

ASA Style and Writing Help Guide for Undergraduate Essays Department of Sociology, Queen's University

Table of Contents

1. ACCESSIBILITY FOR STUDENTS WITH PRINT-RELATED DISABILITIES	8
2. REASONS WHY STUDENTS DO POORLY ON ASSIGNMENTS	8
3. HOW TO SUBMIT ESSAYS AND ASSIGNMENTS	11
4. PLAGIARISM.....	11
5. CRAAP TEST FOR EVALUATING SOURCES.....	12
6. BASIC LAYOUT, TITLE PAGE & REFERENCE PAGE FOR ASSIGNMENTS	13
7. ASSIGNMENT TITLE PAGES	14
Title page's bottom right corner student ID and assignment information:	14
8. ASSIGNMENT REFERENCE PAGES.....	15
NOTE: References vs Works Cited or Bibliography.....	15
Basic guidelines that your Reference Page(s) must follow:.....	15
Be aware do not rely on database recommended citation and reference help:.....	18
9. FIXING COMMON WORD DOCUMENT FORMAT PROBLEMS.....	19
Removing a page number on your title page:	19
Procedure for removing extra line spaces between paragraphs in Word:	19
Reference pages fixing Hanging Indent problems:.....	19
Procedure for fixing document justification, odd word spacing or words shifting as you type:.....	20

10. ESSAY ORGANIZATION - AVOID BODY HEADINGS	20
11. WHAT IS A THESIS POSITIONAL ARGUMENT?	20
Avoid Vague, Unfocused Thesis Statements	21
12. AVOID PLAGIARISM WITH IN-TEXT EMBEDDED CITATIONS SOURCES	22
There are three acceptable ways to do in-text citations in ASA style:	22
How are ASA style citations different from other styles such as MLA or APA etc.?	23
Online sources with no pages – “n.p.” and “para.” and tilde (~)	23
More In-Text Citation Rules	23
13. CITATIONS – SOURCE IS CITING ANOTHER SOURCE WHAT DO I DO?:	25
14. CITATIONS – HOW DO I USE IBID?	25
15. IMPORTANT STYLE AND GRAMMAR MATTERS	26
Paragraphs	26
Quotations shorter than three lines	26
Quotations longer than three lines	27
Avoid Wordiness	27
Avoid Sweeping Assumptions	27
Language usage	28
Using Numbers	29
Active Voice	29
Subject-Verb Agreement and Number Agreement	29
Dashes and Hyphens	29
To continue a part of a word onto the next line when there is a line break.	29
A dash (—) is used:	30
Appositives	30

The Difference Between E.G. and I.E.	31
Referencing verbal communications	31
Footnotes	31
16. ONLINE SEARCHES OMNI VS GOOGLE: WHAT ARE THE IMPORTANT DIFFERENCES?:	32
17. DO NOT USE ABSTRACTS, BOOK REVIEWS, DICTIONARIES OR ENCYCLOPEDIAS	33
18. WHAT IS A SOCIAL THEORY? WHAT IS NOT?	34
Ideology vs. Theory	35
Include Theoretical Depth.....	35
Methodological Errors.....	35
Appendices.....	36
Format of appendices	36
Tables, Graphics and Charts	36
19. ASA STYLE REFERENCE FORMATS FOR VARIOUS SOURCE TYPES	37
BOOKS	37
Book with One Author.....	37
Book with Two Authors.....	37
Book with Three or More Authors.....	37
Book, Chapter	38
Book, Chapter (not edited).....	38
Book, Republished	38
Books, Electronic.....	38
Print Edition of a Book Accessed through an Online Library	39
Book, Edited	39

Book, Translated	39
Book Translated, Edited and Republished	39
Book, Editions	39
Book, Volumes	40
Book, No Author	40
Book, Collected Works (Anthology), Article	40
Book, Compilation	40
ABSTRACTS	40
Abstract – Paper	40
Abstract - Online	40
JOURNAL ARTICLES	41
E-Journal Articles with DOI	41
Journal Article, One Author	41
Journal Article, Two Authors	42
Journal Article, Multiple Authors	42
WATCH OUT Journal Article, Book Review	42
Journal Article, Foreign Language (not English)	42
Journal Article, Open Web (not from a library subscription data base)	43
Online Books and Articles – Check the PDF for page numbers	43
Advanced publication journal articles strange page numbers or no volume etc.	44
DICTIONARIES AND ENCYCLOPEDIAS	45
DISSERTATIONS AND THESES	46
BULLETINS, INFO-SHEETS, FACT SHEETS AND NEWSLETTERS	46
Newsletter, No Author	46
PAPERS	46

Paper, Refereed Forthcoming	46
Paper, Unpublished	46
Paper, Working	46
Paper, Discussion	46
Paper, Presented	47
Paper, Conference	47
NEWSPAPERS AND MAGAZINES	48
Newspaper Article	48
Web Version of Newspapers	48
Magazine Article	48
Brochure or Pamphlet	48
REPORTS	49
Report, No Author	49
Report, Author	49
Reports, Constitutions, Laws, and Ordinances	49
20. LEGISLATION	50
Legislative	50
Standing Committees – General	51
GOVERNMENT PUBLICATIONS	52
General – No Author Given	52
Government Publication – Individual Author(s)	52
Government Publication – Group or Organization as Author	52
Government Report or Report by a Professional Association	52
Government Agencies	52
Canadian Federal Parliament	53

Commissions - Specific	53
21. NATIONAL INQUIRES - CANADIAN NATIONAL INQUIRY FOR MISSING AND MURDERED INDIGENOUS WOMEN AND GIRLS.....	54
22. REFERENCING STATISTICS CANADA	55
Statistics Canada – No author	55
Statistics Canada – Author(s), chapter within a larger volume	55
Citing a census table, graph or map from a publication in print	55
Citing a table, graph or map from E-STAT	56
Citing a census table, graph or map from a publication in HTML or PDF	56
Specific Tables in a Government Report or Census Report.....	57
Data Set/Machine-Readable Data Files	57
Provincial Government Legislation.....	58
Provincial Government Reports.....	58
23. OTHER SOURCE TYPES - THE FOLLOWING SOURCE TYPES MAY NOT BE ACADEMIC	59
PowerPoint Presentations	59
Online Bibliographies and Annotated Bibliographies.....	59
Press Release.....	59
Film.....	59
Film of limited circulation.....	59
Cassette	59
Television	59
Musical Recording	60
CD-Rom	60
Audio Podcast.....	60
Video Podcasts.....	60
DVD/Documentaries	61

Websites	61
YouTube Video.....	62
SPEECHES.....	62
Speeches on CD	62
Speeches on YouTube.com.....	62
Speeches from TED.....	63
Lecture Citation and Referencing	63
ASA format for referencing lectures and PowerPoint presentations:	64
Email Citation	64
Social Media Sources	64
Religious Texts	65
24. THINGS TO STOP DOING WHEN WRITING ESSAYS.....	66
25. AVOID PSYCHOLOGICAL AND ANTHROPOLOGICAL PERSPECTIVES – FOCUS ON SOCIOLOGY	67
Identify the sociology in a topic:.....	67
26. LEARNING TO BE AWARE OF DIGITAL WORLD SOURCE PROBLEMS.....	68
Difference between academic versus non-academic sources	68
Why does academic versus non-academic source matter?	68
27. WHAT IS AN ARGUMENTATIVE STATEMENT?.....	69
Changing from descriptive to argumentative writing with sociological relevance.....	69
Strong Arguments require students to write about idea connections.....	70
28. IDENTIFY ACCEPTABLE VS UNACCEPTABLE SOURCES: HOW TO USE AN UNACCEPTABLE SOURCE TO FIND ACCEPTABLE SOURCES	70

The following style and reference guide is based on the *American Sociological Association Style Guide* (ASA 6th Edition 2019). A copy of the most current *ASA Style Guide* is available at the Stauffer Library. This official ASA Style Guide has more detail and is recommended for more complex citation and referencing issues. This guide follows the *ASA Style Guide* on most points, but the department faculty have introduced some minor but important differences for the purposes of undergraduate essays.

1. Accessibility for students with print-related disabilities

We have tried our best to make this guide accessible. Usually a font such as Arial would be recommended for accessibility. However, to show specific ASA style requirements we have used the same font that students must use for their assignments i.e. Times New Roman. If you have accessibility problems using this guide then please contact Christina Salavantis Program Associate for SOCY122 (salavant@queensu.ca) Let us know about a problem so we can fix it.

2. Reasons why students do poorly on assignments

1. **Students do not carefully read and follow assignment instructions.** Suggestion: Create a checklist for every assignment so you do not forget something. If an instructor has underlined or highlighted an item in the instructions, then make sure you include this item in your submission.
2. **ANSWER THE QUESTION!** Maintain a balance in your essay sections. Each component of the question to be answered should hold equal weight. Incorporate recent publications into your references. Do not say, “Today people think ...” if your source is not recent! Qualify your use of old sources. Explain sociological concepts – never assume the marker knows what you are talking about. Follow the instructions exactly.
3. **Students use poor sources that are not credible academic sources for their assignments.** First year students will have mandatory workshops on how to search for good academic sources using the Queen’s library’s OMNI search database. Avoid using sources found using Google or other open internet search engines. Check with your instructor or teaching assistant before using a non-academic source. Do not take shortcuts with sources go for quality.
4. **Students do not read the course style guide (i.e. this document).** Style guides such as ASA, APA or MLA or this departmental ASA style guide etc. are filled with details that can be overwhelming. Students are often tempted to take shortcuts and not do a good job with citation and reference formats. **IMPORTANT:** Depending on the course, **citation and reference style could be worth 5 to 15% of your assignment grade.** Do not waste these marks, take the time to do a good job. Read this entire guide and refer to it often. Referencing will get easier with practice. It is important to at least be consistent with your style format to demonstrate some attention to detail in your assignments. If in doubt regarding proper style format then ask your instructor or teaching assistant for advice.

- 5. Students only provide source citations when directly quoting material.** In university writing students must provide a source citation i.e. (author year:page) for every sentence that uses more than three consecutive words of someone else's idea. This means that students must provide source citations when paraphrasing and when direct quoting from source material. **Depending on your essay topic, 65 to 85% of your body content sentences will require source citations.**
- 6. Students write descriptive statements when university writing requires a different argumentative more professional style.** Descriptive statements give only 'the what' of an idea. An argumentative writing style combines descriptive 'what' with its 'so what' significance or relevance. An argument can have 'what' and 'so what' in the same sentence or students may need a whole paragraph to present the 'what' and 'so what' of an idea. **REMEMBER:** It is better to explain three ideas well rather than discuss seven ideas poorly in a university assignment.
- 7. Students do not write to explain how ideas are connected.** Instructors want students to answer all parts of a question but they also want students to write about what connects ideas together. Stay focused and answer the main items in a question (the what), but write argumentative statement(s) to explain how these ideas are connected to a 'so what' sociological relevance. **REMEMBER:** Describing good ideas does not make strong arguments. Strong arguments require idea connections to be explained.
- 8. Students forget to define terms and concepts.** University writing requires a professional style that assumes that the reader (i.e. your instructor or teaching assistant) knows nothing about a topic. Thus, professional writing style guides like ASA require that terms and concepts be explained. Avoid dictionaries and encyclopedias when providing definitions, it is better to use a definition from a recognized academic source for definitions. Defining terms and concepts also helps students to build stronger arguments because definitions often help to provide idea connections that bring arguments together.
- 9. Students do not proof-read well before submitting an assignment.** Students often miss incorrect words, grammar mistakes and incomplete sentences. Surprisingly, ears tend to be better than eyes at catching writing mistakes. **Read your assignment aloud.** Students can also use their computer's free text-to-speech app to help read aloud and proof-read their assignments. Also, having a friend proof-read your assignment helps too.
- 10. Students rush to meet a deadline and submit a poor-quality assignment.** For most sociology courses the late penalty is only 0.2% for every 24 hours of lateness. This is a tiny deduction for one day late. While it is best practice to get your assignment in on time, **a good quality submission handed in a day late will usually get a higher grade than a poor-quality submission handed in on time.** If you are struggling with time management issues, then do tell your instructor or teaching assistant that you are struggling. **Don't be shy or embarrassed, every student will submit something late at some point while at university.** Life events happen and time management will become a problem and your instructor (or program associate in SOCY122) might be able to waive the late penalty depending upon your situation, but they cannot help if you say nothing. Unfortunately, we

cannot give marks for how many hours of effort students put into an assignment, we can only grade the quality of your submission and your writing skill level.

- 11. Students wait too long before starting an assignment and asking for help.** Best practice is to try to get a draft of your complete assignment done at least one week early. Many courses have enrollments of 100 to 700 students. Lots of students means that many students will be using the same books and sources as you. If you wait too long then a book you need might not be available in the library. Find your assignment sources as soon as possible. Then scan or download the book's copyright page (you will need this information for referencing) and the chapter(s) you need to a PDF file so you use it when you are ready to write your assignment. Starting early will give you time to consult with your instructor or teaching assistant regarding your topic focus, how to structure your arguments or whether a source is acceptable etc. **IMPORTANT:** With large class sizes, your instructor or teaching assistant may not be available 24 to 48 hours before an assignment deadline because other students booked appointments asking for help before you.
- 12. Avoid personal judgement:** Suspending one's personal value judgments when writing an essay is crucial to the sociological enterprise, and students should avoid the error of letting them slip into their arguments.

3. How to submit essays and assignments

Essays are now typically submitted online through the course web page (onQ). However, if you ever miss this opportunity or have to hand something in late, or you are asked to submit a hard copy, you can hand papers through the “essay slot” outside the Sociology main office M-C D431. They will be date stamped and put in the appropriate mailbox. DO NOT enter the main office and disturb the administrative staff. You are responsible for providing your own staples and ensuring that all the relevant information is on the front of your paper. Please get your TA’s name correct, as assignments cannot be distributed properly without the TA’s name. Never slide essays under any door. If you are not in a sociology class, please ask your instructor where you are to hand in your papers.

