margin : 2.54 cm
- Side margins :
 - o Left : 3.18 cm
 - o Right : 3.18 cm
- Bottom margin : 2.54 cm

1.4 Spacing

- Double-spacing is used for the following sections of the text : preface, introduction, development and conclusion.
- Single-spacing is reserved for long quotations, reference notes, charts, titles of more than one line, bibliography and tables.

1.5 Paragraphs

- All paragraphs, including titles, must begin along the left margin.
- Each paragraph must be separated with a space and the first line must be indented.
- Word-processing software makes it easy to justify the text (text lined up on the left and right).
- A paragraph must never begin on the last line of a page; it must be carried over onto the next page. Finally, a word must never be hyphenated at the bottom of a page.

Note : These last two rules also apply to hand-written assignments.

1.6 Content

The work is always divided as follows: an introduction, a body which can also be subdivided into several parts, and a conclusion.

The different parts of the work must be presented in the following order:

1. Title page
2. Table of Contents
3. Content
 - a. Introduction
 - b. Body
 - c. Conclusion
4. Appendices (if necessary)
5. References

1.7 Pagination

The title page is counted but has no page number. The rest of the document is paginated with Arabic numbers.

Step 1

Click on *Insert – Page Number – Bottom of page – Plain Number 3*

Step 2

Click on *Insert – Footer – Edit Footer*

Step 3

Click on *Different First Page* in the *Options* Tab

1.8 Document Assembly

The document must be stapled in the upper left-hand corner or inserted in a binder, folder or spiral notebook. Paper clips should not be used to avoid losing any portion of the document.

1.9 Title Page

The title page must contain the four elements required to identify the document. These elements are grouped in four sections centered on the page:

- 1st section : Document author's (or authors') first and last name
Course title
Course and group number
- 2nd section : Title must be written in uppercase letters
Author's (or authors') full name, if any
- 3rd section : Name of the teacher for whom the document is being written
- 4th section : College name (LaSalle College)
Date of the document's submission

The title page does not require any punctuation. Nothing is underlined except when a title of a work is mentioned. The font is always Arial in 12-point.

Consider the following example :

<p style="text-align: center;">Sally Smith Literary Genres 603-102-MQ gr. 626</p> <p style="text-align: center;">CHARACTER ANALYSIS IN <u>LULLABIES FOR LITTLE CRIMINALS</u> BY HEATHER O'NEILL</p> <p style="text-align: center;">Presented to Ms. Anna Maiolo</p> <p style="text-align: center;">LaSalle College March 27th, 2015</p>
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1.10 Table of Contents

The Table of Contents introduces the document's overall structure and indicates on which pages the different parts of the document can be found.

- It lists the document's parts, titles and subtitles, with their pagination, in lower-case letters and single-spaced.
- Subtitles are indicated by indentations.
- In most cases, the Table of Contents should not exceed one page.
- A short document (essay, analysis, report) that does not have any sections, does not need a Table of Contents.

Consider the following example :

Table of Contents	
Preface.....	III
Introduction.....	1
1. Benefits of Travel.....	2
1.1 Cultural Aspects.....	2
1.1.1 Historical Heritage.....	3
1.1.2 The Contact with the Population.....	4
1.2 Recreational Aspects.....	5
1.2.1 Recreational Sports.....	5
1.2.2 Contact with Nature.....	6
2. Travel Risks.....	8
2.1 Health.....	9
2.1.1 Physical Aspects.....	10
2.1.2 Psychological Aspects.....	11
2.2 Security.....	12
2.2.1 Terrorism.....	12
2.2.2 Crime.....	13
Conclusion.....	14
Notes*.....	15
References.....	16
Appendix.....	17

**This heading will only appear if you choose to use endnotes instead of footnotes for the document.*

2. Language and Writing

All documents must be submitted in correct English without any errors. Teachers may refuse a student's work because of obvious errors in the presentation and writing.

In accordance with LaSalle College's *Institutional Policy on Evaluating Learning* (IPEL), every teacher must "identify the students' language errors in their assignments". For any document where the quality of the language is not part of the evaluation criteria, the teacher has the right to apply a penalty of up to 20 % of the grade.