4. Plagiarism

Students are strongly advised to read Queen’s University’s policy on plagiarism at <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>. It is assumed that students have read and are familiar with the university’s policy on academic integrity in the regulations section of the Queen's Faculty of Arts and Science Calendar. The section on plagiarism spells out what constitutes academic dishonesty with reference to essay writing.

This includes:

- Submitting as one’s own, an essay written in whole or in part by someone else.
- Preparing an essay for another student to submit.
- Using direct quotations or large sections of paraphrased material without acknowledgement.

There are serious penalties for plagiarism. If you have any doubt about what this means, you should talk to the professor or your TA. It is always better to over cite than under cite. However common knowledge does not have to be cited.

Note: Please keep copies of all past assignments until you graduate because you may be asked to produce old assignments if we feel that work has been submitted more than once. This is now typically caught by the use of Turn-it-in software. Always keep a back-up copy of any essay you hand in. Because all written work is now submitted on-line there is a permanent record of your work. It is unwise to risk sharing that work with others. Read the section “Avoid plagiarism with in-text embedded citations” for more details.

5. CRAAP Test for evaluating sources

All students should consult: <https://guides.library.queensu.ca/BHSc/CRAAP>

This online guide contains more information than what is presented here. CRAAP is very important. If your sources fail the CRAAP test then you risk a low grade on your assignments.

CURRENCY:

Some material can quickly become out-dated. Websites fall out of use, are no longer maintained, or disappear altogether. **IMPORTANT: Sources more than ten (10) years old should not be used for an assignment if the material is out of date. First-year student should obtain permission from their instructor or teaching assistant before using a source that does not pass the currency test.**

RELEVANCE:

There is so much information out there, it is easy to get sidetracked or bogged down. Keeping focused and on-topic makes deciding on the relevance of sources an easier task.

ACCURACY:

There are no regulations, standards, or systems in place to ensure that information on the web is correct. Judging the accuracy of information is important when utilizing internet resources.

AUTHORITY:

Anyone has the ability to publish information on the internet. This does not mean they are qualified experts in the field. Personal web blogs, slide show or PowerPoint presentations and YouTube etc. do not have academic authority and are not acceptable sources in most cases especially in first year.

PURPOSE: It should be clear why the information on the website is being made available. Knowing and understanding the purpose of information is key to conducting high-quality research.

6. Basic layout, title page & reference page for assignments

The official ASA Style Guide (6th edition 2019, www.asanet.org/) guidelines are for professional publications that have different requirements compared to the basic requirements of most Sociology classes. For example, student assignments do not require a running header or abstract. However, university writing serves as an introduction to professional writing. Being able to write in clear professional manner is a valuable employment skill for any profession after graduation. As result, students are required to meet certain professional standards including attention to detail.

Students are required to use the following instructions unless told otherwise:

- Type your essay in **12-point Times New Roman font**.
- Essay body should always be **double spaced with text in left-aligned style** (see fix procedure next page). Exception: Instructors may indicate that your Reference page(s) be single spaced.
- Pages should be numbered consecutively (**not including the title page**) and placed in the **top right-hand corner** of each page as a number only (not as “page one,” for example). Use the automatic page numbering feature rather than attempting to type the numbers into the document yourself (see fix procedure next page). Your Page Header area should **not** have “running headings” just a page number in the header in the top right corner.
- Title pages should have **no page number** (see fix procedure next page).
- All document **margins should be one inch or 2.54 CM** top, bottom, and sides; this is not always the default setting so change it!
- Write to the page limit specified in the assignment. Word counts were invented before word processors, they measure only large words and you should get about 250 large words per 8.5 x 11 page. Therefore, always write to the specified page limit. If your professor asks for a word count provide it on the cover page.
- Student papers **do not** need spaces between each paragraph, and paragraphs **should be** indented to the right (1.27 cm) using the TAB key.
- **Assignments should be written with Canadian English spelling**. Your document language setting should be set to “English (Canada)” if the bottom of the Word app reads, “English (United States)” or some other language then click on these words to open Word’s Language window and change it to English (Canada).
- Turn on your document’s spelling and grammar feature in Review Tab to help you catch errors before submitting an assignment.

- The **body of your assignment should be ‘double’ spaced lines**, but most instructors prefer that your **Title and Reference Pages be ‘single’ spaced lines**. All source references on your Reference Page should be ‘Hanging Indented’ items (read procedures for fixing Word document problems).

7. Assignment Title Pages

- If submitted in paper form then all assignments are to be stapled in the left-hand corner with a title page that includes the following requirements.
- NO COVERS decorative or protective on your assignments if submitted in paper form. NO GRAPHICS or decorative features added to electronic submissions.
- Title page must have a specific title that is a short relevant description of your main topic not “Assignment #1” or “Essay #one.”
- Your assignment title should be placed in the middle of the title page. Select the title, open the Paragraph window (Home Tab corner arrow) Indents and Spacing Tab > Alignment setting “Centred.”

Title page’s bottom right corner student ID and assignment information:

- Provide your student number. Make sure your student number is correct! (You are not required to place your name on assignments, but it helps.)
- The Professor’s name
- Teaching Assistant’s name (learn your TAs first and last name in week one)
- The course code (include tutorial day/number and time if applicable)
- The due date
- Word count if required

Do not use textboxes for the above assignment information. Textboxes can cause document formatting headaches. Rather select all of the above text, open the Paragraph window (Home Tab small corner arrow) > Indents and Spacing Tab > use Alignment setting “Right.”

Do not repeat any of this information in the body of the essay. There is no need to repeat the title on the first page of your essay, even though the official ASA Style Guide indicates that you should do so.

8. Assignment Reference Pages

The following guidelines for assignment reference page(s) were adapted from Richards (2005:4).¹ Your references list appears on a separate page at the end of your paper. Number this page sequentially with the rest of your paper. These references allow your reader to identify and retrieve the sources you have cited in your research in order to engage further in the ideas you present in your research.

NOTE: References vs Works Cited or Bibliography

NOTE: A bibliography is not the same thing as a reference page per se. Bibliographies include sources you have found helpful, even if you have not directly quoted from or referred to them in your paper. For our students only materials cited in the text of your essay may go in your reference page at the end of the paper, everything else will be considered padding and marks will be deducted.

Basic guidelines that your Reference Page(s) must follow:

1. Begin your reference list on a separate page immediately following the last page of body content.
2. The first page of your reference list must be headed with the word REFERENCES this is a first level heading and therefore should be left justified, all caps with no bold, italics or underline in times new roman 12-point font.
3. **Single-space the reference page(s).** The official ASA Style Guide indicates that items in a reference list should be double-space. This is very hard to read so check with your teaching Assistant or instructor for their preference.
4. All reference items must have hanging indents (Read next section's procedure for fixing Word document hanging indent problems).
5. All sources cited in the body text must appear in the reference list.
6. If a source is listed in the reference list then it must have at least one in-text citation within the body content.
7. Make sure that the (author(s) year) of the in-text citation appropriately matches the authors and year of the reference list item.
8. All references should be listed alphabetically according to the first author's last name. In the event that multiple reference items have the same last name then order by last name then first name then year of publication. Arrange multiple items by the same author in order by year of

¹ Richards, Carol J. 2005. *ASA Style Guide Quick Reference*. Buffalo, NY: State University of New York E.H. Butler Library. Retrieved August 1, 2020 (<https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>).

publication, starting with the most current publication at the top and the oldest publication below. For example: all ranked by last name Smith, but Jane alphabetically comes before John. Thus, all of Jane Smith's publications (ranked by year) come before John Smith's publications in the reference list:

Smith, Jane Doe. 2020. (students would finish each reference item)
Smith, Jane Doe. 2016.
Smith, John Doe. 2020.
Smith, John Doe, Antonio Garcia, Joelle Lafleur and Alex Browne. 2020.
Smith, John Doe and Joelle Lafleur. 2020.
Statistics Canada. 2019.

[Do not use bold font in references, bold was used in the example above to help you see the alphabetical ordering only]

9. When no author is given, list the work alphabetically by title, disregarding "A," "An" or "The." NOTE: The author is not necessarily an individual but may be an institution such as Statistics Canada or a committee.
10. Do **not** reorder the authors alphabetically within a specific reference item. A reference item should always use the same order of authors names as they appear in the source publication if a source has two or more authors.
11. Within a reference item, the first author's name is inverted - last name then first name BUT other authors names (if a source has two or more authors) are not inverted and should appear with first, then last name. The word 'and' should appear before the last author's first name.
12. When using many sources authored by the same author, the first reference item must begin with the authors last name, but second and subsequent reference items for this author may use six hyphens followed by a period (-----.) in place of the name(s). **Warning: Some instructors do not allow the replacing of the author's name with hyphens so get permission before submitting your assignment.** See example following item #13.
13. Distinguish works by the exact same author(s) in the same year by adding letters, e.g. (2018a, 2018b, 2018c). Order according to first letter of the title. See example following item #13.
14. If no year of date of publication is available, use "n.d." in place of the year in a reference item. **Warning:** Check with your instructor or teaching assistant because sources with no dates are often unacceptable sources.
15. If there is no author, then arrange the first significant word in the title in the alphabetical sequence. **Warning: If a source has no author check with your instructor or teaching assistant because this is a 'red flag' that this source is likely unacceptable for a university assignment.**

Smith, Jane Doe. 2020. (student would finish each reference item)

----- 2016.

Smith, John Doe. 2020.

----- 2019. (only use hyphens when John Smith is the only author)

----- 2018.

----- 2017.

Smith, John Doe, Antonio Garcia, Yu Xie, J. Lafleur, S. Owen, T. Chiba. Tomas Paulssen and Alex Browne. 2020.

Smith, John Doe and Joelle Lafleur. 2018a. "Adventures in sociology."...

Smith, John Doe and Joelle Lafleur. 2018b. "**M**ore adventures in sociology." ...

"Sociological adventures: Why sociology matters." 2020.

[Do not use bold font in references, bold was used in the example above to help you see the alphabetical ordering only]

16. **Do not use 'et al.'** in your reference list unless the source has MORE than seven authors. The first seven authors' names must be written out in full.
17. List the publisher's name as concisely as possible without losing clarity. For example: "Riley" for "William Riley and Sons."
18. Do not use the ampersand symbol (&) you must use the word 'and' when writing out authors' names for a reference. If the ampersand appears in a source title or in the journal title, then do not replace this ampersand with 'and.'
19. All reference items must end with a period.
20. Do not bullet or number the reference items in the reference page.
21. **Book titles are in italics font**, but no quotations. Use city comma, geographic location colon (:), then publisher company name (information from the book's copyright page).
22. Journal articles: Article titles surrounded by double quotations ("), but **journal title is in italics**, no city, geographic location or publisher's name.
23. Use 'doi' URL addresses and do not use URLs with "proxy.queensu.ca" within the address when referencing. 'doi' are URL addresses that are permanent locations for academic sources and available to any one with any computer. URLs with "proxy.queensu.ca" are only available if a computer is connected to a Queen's server and should not be used for a reference.
24. **Do not use the "recommended citation" or referencing format provided by the source author(s) or the database record**. Use the recommended information provided but put all reference list items into ASA style.

Be aware do not rely on database recommended citation and reference help:

Databases and word processing applications such as Microsoft Word may be out of date and do not use the latest edition of the ASA style guide. Not using the latest version of a style guide could result in a loss of marks. You must check a database citation and convert the citation to the proper ASA format. If in doubt use what the course style guide recommends and consult with your teaching assistant. Good sources do not guarantee good written arguments, but bad sources will guarantee low grades. Choose sources wisely and make an appointment at Stauffer library's Writing Centre (now called SASS) Student Academic Success Services to have your assignment's grammar and arguments critiqued before you submit an assignment for marking.

There are many more possible required references formats depending on this source. Read the latter chapters of this guide for more reference page formatting rules.

9. Fixing common Word document format problems

Removing a page number on your title page:

Double click on the Header area of your title page (the header area is the top margin of a page). When the Header area is open and visible for editing the Design Tab should appear in Word's ribbon. **Check the box "Different First Page"** when this box is checked your title page will have no page number and the document's second page will be page number 1. Click "Close Header" or press ESC key to make the Header area invisible.

MAC – Insert – Page numbers – Do not show on first page – Format – Start at zero.

Procedure for removing extra line spaces between paragraphs in Word:

Locate the "Home" tab then open the "Paragraph" box (click corner arrow), "Indents and Spacing" tab then under "Spacing" set "Before" to zero (0 pt) and set "After" to zero (0 pt). With the above settings you should not have to check the box for "Don't add space between paragraphs of the same style." Note: Line spacing should be set to "Double" if required by your assignment instructions.

Reference pages fixing Hanging Indent problems:

Check your assignment instructions, most instructors and teaching assistants prefer that your reference list is single line spaced and not double spaced. Select a reference item on your Reference page. Locate the "Home" tab then open the "Paragraph" box (click corner arrow), "Indents and Spacing" tab then under "Special" the setting should be "Hanging." A hanging indent should have the first line fully left justified and then the remaining lines will be indented to the right (1.27cm).

If Word is being DIFFICULT with hanging indents or in general then make sure Home Tab > Paragraph > "Indents and Spacing" tab then under "Spacing" the setting Before and After value is "zero" and NOT Auto.

The above special setting of "Hanging" should work but if Word is still being difficult and not indenting the second or third lines of your references then:

Go to the **end of the first line (right side)**, press ENTER key (this creates an invisible separation character between the first and second lines), remove the line space between the first and second lines if one is created then go to the start of the second line (left side) and press the TAB key this will indent the second and third lines of a reference item.

MAC – Format – Paragraph – Special - Hanging

Procedure for fixing document justification, odd word spacing or words shifting as you type:

Select only the body pages of your essay (i.e. do not include the Title and Reference pages). Locate the “Home” tab then open the “Paragraph” box (click corner arrow) then “Indent and Spacing” tab Alignment setting should be “Left.”

10. Essay Organization - Avoid Body Headings

First year students are cautioned to avoid using headings because they take up space and make it seem as if you do not have enough to say in your paper.

IMPORTANT: Your essay’s ideas should be logically organized with an idea flow and transitional sentences to eliminate the need for headings in your essay. If you are going to use headings then get your Teaching Assistant’s permission.

THIS IS A LEVEL ONE HEADING

- Left justified, all capitals and no bold or italics font.

This Is A Level Two Heading

- Left justified, first letter capitals, italics font, no bold font.

This is a level three heading. A level three heading should appear at the start of sentence and should be indented if at the beginning of a paragraph. The first letter of the first word of a level three heading should be capitalized. A third level heading should be in italics font with no bold font.

IMPORTANT: It is good to introduce your main topics (i.e. what you would be tempted to put in a heading) within your introduction with your **thesis positional argument** (see next section) to help your reader better understand how and why you have structured your paper in this manner.

11. What is a thesis positional argument?

A thesis statement is a main argument consisting of two or more sentences that concisely states your position on a topic. A thesis positional statement should appear in your opening paragraph or introduction. It describes briefly, how you will support or challenge your thesis argument using academic sources to provide evidence. **First-year students will attend workshops regarding how to develop a thesis statement for their essay.**

Avoid Vague, Unfocused Thesis Statements

A vague thesis statement often results in a paper that is unfocused and never reaches meaningful conclusions. You should avoid putting issues in the thesis statement that are never followed up on and avoid putting issues in the paper that are not accounted for in the thesis statement. The thesis statement is the most important and difficult piece of writing. Your thesis paragraph sets up a “contract” between you and your reader and should indicate the specific issues(s) that will be analyzed in the paper (i.e., what is to be argued) and the direction that the essay will take (i.e., how it will be argued).

You should endeavour to answer the question “So what?” What is the social significance of the issue at hand? A thesis statement is not the same thing as a topic. A topic is broad, and a thesis is very specific. Please consult Student Academic Success Services (SASS) for more handouts on proper thesis construction.

Ask yourself these questions:

- Does the thesis indicate a specific problem or question?
- Is the thesis sufficiently developed?
- Does the thesis offer an evaluation?
- Is the thesis arguable? Is it too broad or too narrow?
- Is the thesis too obvious or too obscure?
- Is the thesis clearly expressed?

A thesis is:

- NOT a description (This essay will discuss the wage gap and the way it affects Canadian women)
- NOT a statement that is self-evident (Understanding the wage gap is important ...)
- NOT a statement of fact (The wage gap continues to affect women in the Canadian workforce ...)
- NOT a question (Does the wage gap still exist in today’s Canadian workforce?)
- NOT a matter of personal opinion or preference that cannot be argued against (Men have had their share of the pie long enough ...)
- NOT a broad generalization (Men are from Mars; women are from Venus ...)

12. Avoid plagiarism with in-text embedded citations sources

IMPORTANT: First year university papers have different requirements from high school. Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own (Cambridge 2020). According to professional style guides such as ASA style **if you use more than three consecutive words of someone else's idea you must cite your source in-text and on a reference page.** Plagiarism is serious matter at university, accidental plagiarism can result in a failing grade on an assignment. **Instructors and teaching assistants use a variety of tools to effectively identify assignments containing plagiarized content.**

Remember: First year university papers are not all about what you think or know. Rather focus is on stating arguments that you can support with good academic reference sources. As a result, the majority of your essay statements will require source citation.

Essays must reference **all direct quoted and all paraphrased** not directly quoted ideas within the body text as it appears and have a list of references at the end or they will not be marked. The author-date system or parenthetical citation (ASA style) is used for in-text references in Sociology.

There are three acceptable ways to do in-text citations in ASA style:

1. According to Howell (1993) the divorce rates can be explained by social... (34).
2. The divorce rate can be explained by social...(Howell 1993:34).
3. According to Howell (1993:34) the divorce rates can be explained by social...

Do not place citations in the middle of sentences.

Arrange your words so that the citations come at the beginning (e.g., Howell (1993) explains the divorce rate...”) or the end of the sentence. **Note that the punctuation always comes after the bracket, but the quotation marks for a quote occur before the bracket,** e.g., “Sentence you are quoting” (Smith 1980:24).

REMEMBER:

If a source appears in your reference list then it must have at least one in-text citation within the body content of your assignment.

If a source citation appears within the body content then it must have a corresponding reference item in the reference page.

Make sure the (author year) of the in-text citation matches its reference page item and vice versa.

How are ASA style citations different from other styles such as MLA or APA etc.?

ASA style does not put commas after the author's name in the in-text citations. Also, there is no P. for page in these citations.

The ASA style guide states that page numbers are used only when directly quoting from the work or referring to specific passages. **For first year students, we request that students always include the page numbers in citations** for all paraphrased and quoted material. Only upper year students can follow the official ASA guidelines that only require page numbers for direct quotes. If in doubt, then include the page number when citing material.

Online sources with no pages – “n.p.” and “para.” and tilde (~)

If the work you are using is online HTML and has no page numbers, you can go with simple (author date) or (author date: n.p.) n.p. stands for no page. However, most PDF files will have the proper page numbers for online material, especially journal articles.

Some ASA guides recommend using “n.p.” when no page can be given (Parker et al. 1995:n.p.). If you are dealing with a lack of pages numbers with an online source then there are three options:

- Best practice is to locate the actual publication of the online source either in book or journal form or **a PDF file of your source that does have page numbers.**
- If an alternative publication version is not available for an online source, then count the number of paragraphs. If the cited information or quote occurs in paragraph 24 then the citation becomes (Parker et al. 1995: para. 24).
- If the exact paragraph can only be estimated then use (Parker et al. 1995:~para. 24). The “~” tilde sign means “approximately.” For Windows keyboards tilde can be found with Shift + the key below ESC (or beside the 1 key). Tilde may not be available on MAC keyboards, just use (Parker et al. 1995: para. 24).

More In-Text Citation Rules

- If the **author's name is in the text**, follow it with the publication year in parentheses: Thomson and Biers (1995) debated the issue... first year students should place page number(s) at the end of a sentence ... (99-100).
- If **the author's name is not in the text**, enclose the last name and year in parentheses: Suburban growth has slowed (Paulan 1989:45-60).
- If the **page number** is to be included it follows the year of publication after a colon: Braverman (1992:147) writes that...

- If the **information is cited from more than one source by the same author**, enclose the years of publication, separated by a comma, in parentheses: Dingwall (1951, 1958) suggests... First year students: Specific page numbers could be included using this option: Dingwall (1951:21; 1958:34-5).
- If the **information is cited from more than one source by the same author published in the same year**, distinguish them by using letters, e.g., (Trigger 1968a:78). (Trigger 1968b:29). In the reference page will be two articles by Trigger published in 1968 thus the a and b will also be in the reference page citation.
- **If a work cited was reprinted from a version** published earlier, list the earliest publication date in square brackets, followed by the publication date of the recent version used all within round brackets: ...Veblen ([1899] 1979) stated that...
- When citing **two different authors with the same last name**, use identifying initials, as in (L. Beard 1988).
- When you cite **more than one source**, alphabetize citations by authors' last names within parentheses and separate with a semi-colon, as follows: ... to parallel the rise and fall of working-class militancy (Andersen 1987; Leaky 1977; Vintner and Parks 1991).
- If there are **two authors**, include both names: A contemporary study (Carr and Ventelli 1986)... Always use 'and' do not use ampersand (&) in ASA style.
- In citations with **three authors**, all authors' last names should be listed the first time the reference is cited, but thereafter substitute et al. for the second and third authors' names. **First citation for a source use all author names: (Smith, Garcia and Lee 1954).** Same source all subsequent citations use short form et al.: (Smith et al. 1954).
- **Sources with seven or more authors:** The first in-text citation for this source, students must write out the first seven authors' last names in the citation. After the seventh author's last name you may put et al. into the first occurring citation. For example: (Smith, Garcia, Xie, Lafleur, Owen, Chiba, Paulssen and Browne et al. 2020). The second subsequent in-text citation for this source you would use (Smith et al. 2020). However, if using et al would cause confusion i.e. two sources with the identical citation then you must list all authors' last names in each citation for clarity.
- For **unpublished materials**, use "forthcoming" to indicate material scheduled for publication. For dissertations and unpublished papers, cite the date: (Smith, forthcoming 2011). **WARNING:** Such sources are not acceptable for first-year assignments.

- **Ampersands (&)** should not be used as a substitute for "and" in citations and references.
- For **institutional authorship**, supply minimum identification from the beginning of the reference item as in:

(Canadian Department of Fisheries and Oceans 1991:98).

(Canada, House of Commons n.d.:2) **n.d. means no date available. Before using n.d. check the PDF version of the source for dates. Look for the copyright © symbol near the beginning of a document file. Or look at the bottom footer of government websites their online copyright © symbol.**

(Royal Commission of the Status of Women 1970)

13. Citations – Source is citing another source what do I do?:

If you wish to cite a study or quote referred to in the source you are using and you have not read the original yourself, you can note it as follows: (McNeil 1990 **cited in** Hamilton 1996:23). This indicates that you are reading/using page 23 of Hamilton (1996) which is citing the original source of the idea McNeil (1990). **The idea that you are using originated with McNeil and not Hamilton this is a very important to note in your citation.** This is the most common question first year students ask.

14. Citations – How do I use ibid?

The use of (ibid) is encouraged when you are citing the same author many times in the same paragraph. The first time you give the citation in full (Jones 1998:23). The subsequent times you may say (ibid) or if the page number changes (ibid:24). Ibid. refers to the previous reference, so any time a different author's citation is used you must start the process all over again.

15. IMPORTANT Style and Grammar Matters

Paragraphs

Paragraphs should be at least three lines long and have a beginning, a middle, and an end – with a point clearly made somewhere in them. You need smooth transitions between paragraphs. Paragraph transitions technically occur at the beginning of the new paragraph, not at the end of the old one. Relate paragraphs to each other through introductory and (if needed) concluding sentences. Avoid dealing with too many ideas in one paragraph. Hence, break up long paragraphs (most paragraphs should be less than half a page in length). Do not introduce new ideas or information in your concluding paragraph. Use your conclusion to reiterate your thesis and sum up. You must move beyond the “five paragraph hamburger” essay model that you used in high school. Essays will contain as many points and as many paragraphs as are needed to address an issue.

Quotations shorter than three lines

Regular quotations are integrated into the sentence and do use quotation marks, as in the following:

Weber (1949:54) argued “in our sciences, personal value-judgments have tended to influence scientific arguments without being explicitly admitted.”

Use single quotation marks only for noting quotations within a quote. For example, you might write the following:

Weber (1949:60) also emphasized that the journal “has not been a ‘socialist’ organ hitherto and in the future it shall not be ‘bourgeois’.”

Refrain from using quotations at the end of paragraphs. It is better to sum up your point in your own words. Quotations do not stand alone on merit: you must tell the reader what is important about the quotation or sum up the point. Otherwise, the quote just seems dropped in to take up space. If the quotation starts with a capital letter, then a colon is used, e.g., She states: “When...” If the quotation it is not capitalized, then a comma is used, e.g., She states, “when...”

Quotations longer than three lines

Quotations that would exceed four lines in the regular text should be offset by indentation (use Tab key) from the rest of the text, single-spaced. **(We realize some style guides say double spaced, but we don't want you to do that)** with no quotation marks and indented on the left side only.

For example, you might write the following:

In his essay on “‘Objectivity’ in Social Science and Social Policy,” Weber (1949:54) argued:

An empirical science cannot tell anyone what he should do – but rather what he can do – and under certain circumstances – what he wishes to do. It is true that in our sciences, personal value judgments have tended to influence scientific arguments without being explicitly admitted.

NOTE: Some formal guides close offset quotes with a period and then follow that punctuation with the citation (Jones 1983:23). – closing with another period! We see no logic to this format. No sentence should be punctuated with two periods.

Avoid Wordiness

Keep things simple and to the point, don't repeat yourself and don't throw in extra descriptions in front of people's names like “the renowned writer Weber” – unless it is important to your point. Don't cite entire book titles in the essay; that is why there is a reference list at the end of your paper.

Avoid Sweeping Assumptions

Refrain from ahistorical or sweeping assumptions that you cannot prove or worse yet can be easily disproved, such as “for all of time,” or “throughout history,” or “since the beginning.” Always use qualifying words to be safe, such as “some,” “many,” “most.” Any student who starts their paper with any of these above dreaded fallacies is going to cause despair in the grader, remember you are not in high school anymore!

Language usage

University writing requires a more professional style of language and writing.

- Canadian spelling is required, e.g., “colour,” not “color.” **Change the spellchecker language in your computer to English (Canada).**
- Use complete clear sentences. Watch verb tense and grammar.
- Be aware of the difference between “there” and “their,” “to” and “too,” and “then” and “than.” “It’s” is not possessive! It is a contraction that stands for “it is.”
- 1990s. NOT 1990’s. The apostrophe makes it possessive. Only use it when you mean the date to be possessive.
- Avoid gender specific language unless you mean to be gender specific.
- Don’t use big words when small ones will do.
- Be careful with that thesaurus: make sure the words you choose capture the intended meaning.
- Colloquial terms are not used in formal writing, e.g., “to hell in a hand basket,” “the rat race.”
- Keep an academic tone. Contractions are not used in formal writing. Avoid writing the way you talk.
- When using an acronym, spell out the complete term the first time you use it and present the acronym in parentheses: First use: “The Current Population Survey (CPS) includes . . .” then for subsequent sentences you can use the capitalized short form “CPS data show that . . .”
- **According to the official ASA Style Guide (ASA 6th edition 2019), specific racial/ethnic names that represent geographical locations or linguistic groups should not be capitalized. For example, students should capitalize, Asian, African, Canadian, Indo-Canadian. However, more general social group words such as black and white are not capitalized according to ASA standards. If students are uncomfortable using this standard then please consult your instructor or teaching assistant before altering this requirement in an assignment.**
- Type only one space after punctuation and do not use periods in acronyms like NAFTA (not N.A.F.T.A.)
- Italics should be used for book titles in the text and in the list of references and for obscure foreign language words. Commonly used foreign words or terms, however, should appear in regular type. Examples are per se, ad hoc, and et al.