LaSalle College has a variety of teaching resources to help students who would like to improve their English writing skills. **The Documentation Center** has documents that are readily available for student consultation. The **English Learning Center (ELC)** and the **English as a Second Language Center (CAALS)** in addition to providing one-on-one instruction, also provide help in revision and self-correction of written assignments. Teachers in the English Department are likewise always available to answer language-related questions.

3. Body of Work

3.1 Introduction

An introduction contains elements that are necessary for effective document reading. These three essential parts must be included: the opening statement, the thesis statement and an organizing statement. Normally, the introduction represents no more than 10 % of the document.

3.2 Development

The development constitutes the core of the document: the subject is explained with a series of organised ideas. It must be coherent, organized and concise. It must answer the question that was initially asked: it discusses and validates, or, on the contrary, refutes, the original hypothesis with supporting arguments. Secondary ideas must support the main ideas and the progression from beginning to end must be made clear with transitions. The document's sections shall not be considered chapters unless the size of the document is quite significant; in which case, they will be given titles.

3.3 Conclusion

The conclusion summarizes the document overall; it naturally follows the argumentation presented in the development. It can summarize the document's argument and provide an answer to the initial question. Finally, it can provide some direction for future research or offer new perspectives.

3.4 Quotations and Paraphrasing

Every quotation or source of information you use, that is not common knowledge¹ and that does not originate from you, must be indicated as such and referenced.

The citation model proposed in this guide is an MLA "home-based" style, which is also used in course outlines.

Quotations are extracts found primarily in texts consulted during the document's development process. There are two methods of inserting them in your work:

- Short quotations, with fewer than three lines, must appear in the text between quotation marks. Short quotes of three lines or less are integrated in brackets in the text in the following format: (Author's Name, date).
- Long quotations, exceeding three lines, must be indented 10 spaces from the margin, typed single-spaced and not include quotation marks. The reference source must be indicated in brackets at the end of the paragraph.

Paraphrasing consists of restating, in one's own words, either through summary, translation, etc. an author's original idea (theory, opinion, etc.). Any instance of paraphrasing must include a reference to the source (the author's name, title if the author is referenced for several works, page or paragraph number) within the text.

¹“Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources.”
Source : PURDUE UNIVERSITY. Online Writing Lab. *Deciding if something is "common knowledge"*. January 9, 2015.
<https://owl.english.purdue.edu/owl/resource/589/2/>

Examples :

Example of an original text taken from the web:

The Rise of Generation C & Implications for the world of 2020 ***What is Generation C?***

They are realists; they are materialists. They are culturally liberal, if not politically progressive. They are upwardly mobile, yet they live with their parents longer than others ever did. Many of their social interactions take place on the Internet, where they feel free to express their opinions and attitudes. They've grown up under the influence of Harry Potter, Barack Obama, and iEverything — iPods, iTunes, iPhones. Technology is so intimately woven into their lives that the concept of early adopter is essentially meaningless.

They are Generation C — connected, communicating, content-centric, computerized, community-oriented, always clicking. As a rule, they were born after 1990 and lived their adolescent years after 2000. In the developed world, Generation C encompasses everyone in this age group; in the BRIC countries, they are primarily urban and suburban. **By 2020, they will make up 40 percent of the population in the U.S., Europe, and the BRIC countries, and 10 percent in the rest of the world— and by then, they will constitute the largest group of consumers worldwide.**

Having owned digital devices all their lives, they are intimately familiar with them and use them as much as six hours a day. They all have mobile phones and constantly send text messages. More than 95 percent of them have computers, and more than half use instant messaging to communicate, have Facebook pages, and watch videos on YouTube.

Source : FREIDRICH, Roman et al. « What is Generation C? ». *The Rise of Generation C & Implications for the world of 2020*. Originally published by Booz & Company (2010). : 5-6. 11 January 2015.
< http://www.strategyand.pwc.com/media/file/Strategyand_Rise-of-Generation-C.pdf >.

Example of a short quotation:

“By 2020, they will make up 40 percent of the population in the U.S., Europe, and the BRIC countries, and 10 percent in the rest of the world— and by then, they will constitute the largest group of consumers worldwide (Freidrich et al., p. 5).”

Example of a long quotation:

They are realists; they are materialists. They are culturally liberal, if not politically progressive. They are upwardly mobile, yet they live with their parents longer than others ever did. Many of their social interactions take place on the Internet, where they feel free to express their opinions and attitudes. They've grown up under the influence of Harry Potter, Barack Obama, and iEverything — iPods, iTunes, iPhones. Technology is so intimately woven into their lives that the concept of early adopter is essentially meaningless (Freidrich et al., p. 6).

Example of paraphrasing (summarizing, translating in one's own words) an original idea:

In general, members of Generation C were born after 1990 and by 2020 will make up the largest consumer group in the world. Having grown up with technology, the most of them communicate through messaging, have social network pages and watch online videos. (Freidrich et al., p. 5).

When paraphrasing, as in the example above, one does not use quotation marks since it is not the original text. Reference to the source, however, is necessary because the reworded idea is the same.

Quotations or paraphrases require a bibliographic reference to their source(s), which must be included in the bibliography at the end of the work.

Format for bibliographic references :

For bibliographic references, LaSalle College recommends an MLA² "home-based" style, which is used for the examples in this document. However, teachers may favour other styles of reference on the basis of their teaching specialities (APA, Chicago, etc.).

For a printed work :

AUTHOR'S FAMILY NAME, author's given name. *Title : Subtitle, Edition number.* Place of publication : Name of publisher, Date of publication.

For an electronic document :

AUTHOR'S FAMILY NAME, author's given name. *Title of document or website.* Name of publisher. Access date. < URL address >.

For the excerpt above, the reference must be as follows :

FRIEDRICH, Roman et al. « What is Generation C? ». *The Rise of Generation C & Implications for the world of 2020.* Originally published by Booz & Company (2010). : 5-6. 11 January 2015.
< http://www.strategyand.pwc.com/media/file/Strategyand_Rise-of-Generation-C.pdf >

>. For more examples, see Chapter 5, p. 14.

Ethically, it is important that the reader is always made aware whether the information s/he is reading is original or borrowed from another source. Failure to adhere to required guidelines for citing sources constitutes an act of plagiarism.

Furthermore, it is understood that the student assumes responsibility for the content of his/her individual work and its compliance with copyright law when published on the Internet and accessible to all.

² For more information about the MLA style, consult :

< <https://www.library.cornell.edu/research/citation/mla> >.

3.5 Reference Notes

Reference notes (or footers) are explanatory notes or comments indicated at the bottom of the text. The note is marked with a superscripted Arabic number at half a line space and placed at the end of the quotation following the quotation marks. Footnotes are written in small font (Arial 8) and single-spaced.³

3.6 Tables, Graphs, Illustrations etc.

It is often necessary to explain a document through tables, graphs, illustrations, etc. These elements are typically found in technical, scientific or administrative documents. Here are a few norms to follow :

- If they do not take a full page, they can be framed with text placed below.
- There must be a title in bold print above the table.
- The explanation must be typed single-spaced in lowercase letters below the table.
- It is preferable to spread the tables throughout the text rather than regroup them in successive pages.
- Each table must be referenced at least once in the text.
- It is not necessary to list them in the Table of Contents. They are part of the development pages just like the other information.
- Even if they do not appear in the Table of Contents, it is necessary to number them, in bold, above the table to the left of the title.
- If the illustration or table is taken from another author, you must indicate the source, typed in 9 points below the table.

Consider the following example:

Table 2 : Average household expenditure by province (Quebec)

	2011	2012
	Prix en \$	
Total expenditures	64,716	65,126
Total current consumption	49,239	48,870
Food expenditures	7,483	7,770
Shelter	12,210	12,620
Principal accommodation	11,250	11,746
Other accommodation	961	875
Household operation	3,425	3,472
Household furnishings and equipment	1,852	1,863
Clothing and accessories	3,004	3,128
Transportation	10,393	9,540
Health care	2,585	2,520
Personal care	1,086	1,082
Recreation	3,258	3,207
Education	763	764
Reading materials and other printed matter	210	198
Tobacco products and alcoholic beverages	1,445	1,360
Games of chance	153	159
Miscellaneous expenditures	1,371	1,189
Income taxes	10,856	11,271
Personal insurance payments and pension contributions	3,939	4,109
Gifts of money, alimony and contributions to charity	682	875

Source : STATISTICS CANADA, CANSIM, Table 203-0021 and Catalogue n° 62F0026M, Statistics Canada. Last modified : 2014-01-29. 9 January 2015. < <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/famil130f-eng.htm> >.