- Do not abbreviate the names of institutions or people's rank or title unless it is Dr.
- Proper names versus common names: West Germany is the common name for the proper country name of the Federal Republic of Germany. It is best to use the proper name first and then introduce the common name (if you wish to use it) in your papers. "The Federal Republic of Germany (FRG) or "West Germany" existed from 1949 to 1990."
- Use of the singular "they" as a generic pronoun to refer to a person of unspecified gender. Use of they, them, their, themselves as a substitute for third person singular is gaining acceptance in formal writing. Avoid using it generically but referring to a person who may not identify with a gender specific pronoun is acceptable.

Using Numbers

Spell out numbers one through nine. Use numerals for numbers 10 or greater. Always spell out numbers at the beginning of a sentence. Always use numerals for tables and figures. Spell out centuries. Spell out common fractions. Always use numerals with percent signs (%). Numerals are always used to represent time and money. **Full dates should use numerals November 11, 2001** in month, day, year format. Example when references include, 'Retrieved date (URL address).'

Active Voice

The active voice is more precise and less wordy. The subject of an active sentence tells the reader who did something. For example: A team of 14 trained interviewers queried 350 college graduates. A passive construction would read: Three hundred fifty college graduates were queried. Always try to write in the active voice.

Subject-Verb Agreement and Number Agreement

The subject of a sentence must agree in number with the verb regardless of the words or phrases that come between them. If you use the word "woman" the verb must be singular. It is very common to see students write "woman are" which makes no sense. The word data is plural and takes a plural verb as in "the data as reported are correct".

Dashes and Hyphens

Dashes and hyphens look similar, but they're used in different ways.

A hyphen (-) is used:

1. To connect two or more words. For example: Daniel Day-Lewis, twenty-one, user-friendly
2. To indicate a range of values. For example: At the wedding, family members will be seated in rows 11-15.

To continue a part of a word onto the next line when there is a line break.

Most word processing apps just forward a word to the next line if it does not fit on the line above – this is fine. The following standard is still allowed in ASA style but usually is not used. If

putting part of a word on one line or page and finishing a word on the next line or page then at least the first three characters of a word must appear before the hyphen.

For example: certainly will not fit on the first line so part of the word starts on one line then the remainder of this word will finish on another line or page.

“Because the traffic is relatively light today, we **cer-**
tainly have time to stop at the grocery store.”

A dash (—) is used:

1. At the beginning and end of a phrase to highlight parenthetical information. For example:
An etymological dictionary is one of the few books—no, it’s the only book—you’ll ever need.
2. To introduce new information, as a colon would with a list of items. For example: I opened the door, and there she stood—my long-lost sister.

NOTE: Be careful to use the correct dash. There are two kinds—an en dash and an em dash. The em dash is the one you want to use in most writing and is the one we’ve used in the examples above. To make an em dash on a PC, hold down ctrl + alt + – (hyphen key). To make an em dash on a Mac, hold down option + shift + – (hyphen key). The en dash is used to separate numbers and measures.

Appositives

An appositive is a noun or pronoun — often with modifiers — set beside another noun or pronoun to explain or identify it. Here are some examples of appositives:

- My brother's car, a sporty red convertible with bucket seats, is the envy of my friends.
- The chief surgeon, an expert in organ-transplant procedures, took her nephew on a hospital tour.

An appositive phrase usually follows the word it explains or identifies, but it may also precede it.

- A bold innovator, Wassily Kandinsky is known for his colourful abstract paintings.
- A beautiful collie, Skip was my favourite dog.

The Difference Between E.G. and I.E.

E.G. means “for example,” so you use it to introduce an example: I like card games, e.g., bridge and crazy eights. Because I used e.g., you know that I have provided a list of examples of card games that I like. It's not a finite list of all card games I like; it's just a few examples.

I.E. means “in other words” or “that is” so you use it to introduce a further clarification: I like to play cards, i.e., bridge and crazy eights. Using i.e., introduces a clarification for your reader.

Referencing verbal communications

Personal communications such as verbal conversations, interview transcripts and emails are sometimes used to obtain information for research. The ASA style guide indicates that such sources must be cited (Personal communication with A. date) or (Personal email with B. date) in the body content. **However, personal communications cannot appear in a reference list. According to ASA style personal communication sources must be properly formatted as a footnote. First-year students should not use personal communications as a source for their assignments.**

Footnotes

First-year students should avoid using footnotes. If you use footnotes, their purpose is to discuss any matter, which cannot appear in the text without constituting a digression. Where the footnote's purpose is documentation, the reference must be sufficiently full that an interested reader can go with complete certainty to the same place in the same source to check the accuracy and fullness of the reference. A footnote to text material is shown by a superscript number or figure, which should follow a word or sentence to which it pertains. It follows the word without a space but comes after the punctuation marks. Footnotes are to be numbered consecutively. The separation between the footnote and the body of the text should be marked by a line across the page. Each footnote takes paragraph indentation and should be single-spaced.

Conducting interviews for source information is not permissible.

Before anyone connected to the university can conduct research including interviews, they **must** pass a lengthy rigorous ethics review process by one of Queen's University's ethics review boards. **Ethics review permission will not be granted to first year students.** If you want to incorporate material of this nature it must be stated as personal experience. **Get permission from your instructor or teaching assistant before using such experiences in your assignment.** You may **not** quote other students and you should not be asking other people questions without going through the ethics review process.

Do not cite what your professor says in lecture or a teaching assistant in tutorial or your former high school teachers.

Ideas expressed verbally are not considered credible research sources unless this person is citing an academic source journal article or published book written by your professor. In such cases, the individual speaking is likely using someone else's idea and the original author of this idea will be indicated within the lecture slides or course textbook etc.

Furthermore, a research paper requires effort and use of the library. It is NOT acceptable to have **only** non-academic i.e. not peer reviewed or open internet based sources in your essay reference list. **Never use Wikipedia** this site can be updated and changed by anyone some information may be correct but a lot of information on this site is inaccurate. **Only use Google Scholar as a last resort after consulting with your instructor or teaching assistant.**

Google and other popular search engines will give students a lot of sources that are not acceptable for university assignments and many students have received low grades for not using acceptable sources. Using the open internet to do research searches can be helpful, but you must take care that the web-based sources you use are legitimate. Use only well-known reputable organizations, such as government agencies, Statistics Canada, human rights commissions or well-established organizations such as the Vanier Institute of the Family that state a very clear political position or mandate that they are supporting.

If you are struggling to find academic sources using OMNI the library database then ask your instructor, teaching assistant or library staff for help.

16. Online searches OMNI vs Google: What are the important differences?:

Online books and peer reviewed journals that can only be found through the **library subscription platforms** such as OMNI are not available to the general public. Library subscription platforms clearly identify the source type of a search item so that students can restrict their searches to only assignment acceptable academic "online sources" such as books and peer-reviewed journals.

Search items obtained through a public search engine such as Google are open to everyone, the source type of an item is not clearly identified and students often lose marks because they used an unacceptable source such as a blog or social media post to support their essay arguments.

By only using the library's OMNI platform for source searches students can avoid blogs and social media posts plus eliminate unacceptable abstracts, book reviews, newspapers and dissertations or sources that are too old from a database search. OMNI searches also offer features such as saving your research search histories that can really be helpful.

17. Do not use abstracts, book reviews, dictionaries or encyclopedias

Students may not cite and reference the abstract (summary paragraph on the first page for a journal article or book) find the complete article or book chapter. Students must read the entire journal article or book chapter and cite the page where an idea expressed within the body of a source. **Instructors and teaching assistants WILL check and know if a student is just citing the abstract.**

Book reviews a very common mistake: Be aware of book reviews that are published in peer-reviewed journals, that look very similar to acceptable journal article sources. How to spot a book review? Book reviews are not peer-reviewed they are equivalent to “letters to the editors” and are very short one or two pages while an acceptable peer-reviewed journal article is usually more than four pages in length. Check the SOURCE TYPE in the database record details of a search item. **It is better to use the actual book (an acceptable source) that can be obtain through the library.** The book review can give you hints on how to critique one of your book sources as long as you use your own words and do not direct quote or paraphrase from the book review. **Critiquing a source is a good way to build a strong argument for your thesis.**

Sociology encyclopedias and dictionaries are credible sources for definitions of terms and concepts, but are not acceptable as sources for your argumentative essay statements essay because these entries are often too short and lack a reference list. Students are encouraged to use sociology encyclopedias and dictionaries to help them understand their topics. **Encyclopedia articles are a good “short study guides” a starting place** when identifying main ideas, important terms, keywords and recognized authors that you can then use when conducting library OMNI database searches. **However, students must use more credible academic library books and peer-reviewed reference material when citing sources for their essay arguments.** Another problem with encyclopedias and a journal such as The Annual Review of Sociology is that they provide very broad literature reviews on a variety of related topics, but **students must keep a more narrow topic focus for their essays to be successful.**

Evidence versus Example

All forms of journalism including newspapers, magazines, blogs, investigative TV shows, music, etc. are all useful ways to find examples of the issues you may be discussing in your paper. They do not, however, constitute evidence. Pop culture is not considered academic evidence; it is only used as example. Be aware examples are not supporting proof for an argument. An example should only illustrate what you are arguing and should not be a substitute for a strong reference to support your argument.

18. What is a Social Theory? What is not?

MODEL: A model is a temporarily useful way of seeing. A model is a way of organizing a set of recognizable facts in such a way as to describe social reality at least for a time or for a specific purpose. It treats some “facts” as relevant and others as anomalies or irrelevancies. Models provide an immediate image of something that has been identified from experience. Parson’s model of the structurally isolated nuclear family would be an example. A model is not a theory, although it may be a starting point for the construction of a conceptual framework.

CONCEPTUAL FRAMEWORK: Conceptual frameworks provide key concepts used for analyzing and communicating about the observations represented in a model. It sets out the basic abstract building blocks that might be used in the construction of a theory but in and of itself does not constitute a theory. They can be thought of as theoretical perspectives that suggest the kinds of questions we should ask, direct our attention to certain events, and they help interpret what we observe. For example, an anti-racist conceptual framework would focus on colonialism and imperialism as key concepts for framing analyses around “race.”

THEORY: A theory is a set of systematic abstract statements based upon the subsumption of observable phenomena within a conceptual framework, which attempts to provide an EXPLANATION that includes a description of how social reality works and an understanding of why it works the way it does. The worth of theory lies in its ability to EXPLAIN the facts, not just to describe them. The more facts a theory seems to explain, the greater the GENERALITY of that theory. Other criteria of assessment would include the clarity of the logic of the explanation (parsimony), the specificity of the concepts and propositions (discriminability), and the testability – the extent to which the assertions of the theory can be disconfirmed by evidence.

A theory at a **macro level** of analysis is a theory that purports to describe and explain the way whole societies function, often in terms of the effect of the economy on all other aspects of the society.

A theory at a **micro level** of analysis is a theory that purports to describe and explain small-scale interactions amongst two or more persons, such as the internal dynamics of family.

There are a whole range of levels of analysis between macro and micro. R. Merton referred to these as theories of the middle range as they attempt to explain social relations in particular sorts of social institutions such as bureaucracies. Max Weber is a good example of a major sociologist who theorized at this middle range.

Some theories you cannot categorize in this way as they attempt to integrate macro and micro level considerations.

Ideology vs. Theory

An IDEOLOGY is a comprehensive worldview that may or may not be “true” and is not the only way of viewing the world. Ideologies emerge from material realities but also help to construct material realities and often function as a system of social control. Ideologies will give broad answers to questions of social meaning including What is right / wrong? Who/what is responsible (what is the cause of the problem)? and what can be done about it (what changes are needed)?

Alternatively, a THEORY aims to explain social relations (What/ How/ Why) based on evidence. Theories must be tested against evidence, whereas ideologies may stand relatively unexamined unconscious and untested. Sociological theory is dependent for its validity upon evidence, which is examined both historically (diachronically) and cross-culturally (synchronically). Theory can be a guide to what is researched. There is a dialectical (dynamic tension) between theory and evidence as they will impact each other and change each other. All theory contains ideological elements; implications about what is right or wrong and about what can be changed. Critical analysts should tease out and address these “hidden” implications of particular theories and show what the consequences may be.

Include Theoretical Depth

It is very important in sociology that you not rely on commonsensical notions, perceptions or opinions. Sociology is not “common sense.” Support your ideas with material from the literature. When doing sociological research, you do not enter the library to attempt to prove a point you have in your head. You enter the library to read some of the scholarship on a topic and then develop your argument from there. Use specific examples to illustrate points and concepts. Demonstrate your assertions. Sociologists analyze and explain, they don’t just describe. It is the social theories that will help you to explain your topic. A theoretical perspective is a point of view on an issue, and everyone has one.

Students have a tendency to write about theories in one separate paragraph as if they had nothing to do with the rest of the argument in the paper. Avoid doing this. Sociology students writing argumentative essays write from a theoretical position not about theoretical positions. Theories do not cause the event you are looking at. Rather, they attempt to explain it. Therefore, avoid sentences that say such things as “Due to Social Learning theory, children do better when...” The theory is not the cause of whatever you are discussing. The better your use of theory, the more solid your argument will be, and ultimately the better your paper will be as it will be more coherent.

Methodological Errors

Methodological individualism: Inferring properties of social relations from properties of individual persons. Sometimes theories at the micro level claim to be self-sufficient generalizations about the whole of human nature. For example, socio-biologists explain male-female relations in terms of biological parental investment. Many sociologists criticize this as REDUCTIONIST, because it seems to reduce generalizations about the whole of societies to

generalizations about the behaviour of individuals. This form of reasoning is also described as ESSENTIALIST and is said to represent the problem of methodological individualism.

Reification: The fallacy of misplaced concreteness: treating that which is abstract (e.g., society) as though it were concrete (e.g., society needs to work harder to fix inequality). Society is a thing, not an agent. Reification means to make concrete that, which is abstract. When you start sentences with phrases such as “society thinks,” “cultures have views,” and “institutions force,” what you are doing is giving those non-human things human qualities. Institutions cannot force, only people force. You need to be specific about who does these things. Medical professionals have opinions, medicine does not. When you reify, you are really making a Functionalist statement that implies that everyone in society has the same values, thus denying that people with differing views are part of society. If society makes women feel fat, where does that leave all the people who would not make women feel fat? The question is: who or what processes result in women feeling fat? Think carefully about your word choice.

Appendices

Use appendices only when necessary and make them brief. Appendices allow you to include detailed information in your paper that would be distracting in the main body of the paper. Examples of items you might have in an appendix include mathematical proofs, the questionnaire used in the research, a detailed description of an apparatus used in the research, etc.

Format of appendices

Your paper may have more than one appendix. Usually, each distinct item has its own appendix. If your paper only has one appendix, label it "Appendix" (without quotes.) If there is more than one appendix, label them "Appendix A," "Appendix B," etc. (without quotes) in the order that each item appears in the paper. Start each appendix on a new page. Continue numbering your pages as in the main body of the research paper.

In the main text parenthetical citation refer to the Appendices by their labels. (see Appendix. Age and Gender of Participants). (see Appendix A. Age and Gender of Participants).

Tables, Graphics and Charts

In the Reference section: If you created the table/images/charts yourself, you do not need to reference them in your References section, but if you took them from another source you must reference them. Put a citation underneath the table/image/chart if the source is not yours. Author. Year. Appendix A. Title of work. (Location: Publisher – if this is available). Warning: Tables, images and charts are not usually permitted in first-year assignments obtain permission from your instructor or teaching assistant.

19. ASA Style reference formats for various source types

Warning: Some of the following are unacceptable sources for first-year assignments. Acceptable academic sources come from the library such as books, journal articles and recognized professional organizations. Non-academic sources such as newspapers and magazines might be acceptable if used only as examples and not as evidence. Unacceptable sources may include: YouTube, Web blogs, lectures and PowerPoint slides or information. Always check with your instructor or teaching assistant before using a non-academic source in your assignment.

BOOKS

Book with One Author

Author's last name, first name. date of publication. title in italics. place of publication: publisher.

Prus, Robert C. 1996. *Symbolic Interaction and Ethnographic Research: Intersubjectivity and The Study of Human Lived Experience*. Albany, NY: State University of New York Press.

Book with Two Authors

First author's name is reversed but the second author's name **not reversed**.

Bryk, Anthony and Stephen Raudenbush. 1992. *Hierarchical Linear Models for Social and Behavioral Research: Applications and Data Analysis Methods*. New York: Sage Publications.

Renzetti, Claire M. and Daniel J. Curran. 1998. *Living Sociology*. Boston, MA: Allyn and Bacon.

Book with Three or More Authors

NOTE: The use of et al. is not acceptable in references section only in citations.

Belsley, David A., Edwin Kuh, and Roy E. Welsch. 1980. *Regression Diagnostics: Identifying Influential Data and Sources of Collinearity*. New York: Wiley.

Book, Chapter

Author 1(last name inverted), Author 2 not inverted and author 3. Date of publication. "Title of the article". Pp. with page numbers in Name of the publication (italicized), edited by editor's initials only for first and middle names and not inverted. Location of publisher: publisher's name.

Borjas, George, Richard Freeman, and Lawrence Katz. 1992. "On the Labor Market Effects of Immigration and Trade." Pp. 213-44 in *Immigration and the Work Force*, edited by G. Borjas and R. Freeman. Chicago, IL: University of Chicago Press.

Book, Chapter (not edited)

Neuman, W. Lawrence. 1994. "Qualitative Research Design." Pp. 316-29 in *Social Research Methods: Qualitative and Quantitative Approaches*. 2nd ed. Boston, MA: Allyn and Bacon.

Book, Republished

Bernard, Claude. [1865] 1957. *An Introduction to the Study of Experimental Medicine*. Translated by H.C. Greene. Reprint, New York: Dover.

Note: Two years in a reference

In the above example, the original source was published in 1865, but a more recent edition the one you are using was published in 1957. Thus, in ASA style you put the original year in square brackets before the year that your source was published. **WARNING: first-year assignments usually do not allow sources more than ten years old, but your instructor or teaching assistant might allow works by recognized sociological theorists such as Marx, Durkheim and Weber etc., but get permission.**

Books, Electronic

Last Name, First Name. Year. Title. City, Province: Publisher. Date the student retrieved the item (website address).

Torres, Carlos Alberto and Theodore R. Mitchell, eds. 1998. *Sociology of Education: Emerging Perspectives*. Albany, NY: State University of New York Press. Retrieved April 26, 2005 (<http://www.netlibrary.com/>).

Note: eds indicates that these people are editors and not authors.

Print Edition of a Book Accessed through an Online Library

Daniels, John. 2010. *Apathetic College Students in America*. Middletown, IL: University of Middletown Press. Retrieved April 6, 2011
(<http://site.ebrary.com/lib/collegestudies/docDetail.action?docID=1010101010>).

Book, Edited

Note: Many edited books are in fact books with chapters (such as your textbook) look at the beginning of each chapter there is likely a specific author's name(s) listed. If this is the case then do not use this format use book, chapter format.

Turner, Stephen P., ed. 1996. *Social Theory and Sociology: The Classics and Beyond*. Cambridge, MA: Blackwell.

Leonard, Kimberly Kempf, Carl E. Pope, and William H. Feyerherm., eds. 1995. *Minorities in Juvenile Justice*. Thousand Oaks, CA: Sage Publications.

Book, Translated

Stomper, Jean. 2000. *Grapes and Rain*. Translated by John Picard. New York: Baldock.

Lattimore, Richard, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

Book Translated, Edited and Republished

The original earliest publication date should be listed in square brackets just before the more current publication year when applicable.

Fichte, J. G. [1797] 2000. *Foundations of Natural Right: According to the Principles of the Wissenschaftslehre*. Frederick Neuhouser, ed. Michael Baur, trans. Reprint, New York: Cambridge University Press.

Breazeale, Daniel., ed. and trans. 1988. *Fichte, Early Philosophical Writings*. Ithaca, N.Y.: Cornell University Press.

Hegel, Georg. [1807] 1977. *The Phenomenology of Spirit*. Translated by A.V. Miller. Oxford: Clarendon Press.

Book, Editions

McCullagh, Peter and John A. Nedler. 1989. *Generalized Linear Models*. 2nd ed. London, England: Chapman and Hall.

Updated Sept. 2020

Book, Volumes

Gurr, Ted Robert, ed. 1989. *Violence in America. Vol. 1, The History of Crime*. Newbury Park, CA: Sage Publications.

Book, No Author

Listed alphabetically by the first significant word in the title. Do not use "Anonymous." If you can ascertain the name of the author when it is not formally given in the work itself place the author's name in brackets.

The Chicago Manual of Style. 2003. 15th ed. Chicago, IL: University of Chicago Press.

[Morey, Cynthia]. 1997. *How We Mate: American Dating Customs, 1950-2000*. New York: Putney.

Book, Collected Works (Anthology), Article

Sampson, Robert J. 1992. "Family Management and Child Development: Insights from Social Disorganization Theory." Pp. 63-93 in *Advances in Criminology Theory, vol. 3, Facts, Frameworks and Forecasts*, edited by J. McCord. New Brunswick, NJ: Transaction.

Book, Compilation

Trakas, Dylan, comp. 1998. *Making the Road-Ways Safe: Essays on Highway Preservation and Funding*. El Paso, TX: Del Norte Press.

ABSTRACTS

Warning: Students should not use or reference an abstract. Always read and use the full version of a source.

Abstract – Paper

Quimby, Ernest. 1993. "Obstacles to Reducing AIDS among African Americans." Abstract. *The Journal of Black Psychology* 19(2):215-22.

Abstract - Online

Howell, Frank M. and William A. Reese. 1986. "Sex and Mobility in the Dual Economy: From Entry to Midcareer" (Abstract). *Work and Occupations* 13:77-97. Retrieved 12 March 1998 (<http://proquest.umi.com/pqdweb?RQT=395&SHtm=3&TS=889478198>).

JOURNAL ARTICLES

NOTE: Volume and issue numbers in journals are often confusing for students. Generally, the volume number comes first and if there is an issue number it comes second. It may look like this: Vol. 24 Is. 3, or V. 24 No.2, or **24(2)**. **The last form is preferred.**

NOTE: The majority of journal articles are now found in digital library subscription databases, for the purposes of SOCY 122 do not record the retrieval date and URL of the article as the 4th edition of the official ASA style guide indicates. However, if the article is retrieved from the open web then the retrieval date and URL should be provided. **If a DOI (Digital Object Identifier) is provided for the source, then always include it.**

NOTE: **There is no punctuation after the JOURNAL title**, so no comma between the title and the volume number. For example: *Administrative Science Quarterly* 34(2):21-37.

NOTE: **It is highly recommended that you download and save the PDF version of all journal articles to your computer. Online versions may not have page numbers but the PDF will have page numbers. The page numbers in the PDF version will help you with your citation and reference formats. Do not use NP (no pages) until you have checked the PDF version.**

E-Journal Articles with DOI

Most journal articles unless really old do have a DOI address so check the web version header and also check the PDF version. Usually the DOI is on the first page.

Phillips, Reginald. M., and S. H. Bonsteel 2010. "The Faculty and Information Specialist Partnership Stimulating Student Interest and Experiential Learning." *Nurse Educator* 35(3):136-138. doi: 10.1097/NNE.0b013e3181d95090.

Journal Article, One Author

Author1 (last name inverted). Date of publication. "Title of the article." Name of the publication in italics Volume Number (Issue Number): page numbers of article.

Waldfoegel, Jane. 1997. "The Effect of Children on Women's Wages." *American Sociological Review* 62(2):209-17.

Mehdizadeh, Shahla A. 2002. "Health and Long-Term Care Use Trajectories of Older Disabled Women." *Gerontologist* 42(1):304-13.

Journal Article, Two Authors

Abrahamson, Mark and Lee Sigelman. 1987. "Occupational Sex Segregation in Metropolitan Areas." *American Sociological Review* 52(5):588-97.

Schoenberg, Nancy E. and Hege Ravdal. 2000. "Using Vignettes in Awareness and Attitudinal Research." *International Journal of Social Research Methodology* 3(1):63-74.

Journal Article, Multiple Authors

O'Reilly, Charles A., David F. Caldwell, and William P. Barnett. 1989. "Work Group Demography, Social Integration, and Turnover." *Administrative Science Quarterly* 34(2):21-37.

WATCH OUT Journal Article, Book Review

WARNING: Book Reviews are not acceptable sources for your essay assignment. Book reviews look very similar to acceptable journal articles because reviews are published within academic journals. However, book reviews are much shorter one or two pages while acceptable journal articles are usually more than four pages in length.

Saenz, Rogelio. 1990. Review of *Migracion en el Occidente de Mexico* by Gustavo Lopez Castro. *Contemporary Sociology* 19(3):415-16.

Journal Article, Foreign Language (not English)

WARNING: Sources in languages other than English are not allowed in SOCY122 unless also this article is also available in full length, in English.

Wegener, Berndt. 1987. "Von Nutzen Entfernter Bekannter" (Benefiting from Persons We Barely Know). *Kolner Zeitschrift für soziologie und Sozialpsychologie* 39:278-301.

Kenny, Martin and Richard Florida. 1998. "Response to the Debate over 'Beyond Madd Production'" (in Japanese). *Mado* 83:120-45.

Journal Article, Open Web (not from a library subscription data base)

WARNING: Open web articles from educational sites may be personal blogs which are not acceptable as academic sources. For example, these sites would not be acceptable sources for your essay assignment:

- <https://explore.ucalgary.ca/gender-equality-in-sport>
- https://www.ousa.ca/blog_rape_culture_on_campus
- <https://news.vanderbilt.edu/2003/07/28/black-college-athletes-believe-they-experience-less-racial-discrimination-study-suggests-58055/>
- <https://racism.org/articles/basic-needs/employment/3172-kaepernick-can-kick>

So be careful do not use sites like the above. One **red flag** to watch for is that the above sites do not have good citations or references – a good indication that they are not good academic sources for your assignments. When in doubt consult your Teaching Assistant before using a source that does not come from a library database search. GOOGLE searches can often lead students astray with unacceptable sources.

An acceptable academic open web source would be referenced with this format:

Graham, Lorie M. 1998. “The Past Never Vanishes: A Contextual Critique of the Existing Indian Family Doctrine.” *American Indian Law Review* 23:1 (32,854 words). Retrieved April 26, 2005 (<http://web.lexis-nexis.com/universe>).

Article from an open on-line repository for academic papers, such as Academia.edu

- Always cite the published version if the cited work is indeed published. (The published version is the archival work; the Open Access version is merely a means of access to a supplementary version of it. It is not the published work.)
- Always give the URL or DOI of the Open Access version for access purposes, along with the citation to the published version.

Meinhold Roman. 2009. “Popular Culture and Consumerism: Mediocre, (Schein-)Heilig and Pseudo-Therapeutic.” *Academia.edu*. Retrieved Feb 12, 2013 (http://www.academia.edu/202348/Popular_Culture_and_Consumerism_Mediocre_Schein-Heilig_and_Pseudo-Therapeutic).