³ The notes are written in small print and single-spaced.

4. Appendices

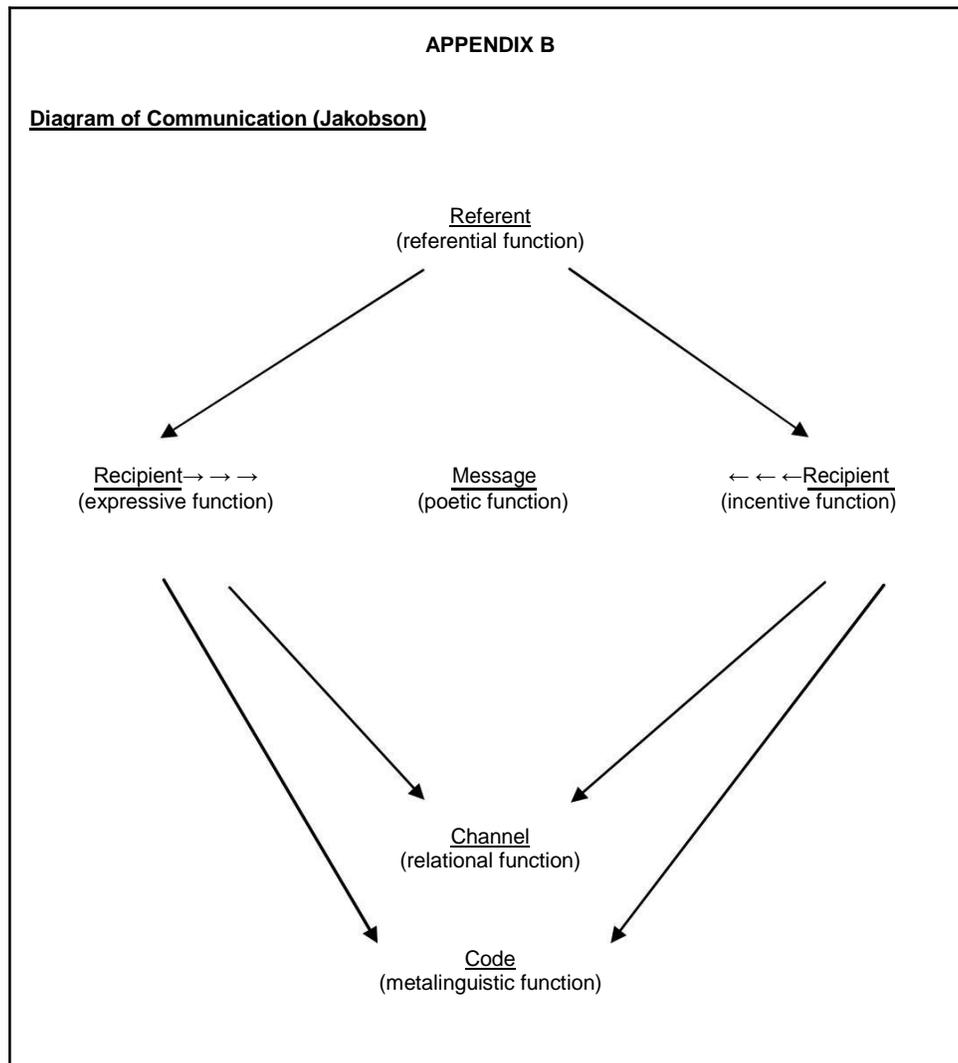
Appendices are supplements to the document that are not included in the body of the work, because they would make the text cumbersome. They are placed at the end of the document, after the conclusion, and are included in the bibliography.

For example :

- Texts (interviews, newspaper articles, etc.)
- Survey results and analysis
- Drawings, images, pictures
- Statistical data
- Plans, maps, etc.

Appendices are indicated by uppercase letters and must be placed in the same order as they are referenced in the text (the same as the one indicated in the Table of Contents). Their titles are centered and printed in a larger font size.

Consider the following example :



5. Mediography or Bibliography

The mediography (more commonly known as a bibliography) lists the sources (books, dictionaries, articles, illustrations, audio-visuals or electronic works) that were consulted during the development of the document. Bibliographic references are listed in alphabetical order under the authors' names and can also be classified into categories. The main categories of works are:

- Reference sources (dictionaries, encyclopaedias, bibliographies, atlases, etc.)
- Official documents (published by governments)
- Legal documents (legislation)
- Manuscripts, illustrated or audio sources
- Books or monographs
- Journals or newspaper articles
- Electronic documents (Websites, CD-ROMs, software, etc.).

The mediography must always be listed in the same way; that is, it must always contain the same information and be in the same order for each source.

For bibliographic references, LaSalle College favours the MLA "home-based" style, which is used for the examples in this document. However, teachers may favour other styles of reference on the basis of their teaching specialties (APA, Chicago, etc.).

Consider the following example:

FITZGERALD, F. Scott. *The Great Gatsby*. New York : Scribner, 2004.

In this example, the author's last name is written first in uppercase, followed by the author's first name in lowercase. The work's title is in italics. The place of publication, as well as the publisher's name, and the date of publication must be included. In certain cases, the name of the collection must also be written.

It is important to observe the punctuation used to separate the elements. Note that the way to reference sources varies from one citation style to another. LaSalle College favours the method used in this document.

The previous example illustrated is a bibliographic reference for a book.

Below are examples of other types of documents:

– **Work by two authors**

FAMILY NAME of the first author, first name of the first author followed by the preposition «and» first name of the second author, FAMILY NAME of the second author. *Title, edition number*. Place of publication: name of Publisher, Date of publication.

Example:

BROPHY, Caroline and Caroline ORTON. *Fields of Vision : English for Work and Study with Web Companion*. Saint-Laurent : ERPI, Éditions du Renouveau Pédagogique Inc., 2012.

– **Work by more than three authors**

When there are more than three authors, listing the first author suffices, followed by *et al.*, which means “and others”.

Example :

EBERLE, Hannelore et al. *Clothing Technology, from Fibre to Fashion, 5th edition*. Haan-Gruiten : Verlag-Europa-Lehrmittel, 2007.

– **Reference Works**

Title. Place of publication : Name of Publisher, year.

Example :

The Oxford Dictionary of Synonyms and Antonyms. New-York : Oxford University Press, 2007.

– An author :

AUTHOR'S FAMILY NAME, author's given name. « Title of the document. » *Title of reference book*. Edition. Place of publication : Name of Publisher, year.

– A consulted entry :

« Entry consulted. » *Title of reference book*. Place of publication : Name of Publisher, year.
Volume : pages.

Example :

MERCURI, Becky. "Cookies." *The Oxford Encyclopedia of Food and Drink in America*. New-York : Ed. Andrew F. Smith. 2004. Vol. 1.

– **Article from a periodical**

AUTHOR'S FAMILY NAME, author's given name. « Title of article. » *Title of the journal or magazine*. Volume, number (date of publication) : page(s).

Example :

COHEN, Shawana. « The low-tech classroom. », *Today's Parent*. Octobre (2014) : 54-56.

– **Speech, conference, lecture or oral presentation**

AUTHOR'S FAMILY NAME, author's given name. « Title of the presentation. » Nature of the document. Name of the activity. Location of the activity (Institution if applicable). Date. Nature of the activity.

Example :

ARMSTRONG, Jack. « Incorporating iPads into the Classroom : An Introduction. » National Council of Teachers of English Convention. New York City. November 1st, 2012. Lecture.

– **Excerpt from an official document**

AUTHOR'S NAME. *Title*. Place of publication : name of Publisher, Date of publication.

Example :

United States Dept. of International Trade. *International Trade*. Washington : GPO, 1994.

– **Electronic document or website**

AUTHOR'S FAMILY NAME, author's given name. *Title of document or website*. Name of publisher. Access date. < URL address >.

Examples :

MODERN LANGUAGE ASSOCIATION. *How do I cite a tweet?* 26 novembre 2014. < http://www.mla.org/style/handbook_faq/cite_a_tweet.html >.