Online Books and Articles – Check the PDF for page numbers

Often students may view an online book or journal article using their web browser. In the web environment, no page numbers may be visible BUT please go one step further do not use NP (no page) without checking the PDF file version for page numbers. The PDF version of an online book chapter or journal article usually will have page numbers. Please take the time to download the PDF version and give it a meaningful filename. This step of downloading the PDF file has added benefits. Online versions can disappear without notice, so having the PDF file is a good practice that can save you a lot of headaches if you need a last-minute quote or need reference information etc. If your source is good then you may want to keep the PDF version and reuse this

source for another assignment in the future.

Advanced publication journal articles strange page numbers or no volume etc.

Some professional journals are published online and in paper form. The paper journal versions may only be published bimonthly or quarterly, but online journal articles may be published weekly. When an article is published online in advance before the paper journal is organized for publication, the online and PDF versions may not yet have official page range, volume and issue numbers. The PDF version may have temporary 1, 2, 3, 4... page numbers or may just have XX for all of its page numbers. Once the paper journal version is published, the online article will be given new official page range with a volume and issue number, but the PDF version of the article may not be updated.

If your article's PDF has XX or strange page numbers and/or no volume number then it is likely an Advanced Publication:

1. Be sure to include the article's DOI in the reference.
2. Go to the article's DOI URL address. Often the DOI webpage will contain the official volume, issue and page range numbers that the online and PDF versions are missing in the header above the online article.
3. If the DOI webpage heading also has no page numbers, no volume and issue listed then follow this example to indicate an advanced online publication:

Muldoon, Kevin, John Towse, Victoria Simms, Oliver Perra and Victoria Menzies. 2012. "A longitudinal analysis of estimation, counting skills, and mathematical ability across the first school year." *Developmental Psychology*. Advance online publication. doi:10.1037/a0028240.

4. Bring this unusual reference to the attention of your Teaching Assistant before you submit your assignment for grading.

DICTIONARIES AND ENCYCLOPEDIAS

It is not good practice to cite dictionaries and encyclopedias in your papers. They are useful starting places to find out more about a subject, but no one needs to know when you have consulted one. Definitions for terms should come from the scholarship you are using to formulate your arguments.

For a print copy of an encyclopedia entry:

Last name of the author of the entry, first name. Date of publication. "title of the entry." Pp. of the entry in Title of the Encyclopedia, edited by first initial last name of editor. Place of publication: Publisher. Paper book example for the Concise Encyclopedia of Sociology

Beamish, Rob. 2011. "Sport and Capitalism." Pp. 607-608 in *The Concise Encyclopedia of Sociology*, edited by G. Ritzer and J.M. Ryan. Malden MA: Blackwell Publishing Ltd.

On-line example for the Concise Encyclopedia of Sociology:

Beamish, Rob. 2011. "Sport and Capitalism." Pp. 607-608 in *The Concise Encyclopedia of Sociology*, edited by G. Ritzer and J.M. Ryan. Malden MA: Blackwell Publishing Ltd. doi: 10.1002/9781444392654

Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry.

Feminism. (n.d.). In *Encyclopædia Britannica Online*. Retrieved from <http://www.britannica.com/EBchecked/topic/724633/feminism>

Hemorrhage [Def. 1]. (n.d.). *Merriam-Webster Online*. In Merriam-Webster. Retrieved January 2, 2013, from <http://www.merriam-webster.com/dictionary/citation>

ASA Format. [Online] Romelia Salinas, California State University, Los Angeles. Available: <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html> (Accessed 7 April 2006)

DISSERTATIONS AND THESES

Warning: First-year students should not use dissertations and theses as sources for their assignments. The type of dissertation PhD or Masters is important to note.

Valencia, Albert. 1995. "An examination of selected characteristics of Mexican-American battered women and implications for service providers." PH.D. dissertation, Department of Education, University of the Pacific, Stockton, CA.

BULLETINS, INFO-SHEETS, FACT SHEETS AND NEWSLETTERS

Warning: First-year students should not use bulletins, info-sheets, fact sheets and newsletter sources for their assignments.

Newsletter, No Author

American Sociological Association. 2004. "Public Affairs Update: Concerned Scientists Say Bush Administration Ignores Research..." Footnotes, April. Retrieved July 10, 2010. (<http://www2.asanet.org/footnotes/apr04/publicaffairs>).

PAPERS

WARNING: First-year students should not use the following Papers – Source types for their assignments because they are not officially published or peer-reviewed. Consult your instructor or teaching assistant.

Paper, Refereed Forthcoming

McCall, Leslie. Forthcoming. "Explaining Within-Group Wage Inequality in U.S. Labor Markets." *Demography*.

Paper, Unpublished

Nomiya, Daishiro. 1988. "Urbanization and Income Inequality: A Cross-National Study." Department of Sociology, University of North Carolina, Chapel Hill, NC. Unpublished manuscript.

Paper, Working

Williamson, Jeffery. 1996. "Globalization and Inequality Then and Now: The Late Nineteenth and Late twentieth Centuries Compared." Working Paper No. 5491. National Bureau of Economic Research, Cambridge, MA.

Stephenson, Stanley P., Jr. 1980. "In-School Work and Early Post-School Labor Market Dynamics." Working paper, Department of Economics, Pennsylvania State University, State College, PA. 18.

Paper, Discussion

Sorensen, Aage B. 1983. "Processes of Allocation to Open and Closed Positions in Social Structure." Discussion Paper No. 722-83, Institute for Research on Poverty, University of

Updated Sept. 2020

Wisconsin, Madison, WI.

Paper, Presented

Zerubavel, Eviatar. 1978. "The Benedictine Ethic and the Spirit of Scheduling." Presented at the annual meeting of *the* International Society for the Comparative Study of Civilizations, April 22, Milwaukee, WI.

Paper, Conference

Mishel, Lawrence and Jared Bernstein. 1996. "Technology and the Wage Structure: Has Technology's Impact Accelerated since the 1970s?" Paper presented at the NBER Labor Studies Workshop, July, Cambridge, MA.

Mortimer, Jeylan T., Michael Finch, Timothy J. Owens, Michael Shanahan, and Michael Kemper. 1989. "The Nature and Correlates of Early Adolescent Work Experiences." Paper presented at the annual meeting of the American Sociological Association, August, San Francisco, CA.

NEWSPAPERS AND MAGAZINES

Newspaper and magazine articles are non-academic sources. **WARNING:** Non-academic sources in first-year assignments may ONLY be used as EXAMPLES of something happening and cannot be used as EVIDENCE of something happening. Consult your instructor or teaching assistant before using such sources.

Newspaper Article

Rimland, Bernard. 2000. "Do children's shots invite autism?" *Los Angeles Times*, April 26, A13.

Snyder, Donna. 1999. "Judge Orders Teen's Hearing in Murder Case to Be Closed." *Buffalo News*, May 18, 1B.

Web Version of Newspapers

Clary, Mike. 2000. "Vieques Protesters Removed without Incident." *Los Angeles Times*, May 5. Retrieved May 5, 2000 (http://www.latimes.com/news/nation/updates/lat_vieques000505.htm).

Blank, Rebecca M. 2008. "How We Measure Poverty." *Los Angeles Times*, September 15. Retrieved January 7, 2009 (<http://www.latimes.com/news/opinion/sunday/commentary/la-oe-blank15-2008sep15,0,7811609.story>).

Magazine Article

Jana, Reena. 2000. "Preventing culture clashes – As the IT workforce grows more diverse, managers must improve awareness without creating inconsistency." *InfoWorld*, April 24, pp. 95.

Gibbs, Nancy. 1999. "Noon in the Garden of Good and Evil: The Tragedy at Columbine Began As a Crime Story but Is Becoming a Parable." *Time*, May 17, 153:54.

Brochure or Pamphlet

WARNING: Brochures and Pamphlets are not acceptable sources for first-year assignments. Treat pamphlets created by corporate authors in the same way you would treat an entire book written by a corporate author. Do not forget to identify your resource as [Brochure] or [Pamphlet] within brackets.

Writing: The Goal Is Variety (4th ed.) [Brochure]. Hartford, CT: Author.

REPORTS

WARNING: Reports are non-academic sources. Non-academic sources in first-year assignments may ONLY be used as EXAMPLES of something happening and cannot be used as EVIDENCE of something happening. However, if the report is statistical then it might be evidential but always consult your instructor or teaching assistant before using such sources. Statistics must be explained to make a strong argument.

NOTE: Government reports online often do not show authors, BUT always download and check the PDF version because the electronic file version usually does indicate author names.

If the report is in hard copy then no URL is required (obviously).

Report, No Author

U.S. Department of Justice. Bureau of Justice Statistics. 2010. "Key Facts at a Glance: Imprisonment Rates." Retrieved July 14, 2010 (<http://www.ojp.usdoj.gov/content/glance/incrt.cfm>).

Report, Author

Catalano, Shannan M. 2006. National Crime Victimization Survey: Criminal Victimization, 2005. *Bureau of Justice Statistics: Bulletin*. Washington, DC: U.S. Department of Justice. Retrieved July 10, 2010 (<http://www.ojp.usdoj.gov/bjs/content/pub/pdf/cv05.pdf>).

Chui, Tina, Hélène Maheux, and Kelly Tran. 2008. Canada's Ethnocultural Mosaic, 2006 Census. Ottawa: Statistics Canada. Retrieved June 21, 2011. (<http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=97-562-XIE2006001&lang=eng>).

Reports, Constitutions, Laws, and Ordinances

New York State Department of Labor. 1997. *Annual Labor Area Report: New York City, Fiscal Year 1996* (BLMI Report, No. 28). Albany: New York State Department of Labor.

Ohio Revised Code Annotated, Section 3566 (West 2000).

Telecommunications Act of 1996, Public Law 104-014, 110 U.S. Statutes at Large 56 (1996).

U.S. Bureau of the Census. 1990. *Characteristics of Population*. Vol. 1. Washington, DC: U.S. Government Printing Office.

U.S. Constitution, Article 1, Section 4

20. LEGISLATION

Court cases and legislative acts follow a format stipulated by legal publishers. The act or case is listed first, followed by volume number, abbreviated title, and the date of the work in which the act or case is found. The volume number is given in Arabic numerals, and the date is parenthesized. Court cases are italicized, but acts are not. Case names, including v., are italicized.

Brown v. Board of Education, 347 U.S. 483 (1954).

If retrieved from an online database, such as LexisNexis or HeinOnline, provide access information.

Ohio v. Vincer (Ohio App. Lexis 4356 [1999]). U.S. Congress. House of Representatives. *Fair Minimum Wage Act of 2007*. H.R. 2. 110th Congress, 1st Session, 2007. Retrieved July 11, 2010 (<http://thomas.loc.gov>).

Legislative

Print

Bill C-3: An Act respecting DNA identification and to make consequential amendments to the Criminal Code and other Acts. 1st Reading, September 25, 1997, 36th Parliament, 1st Session, 1997. Ottawa: Public Works and Government Services Canada, 1997.

"Privacy Act." In Revised Statutes of Canada, 1985. Vol. 7, Chapter P-21. Ottawa: Queen's Printer, 1985.

"An Act to Amend the Copyright Act" In Statutes of Canada 1997, Chapter 24. Ottawa: Public Works and Government Services Canada, 1997.

Electronic

Bill C-49: An Act providing for the ratification and the bringing into effect of the Framework Agreement on First Nation Land Management. 1st Reading, June 11, 1998, 36th Parliament, 1st Session, 1997-1998. (Online). Ottawa: Public Works and Government Services Canada, 1998. Available: <http://www.parl.gc.ca/HousePublications/Publication.aspx?Language=E&Mode=1&DocId=2329969>. [July 30, 2004].

Updated Sept. 2020

Standing Committees – General

(See next page for specific committee details)

Canada. Parliament. House name. Standing Committee name. (year, date). Evidence. Meeting number. Parliament details. Retrieval information.

In-text citation:

(Standing Committee name, year)

(Standing Committee on Canadian Heritage, 2004)

Print

Canada. Parliament. House of Commons. Standing Committee on Canadian Heritage. Evidence. (Issue No. 58, February 23, 1995) 35th Parliament, 1st Session, 1994-1995. Ottawa: Public Works and Government Services, 1995.

Canada. Parliament. Senate. Standing Committee on Social Affairs, Science and Technology. Subcommittee on Veterans Affairs. Proceedings. (Issue No. 9, March 19, 1998). 36th Parliament, 1st Session, 1997-98. Ottawa: Public Works and Government Services Canada, 1998.

Electronic

Canada. Parliament. House of Commons. Standing Committee on Environment and Sustainable Development. Minutes of Proceedings. (Meeting No. 60, June 8, 1998) 36th Parliament, 1st Session. (Online). Available:
<http://www2.parl.gc.ca/HousePublications/Publication.aspx?DocId=1033332&Language=E&Mode=1&Parl=36&Ses=1>. [July 30, 2004].

Canada. Parliament. House of Commons. Standing Committee on Canadian Heritage. (2004c). Evidence. Meeting 11, April 28. 37th Parliament, 3rd Session. Available:
<http://www.parl.gc.ca/committee/CommitteePublication.aspx?SourceId=81312>

GOVERNMENT PUBLICATIONS

General – No Author Given

Name of Government Ministry. Date. Title of Report or Article in italics. Place of Publication: Publisher. Retrieved month day, year (The full web address in parenthesis).

Note: For Statistics Canada documents you need to include the catalogue number.

Government Publication – Individual Author(s)

Romaniuc, Anatol. 1984. *Fertility in Canada: From Baby-Boom to Baby Bust*. Cat. no. 91- 524E. Ottawa, ON: Statistics Canada.

Government Publication – Group or Organization as Author

Canada. Department of Indian and Northern Affairs. 1982. *Outstanding Business: A Native Claims Policy*. Ottawa, ON: Ministry of Supply and Services.