FRIEDRICH, Roman et al. « What is Generation C? ». *The Rise of Generation C & Implications for the world of 2020*. Originally published by Booz & Company (2010). : 5-6. 11 January 2015. < http://www.strategyand.pwc.com/media/file/Strategyand_Rise-of-Generation-C.pdf >.

– **CD-ROM**

AUTHOR'S FAMILY NAME, author's given name. *Title*. Place of publication : Publisher, Date of publication.

Example :

TALALLA, Renee. *English for Restaurant Workers*. Santa Fe, California : Compass, 2008

– **Film**

Director. *Title*. Year, duration.

Example :

Baz LUHRMANN. *The Great Gatsby*. 2013, 142 minutes.

– **Work of art (image, photo)**

ARTIST'S NAME. *Title of the work*. Year. Medium of the piece, Dimensions (optional). Location of artwork.

Example :

KLEE, Paul. *Twittering Machine*. 1922. Oil transfer drawing, watercolor and ink on paper with gouache and ink borders on board, 25 1/4 x 19". Museum of Modern Art, New York.

– **Work of art online**

ARTIST'S NAME. « Title of the work. » Year. Medium of the piece, Dimensions (optional). Location of artwork. < URL address >. Date.

Example :

KLEE, Paul. *Twittering Machine*. 1922. Oil transfer drawing, watercolor and ink on paper with gouache and ink borders on board, 25 1/4 x 19". Museum of Modern Art, New York. < http://www.moma.org/collection/object.php?object_id=37347 >. 14 January 2015.

– **Music and songs**

ARTIST'S NAME. « Title of the work. » *Album title*. Record company. Registration number, year.

Example :

NIRVANA. « Smells like Teen Spirit. » *Nevermind*. Geffen, 1991.

Certain rules must be followed for the placement of different references in the bibliography :

- References are listed in alphabetical order by the author's last name.
- References are single-spaced and a double space separates them from one another.
- There must be a 5-space indentation on the reference's second line.
- If there is no author, the work may be listed by its title and classified in alphabetical order. **S.n.** (*sine nomine* which means without a name) may be added.

For an example, consider the bibliography that was drawn up in the preparation of this guide :

Bibliography

CARON, Rosaire. *Comment citer un document électronique?* Bibliothèque de l'Université de Laval. 11 juillet 2014. < <http://www.bibl.ulaval.ca/doelec/citedoce.html> >.

CÉGEP DE SAINTE-FOY. *Normes de présentation des travaux écrits*. 7^e éd., Bibliothèque nationale du Québec, 2008.

CORNELL UNIVERSITY. *MLA Citation Style*. Cornell University Library. January 9, 2015. < <https://www.library.cornell.edu/research/citation/mla> >.

DIONNE, Bernard. *Pour réussir*. Laval : Éditions Études vivantes, 1991.

DIONNE, Bernard et Louise-Marie MARQUIS. *Les travaux au cégep : guide méthodologique*. Saint-Jérôme : Collège Saint-Jérôme, 1983.

GRAVEL, Robert J. *Guide méthodologique de la recherche*. Montréal : Presses de l'Université du Québec, 1978.

GRIFFITH UNIVERSITY. *Referencing tool*. Griffith University, 14 octobre 2014. < https://app.secure.griffith.edu.au/reference_tool/index-core.php >.

GUIOMAR, M. G. et Daniel HÉBERT. *Repères*. Saint-Laurent : Éd. Renouveau Pédagogique, 1995.

PURDUE UNIVERSITY. Online Writing Lab. *Deciding if something is "common knowledge"*. January 9, 2015. < <https://owl.english.purdue.edu/owl/resource/589/2/> >.

SIMARD, Jean-Paul. *Guide du savoir-écrire*. Montréal : Éd. Québec-Loisirs, 1988.

TREMBLAY, Robert. *Savoir-faire*. Montréal : Éditions McGraw-Hill, 1994.

UNIVERSITÉ DE MONTRÉAL, FACULTÉ DE L'ÉDUCATION PERMANENTE. *Guide de présentation d'un travail écrit*. 2010. < <http://www.fep.umontreal.ca/etudes/guidepresentation.pdf> >.

VILLENEUVE, Nadia. *Style de citation MLA*. Bibliothèque de l'UQAC. 11 juillet 2014 < http://bibliotheque.uqac.ca/aide/guides/style_mla.pdf >.