Government Report or Report by a Professional Association

Freeman, Richard, ed. 1997. *When Earnings Diverge: Causes, Consequences, and Curses for the New Inequality in the U.S.* Report #284, National Planning Association, Washington, DC.

W.T. Grant Foundation. 1988. *The Forgotten Half: Pathways to Success for America's Youth and Young Families*. Washington, DC: Youth and America's Future, William T. Grant Commission on Work, Family and Citizenship.

Government Agencies

Print

Canada. National Forum on Health. 1997. Health and Health Care Issues: Summaries of Papers Commissioned by the National Forum on Health. Ottawa: Public Works and Government Services Canada. Cat. No. H21-126/3-1-1997E.

Natural Sciences and Engineering Research Council Canada. 1995. Measuring R & D: Proceedings of the Second International Symposium on Research Funding, Ottawa, Sept. 13-15. Ottawa: Supply and Services Canada, 1996. (With the National Natural Science Foundation of China). Cat. No. NS3-24/1996.

Electronic

Canadian Environmental Assessment Agency. May 1997. (Online) Guide to the Preparation of a Comprehensive Study for Proponents and Responsible Authorities. Available: http://www.ceaa-acee.gc.ca/013/0001/0003/comps_e.htm. [July 30, 2004]. Parliamentary.

Canadian Federal Parliament

Print

Canada. Parliament. House of Commons. 1997. Debates, 35th Parliament, 2nd Session, 1996-1997, vol. 134, No.151, April 8, 1997. Ottawa: Canadian Government Publishing.

Canada. Library of Parliament. Research Branch. 1997. National Defence Act: Reform of the military justice system by Michel Rossignol. Rev. Ed. Ottawa: Supply and Services Canada. (Current Issue Review 96-1E). Cat. No. YM32-1/96-1-1997-01E.

Canada. Parliament. Senate. 1998. Journals of the Senate. 36th Parliament, 1st Session, No. 62, May 14, 1998. Ottawa: Public Works and Government Services Canada.

Electronic

Canada. Parliament. House of Commons. Debates, 36th Parliament, 1st Session, vol. 135, issue 121A, June 18, 1998. (Online). Available:
<http://www2.parl.gc.ca/HousePublications/Publication.aspx?Language=E&Mode=1&Parl=36&Ses=1&DocId=2332827>. (via WWW) [July 30, 2004].

Commissions - Specific

Print

Canada. Royal Commission on Aboriginal Peoples. 1996. People to people, nation to nation: Highlights from the report of the Royal Commission on Aboriginal Peoples. Ottawa: Supply and Services Canada. Cat. No. Z1-1991/1-6E.

Canada. Commission of Inquiry into Certain Events at the Prison for Women in Kingston. 1996. Report. Ottawa: Public Works and Government Services Canada. Cat. No. JS42-73/1996E. (Commissioner: The Honourable Louise Arbour).

Electronic

Canada. Commission of Inquiry on the Blood System in Canada: Final Report. (Online). 1997. Ottawa: Public Works and Government Services Canada. Cat. No. CP32-62/3-1997E. (Commissioner: The Honourable Mr. Justice Horace Krever). Available: <http://www.hc-sc.gc.ca/ahc-asc/activit/com/krever-eng.php>. [June 16, 2008].

21. National Inquires - Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls

The Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls is commonly referred to as MMIWG. The main site for the MMIWG final report is available at: <https://www.mmiwg-ffada.ca/final-report/>. However, students need to be aware that the MMIWG final report actually is three separate documents; each document has a unique volume designation, a different secondary title and a different URL for each PDF. These details should be noted on your Reference Page.

Note for citations: If only using one of the MMIWG reports then the letter following the year 2019 is not required. However, if a student uses more than one MMIWG report volume then the reference and the citation would require a letter following the year to clearly show that different MMIWG reports are being used in your essay.

Notice the subtle differences in the references listed below i.e. the letter following 2019, the different volumes, final report titles and the different PDF file URLs.

If using two or three different MMIWG reports then you need the year letter in references and citations:

Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls (MMIWG).
2019a. Reclaiming Power and Place: The Final Report - Volume 1a, Catalogue No.: CP32-163/2-1-2019E-PDF. Vancouver, BC: Privy Council Office. Retrieved [date] (https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf).

Citation would be (MMIWG 2019a).

Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls (MMIWG).
2019b. Reclaiming Power and Place: The Final Report - Volume 1b, Catalogue No.: CP32-163/2-1-2019E-PDF. Vancouver, BC: Privy Council Office. Retrieved [date] (https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1b.pdf).

Citation would be (MMIWG 2019b).

Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls (MMIWG).
2019c. Reclaiming Power and Place: The Final Report - Volume 2: Supplemental Report Quebec, Catalogue No.: CP32-163/2-1-2019E. Vancouver, BC: Privy Council Office. Retrieved [date] (https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_2_Quebec_Report-1.pdf).

Citation would be (MMIWG 2019c).

22. Referencing Statistics Canada

NOTE: Statistics Canada reports online often do not show authors. However, the PDF version will often show authors so double check and download the PDF version

REMEMBER: Statistical data must come from credible sources like Statistics Canada. Also, remember statistical numbers do not mean much in an essay. Students need to explain the sociological significance or relevance of statistical numbers with argumentative statements to build strong thesis arguments for a successful essay.

Statistics Canada – No author

Statistics Canada. 2019 [2017]. “Labour market experiences of First Nations people living off reserve: Key findings from the 2017 Aboriginal Peoples Survey.” January 11, 2019 correction to the 2017 version, *Statistics Canada* Catalogue no. 89-653-X2018003. Ottawa, ON: Ministry of Industry. Retrieved June 26 2019 (<https://www150.statcan.gc.ca/n1/en/pub/89-653-x/89-653-x2018003-eng.pdf?st=ILt0hJsb>).

Statistics Canada. 2007. *Population and Dwelling Counts, for Canada, Provinces and Territories, 2006 and 2001 Censuses, 100% Data* (table). “Population and dwelling count highlight tables, 2006 Census.” “2006 Census: Release topics.” *Census*. Statistics Canada Catalogue no. 97-550-XWE2006002. Ottawa, Ontario. March 13. <http://www12.statcan.ca/english/census06/data/popdwell/Table.cfm?T=101> (accessed November 3, 2008.)

Statistics Canada. 2002. *Québec CMA, Median Age, 2001, by Census Tract* (map). “Thematic maps.” “2001 Census of Population.” *Census*. Last updated March 11, 2003. http://geodepot.statcan.ca/Diss/Maps/ThematicMaps/age_sex/CMA/Quebec_medage_ec_f3.pdf (accessed November 3, 2008).

Statistics Canada – Author(s), chapter within a larger volume

Turcotte, Martin. 2014. “Persons with disabilities and employment.” *Insights on Canadian Society Series*. Statistics Canada Catalogue no. 75-006-X. Retrieved August 10, 2015 (<http://www.statcan.gc.ca/pub/75-006-x/2014001/article/14115-eng.htm>).

NOTE: The catalogue number is very important. The above source is like a book chapter. “Persons with disabilities and employment” is a chapter within a volume (equivalent to book) titled, “Insights on Canadian Society Series”.

Citing a census table, graph or map from a publication in print

Statistics Canada. 2004. “Selected characteristics for census tracts, 2001 Census, 100% data and 20% sample data” (table). *Profile of Census Tracts in Hamilton*. Statistics Canada Catalogue no. 95-236-XPB. Ottawa, Ontario. p. 8–310.

Updated Sept. 2020

Wang, Jennie. 2004. "Farmland near cities commands higher prices" (graph). "They're tilling that field behind the mall." *Canadian Agriculture at a Glance*. 2001 Census of Agriculture. Statistics Canada Catalogue no. 96-325-XPB. Ottawa, Ontario. Statistics Canada. p. 20.

Citing a table, graph or map from E-STAT

Statistics Canada. No date. *Under 5 years, both sexes, 2006* (graph). 2006 Census of Population, Population from 1921 to 2006 (Canada, Provinces, Territories) (database). Using E-STAT (distributor). Last updated October 1, 2008.

<http://estat.statcan.ca/cgi-win/CNSMCGI.PGM?Lang=E&C91SubDir=ESTAT&DBSelect=HIST> (accessed October 27, 2008).

Statistics Canada. No date. *Number of Farms and Selected Averages by Number of Operators per Farm, by Province, Census Agricultural Region (CAR), Census Division (CD), 2001 Saskatchewan (20 Agricultural Regions)* (table). 2001 – Census of Agriculture, Farm Operator Data by Province, Census Agricultural Region (CAR) and Census Division (CD) (database). Using E-STAT (distributor). Last updated August 12, 2002.

<http://estat.statcan.ca/cgi-win/CNSMCGI.EXE?ESTATFILE=EStat\English\E-Main.htm> (accessed December 5, 2005).

Table referencing:

Statistics Canada. 2007. Halifax, Nova Scotia (Code1209034) (table). 2006 Community Profiles. Retrieved January 24, 2014 (<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>)

Statistics Canada. 2012. Population, urban and rural, by province and territory. Summary table: Population and demography, All subtopics. Retrieved June 21, 2013 (<http://www5.statcan.gc.ca/subject-sujet/index.action?&lang=eng>)

Citing a census table, graph or map from a publication in HTML or PDF

Statistics Canada. 2007. "Brandon, Man., 46, Dissemination area by non-tracted CA, 1 of 3" (map). *Dissemination Area Reference Maps, by Non-tracted Census Agglomerations, Update*. Statistics Canada Catalogue no. 92-148-UIB. Ottawa, Ontario. Last updated March 13.

http://geodepot.statcan.ca/Diss2006/Maps/Maps_Cartes/NONTRACTEDCADA/MB/CADA610-D.pdf (accessed October 27, 2008)

Updated Sept. 2020

Statistics Canada. 2002. "Moncton, N.B. (13), CMA/CA code 305, map 2 of 2" (map). *Census Tract Reference Maps, by Census Metropolitan Area and Census Agglomeration*. Statistics Canada Catalogue no. 92F0145XIB. Ottawa, Ontario. Last updated January 20, 2003.
http://geodepot.statcan.ca/Diss/Maps/ReferenceMaps/retrieve_cmaca.cfm?pdf_index=40 (accessed August 16, 2005).

Specific Tables in a Government Report or Census Report

Census Catalogue referencing:

Statistics Canada. 2009. How to Cite Statistics Canada Products. Statistics Canada Catalogue no. 12-591-X. Ottawa. (updated May 2009). Ottawa. Retrieved January 24, 2014 (/pub/12-591-x/12-591-x2009001-eng.htm).

Data Set/Machine-Readable Data Files

Treiman, Donald J., ed. 1994. *Social Stratification in Eastern Europe after 1989: General Population Survey. Provisional Codebook (December 7, 1994)* [MRDF]. Los Angeles, CA: UCLA Institute for Social Science Research, Social Science Data Archive [distributor].

U.S. Census Bureau. 1996. *Statistical Abstracts of the United States, 1995*. Washington, DC: U.S. Department of Commerce.

Census Data: (Example from the 96 Census):

Statistics Canada. 1996. Census of Canada. Profile data. Ottawa, Canada. [Data obtained from PCensus Software, Tetrad Computer Applications, Vancouver, B.C.].

Depending on your needs, you could include more detail in the citation e.g., the level of geography:

...Census of Canada. Profile Data for Kingston at the census Tract Level. Ottawa.....

U.S. Census Bureau. 1943. *U.S. Census of the Population: 1960. Employment and Personal Characteristics*. Table 26. Washington, DC: U.S. Government Printing Office.

U.S. Census Bureau. 1956. *U.S. Census of the Population: 1950. Vol. 4, Special Reports: Occupational Characteristics*. Table 1. Washington, DC: U.S. Government Printing Office.

Provincial Government Legislation

Check the page with the copyright © symbol of the PDF version and use this as the author you may find the copyright symbol at the bottom footer of online web version.

Queen's Printer for Ontario. 2016a. "Accessibility for Ontarians with Disabilities Act (AODA). 2005. AODA SO 2005, Chapter 11" e-Laws currency as of July 1, 2016. Retrieved March 12, 2019 (<https://www.ontario.ca/laws/statute/05a11>).

Provincial Government Reports

Check the page with the copyright © symbol of the PDF version and use this as the author you may find the copyright symbol at the bottom footer of online web version. Use authors if provided instead of government department or official printer names.

Ontario Ministry of Transportation. 2019. "Medical review." Retrieved June 1, 2019 (<http://www.mto.gov.on.ca/english/safety/medical-review.shtml>).

Queen's Printer for Ontario. 2019b. "Report a scam or fraud." Updated: October 9, 2019. Retrieved December 1, 2019 (<https://www.ontario.ca/page/report-scam-or-fraud>).

Spreadsheets

Scientists and engineers Statistical Data System (SESTAT). 2006. "Table B-1: U.S. Scientists and Engineers, by Detailed Field and Level of Highest Degree Attained: 1999." Retrieved July 10, 2010 (<http://www.nsf.gov/statistics/us-workforce/1999/tables/TableB1.pdf>).

Survey Instrument

National Science Foundation. 2006. "2006 Survey of Doctorate Recipients." Arlington, VA: national Science Foundation. Retrieved July 10, 2010 (<http://....>).

Archival Sources

National Archives, Box 133. 1991. File: State and Local Information, September-October 1990. Letter from Vice President of the National Association for the Advancement of Learning Disabled People to William Wondra.

George Meany Memorial Archives, Legislature Reference Files, Box 6. March 18, 1970. File: 20. Memo, Conference with Gloster Current, Director of Organization, national Association for the Advancement of Colored People.

23. OTHER SOURCE TYPES - The following source types may not be academic

The following sources types are generally not allowed in first-year assignments but may be used when needed for an example of an issue. Upper year students use the following with caution. In all cases, it is best to get permission from your instructor or teaching assistant before using the following source types.

PowerPoint Presentations

Conard-Salvo, Tammy, Caitlan Spronk, and Joshua M. Paiz. 2014. "Soaring into the Future: The Purdue OWL and Supporting the Next Generation of Writers." Presented at the 2014 ECWCA Conference, March 28, Miami, Ohio. Retrieved November 21, 2014 (<http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1003&context=writinglabpres>).

Cheng, Yin Cheong. 2008. "Reform Syndrome and Educational research in the Asia-Pacific region." Presented at the Annual Meeting of the American Educational Research Association, March 28, New York City. Retrieved June 5th, 2010 (<http://www.weraonline.org/>).

Online Bibliographies and Annotated Bibliographies

Jürgens, R. 2005. HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography. Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf

Press Release

Google Inc. 2004. Retrieved October 16, 2014 (<https://investor.google.com/corporate/2004/ipo-founders-letter.html>).

Film

When using the title of a film in the text please italicize the title.

Redford, R. [Director]. 1980. *Ordinary People* [Film]. Paramount.

Film of limited circulation

Holdt, D. [Producer], and Ehlers, E. [Director]. 1997. *River at High Summer: The St. Lawrence* [Film]. (Available from Merganser Films, Inc., 61 Woodland Street, Room 134, Hartford, CT 06105)

Cassette

Lake, F. L. [Author and speaker]. 1989. *Bias And Organizational Decision Making* [Cassette]. Gainesville: Edwards.

Television

Title of program. (transmission date) Net Work.

Updated Sept. 2020

Musical Recording

Barber, S. 1995. Cello Sonata. On Barber [CD]. New York: EMI Records Ltd.

Blunt, James. 2013. Bonfire Heart. Warner Music.

CD-Rom

Author (if known, last name first). CD-Rom Title. year(s). CD-ROM: Publisher. (Date you last accessed the database).

Audio Podcast

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc. In-text citation (Author Surname Year Published)

Cranfield School of Management. 2014. The Knowledge Interchange. Retrieved June 16, 2014 (<http://www.som.cranfield.ac.uk/som/mediafiles/podcasts/ki/podcast.asp>).

Bell, T., and T. Phillips. 2008. May 6. A solar flare. Science @ NASA Podcast. Retrieved Oct. 10, 2013 (<http://science.nasa.gov/podcast.htm>).

Hout, Michael. 2009. "Higher Education Today." Washington, DC: American Sociological Association. Contexts Podcasts. Retrieved June 22, 2010 (<http://contexts.org/podcast/2009/06/07/higher-education-today/>).

National Academics. 2010. "National Getting Better Health Care for Your Buck." Audio Podcast. Retrieved June 4, 2010 (<http://media.nap.edu/podcasts/>).

Video Podcasts

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Scott, D. [Producer]. 2007. January 5. The community college classroom [Episode 7]. Adventures in Education. Podcast retrieved from <http://www.adveeducation.com>

Updated Sept. 2020

DVD/Documentaries

When it has been reissued the original date comes first. [c2011] 2013. Sometimes you just have to decide what information would allow a reader to find the resource.

Blackside [Producer]. 2009. *Eyes on the Prize: America's Civil Rights Years 1954-1965 (Season 1)*. DVD.

Achbar, Mark and Peter Wintonick. 2002. *Manufacturing Consent: Noam Chomsky and the Media*. [DVD]. New York: Zeitgeist Video.

Deriva Films. [c2011] 2013. *Blue Ghosts: Women's Rights in Afghanistan*. [DVD]. New York: Films Media Group.

Films Media Group. 2012. *Afghanistan: Girl Power!*/ABC International. [DVD]. New York, NY: Distributed by Films Media Group for Films for the Humanities & Sciences, Cambridge Educational, Meridian Education and Shopware.

Jhally, Sut [Executive Producer], and Jeremy Earp [Producer]. 2013. *Tough Guise 2: Violence, Manhood & American culture*. Northampton, MA: Media Education Foundation.

Websites

Purdue University. 2012. "Purdue University's Foundations of Excellence Final Report: A Roadmap for Excellent Beginnings." Retrieved Nov. 21, 2014(http://docs.lib.purdue.edu/provost_pubs/1/).

American Sociological Association. 2000. "Scholarship of Teaching and Learning Workshop." Washington, DC: American Sociological Association. Retrieved May 5, 2000 (<http://www.asanet.org/members/socwkshp.html>).

Meinhold Roman. 2009. "Popular Culture and Consumerism: Mediocre, (Schein-)Heilig and Pseudo-Therapeutic." *Academia.edu*. Retrieved Feb 12, 2013 (http://www.academia.edu/202348/Popular_Culture_and_Consumerism_Mediocre_Schein_Heilig_and_Pseudo-Therapeutic).

"Social Science Information Gateway: Sociology." 2005. University of Surrey. Retrieved April 27, 2005 (<http://sosig.esrc.bris.ac.uk/sociology/>).

"Statistical Resources on the Web: Sociology." 2002. University of Michigan Documents Center. Retrieved April 26, 2005 (<http://www.lib.umich.edu/govdocs/stsoc.html>).

Updated Sept. 2020

YouTube Video

Cato Institute. 2008. "John Samples on Free Political Speech in 2009." You Tube Web site. Retrieved July 23, 2009 (<http://www.youtube.com/watch?v=fRkUjMP8Byg>).

SPEECHES

This information comes from MLA style with the date placed after the author, which is the convention in ASA. In-text citation: Maya Angelou (1993) said that "text of quotation." OR "Text of quotation" (Angelou 1993).
39.

Speaker name. Date of presentation. "Title of the Speech". Meeting Name. Location of the Meeting. Type of Presentation.

Angelou, Maya. Jan. 19th 1993. "On the Pulse of Morning". Inauguration of President Clinton. Washington D.C. Speech.

Speeches on CD

Taft, William Howard. [1908] 2007. "Republican and Democratic Treatment of Trusts." Early American Political Speech: A Collection of Speeches of American Politicians. CD. Minneapolis: Filibust.

Citation in Text: Place parenthetical citations in context in your sentences, after the word that needs the citation. Use both the original and the reprint dates in the parenthetical citation: In a much-loved speech (Taft [1908] 2007), he addressed the issue of trusts.

Speeches on YouTube.com

Cato Institute. 2008. "John Samples on Free Political Speech in 2009." *You Tube* Web site. Retrieved July 23, 2009 (<http://www.youtube.com/watch?v=fRkUjMP8Byg>).

Citations in Text: Citations are placed in the context of discussion and are formatted like so, using the author's last name and the date of publication. (Cato Institute 2008) Alternatively, you can integrate the citation into the sentence by means of narrative, like so: The Cato Institute (2008) has published a video on You Tube in which John Samples discusses free political speech.

Speeches from TED

NOTE: TedTalks usually have accurate text transcripts. A transcript gives a more reliable quote than the video's audio recording in terms of a source for essays, so use the transcript to ensure accuracy

Follow this style if you viewed the TedTalk on the TED website:

Speaker, A. A. date. Title of talk [Video file]. Retrieved from <http://www.ted.com>.rest_of_URL
Aduaka, N. 2007, June. Newton Aduaka: The story of Ezra [Video file]. Retrieved from http://www.ted.com/talks/newton_aduaka_tells_the_story_of_ezra

However, if you viewed the TED talk on YouTube, list whoever posted it (usually TED) in the author space. You'll notice the date it was posted on YouTube might be different than the date it was recorded for the TED website.

TED. 2008, November 4. Newton Aduaka: The story of Ezra [Video file]. Retrieved from https://www.youtube.com/watch?v=PLXsUgL_wpc

Lecture Citation and Referencing

Students might be able to cite lectures but check with your instructor because many do not allow lecture sources. Citing lectures can be viewed by graders as a lazy source lacking student effort.

A lecture is not a peer-reviewed academic source. The instructor who created a lecture has taken the time to include citations and references for its information sources. **Students should be citing and referencing the original authors and sources from the lecture content and not the lecture presentation as a source.**

Note: Just because you were taught an idea or concept within a lecture does not make it common knowledge i.e. an idea known to the average person on the street outside the university. An idea from a lecture always comes from an author. Thus, students must cite and reference that author and not use the idea as if it were common knowledge. Students should always define terms, explain ideas and concepts in an essay as if the reader knows nothing.

ASA format for referencing lectures and PowerPoint presentations:

Instructor/Presenters name. year. Class lecture title. *Course name*. Date of lecture. Geographic location city and province/state: Institution or publisher name.

Beamish, Rob. 2010. "Power, colonialism and the marginalization of disadvantaged persons in Canada." *SOCY122 Introduction to Sociology*. September 22, 2010. Kingston, ON: Queen's University.

Email Citation

If emails are referred to in an essay, they like other personal communication, should be entered as part of the text and referenced in a footnote. Emails are rarely cited in a reference list. When referring to communication by email obtain the permission of the owner before using it and do not cite the email address.

Example Text: In an email message to the author, Jones indicated that he was leaving the university.

Footnote would then be: number superscript font John Jones, email message to author May 19 2010.

Social Media Sources

Generally, references to social media such as blog posts should not be used as sources especially in first-year essays. **Social media sources should not appear within a reference page. Rather, social media sources should be indicated as footnotes in the body text where referenced.**

Social media posts are non-academic and **may be used as an example** of something happening but **should not be used as evidence** of something for an argument. Thus, social media sources should only be used with instructor or teaching assistant permission. A social media reference footnote should include the post's author, post title or hash tag, blog name or social media company (e.g. Word Press or Facebook etc.) in italics, post date, date retrieved and the post's URL address within round brackets.

The social media source footnote should include:

Delong, Brad. 2007. "Thomas Piketty and Emmanuel Saez Give Their Current View on American Income Inequality." *The Brad DeLong Blog*, January 7, 2007. Retrieved January 9, 2007 (http://econ161.berkeley.edu/movable_type).

Religious Texts

If you need to cite religious texts such as the Bible for illustration or example purposes in your essay, please see the citation practice for this in the MLA or APA on-line guide on the web. Remember religious texts are not peer reviewed and cannot stand as evidence in a sociology paper. Well-known books such as the Bible do not need to be included on the reference page, unless a professor asks you to. It might look something like this:

Holy Bible: The new King James Version, containing the Old and New Testaments. 1982.
Nashville: T. Nelson pp.201-205

Parenthetical Citations in the text: for your first citation, identify the version, which you used.

- The Bible extols the virtues of love; “Love is patient, love is kind. It does not envy, it does not boast, it is not proud” (1 Cor. 13:4 New International Version).
- (John 3:16 New Revised Standard Version)
- (Holy Bible: The new King James version, containing the Old and New Testaments, 1982).
- (2 Cor. 5:17 New International Version)
- In Psalm 36:1 (New Jerusalem Bible), David...

24. Things to stop doing when writing essays

1. Stop using the 5-paragraph hamburger model of essay writing. You can have as many points and as many paragraphs as it takes to make your point.
2. Never start a paper with “Throughout history” or any derivation thereof.
3. Do not address your reader personally as We, You or Us – the reader does not want to be included in your analysis.
4. Paragraphs must be at least 3 sentences.
5. Do not change the spacing or font to make your paper bigger or smaller.
6. Avoid using “society” as if it were a person. Not every person has the same views.
7. You do not have to say “in society” when you write – this is redundant we do not exist outside of society.
8. THEN = Time THAN = comparison
9. Remember it's -- is not the possessive its -- is the possessive
10. Use a lot -- not alot
11. Dates do not have an apostrophe unless you mean them to be possessive (1990s not 1990's)
12. data is a plural noun -- the singular is datum; therefore "The data are hard to interpret
13. media is a plural noun -- the singular is medium -- therefore "While it is fine to say that the media shape the dominant ideology a sound argument will show how one medium plays that role rather than a general analysis of the media as a whole."
14. A “novel” is a work of fiction you are reading “books”.
15. When you consult a dictionary or encyclopedia we do not want to know about it in your paper. Do not write sentences such as: “Webster’s dictionary defines.....”
16. You can only use the word “secondly” if you use the word “firstly”.
17. Use insert page numbers and insert page breaks in your program – make sure your reference page has a page break so it stands alone on its own page.

25. Avoid Psychological and Anthropological perspectives – Focus on Sociology

A common student mistake is to forget about the sociological relevance of a topic and start writing from a more psychological, anthropological or historical perspective.

Identify the sociology in a topic:

Sociology focuses on things that happening external to the individual.

Sociology focuses on how an individual becomes socialized to become a member of a social group and conversely how social groups can socialize individuals.

Sociology focuses on how the individual is a member of many social groups and how social relationships between individuals or groups affect a larger society as well as how the larger social structures impact the individual.

Sociology focuses on social structures (e.g. how social groups are organized to help a community function), power relationships (e.g. which social group determines the social norms and values and has the dominance to marginalize other groups) and how access to resources (e.g. employment, government and community services or the internet) influences an individual's inclusion or exclusion and ability to function within a society.

Avoid these topics:

Psychology focuses on things happening internally within an individual.

Psychology focuses on universal often biological characteristics regarding how people think, feel or behave.

Psychology focuses on an individual's internal mental health, but sociology focuses on the external - how access to mental health services affects an individual or group.

Anthropology focuses on the study of how patterns in human behavior in the past and present develop cultural meaning, including language, norms and values that influence the social life of a community.

History is all about the past, whereas sociology is about a current social issue that may have important historical context that needs to be noted, but always returns to the present.

26. Learning to be aware of digital world source problems

Difference between academic versus non-academic sources

What is the difference between an academic and non-academic source? **Reading this guide thoroughly will help students avoid many common mistakes that cause students to lose marks on assignments.** For example, one common problem is that all sources look the same in the digital world. **First-year students are especially prone to using unacceptable sources for their essay.** If you walk into a library then you can easily distinguish between a book, journal article, newspaper or magazine. Professional books and journals are produced by professional organizations. As a result, professional books and peer-reviewed journals are approved by experts in a specific field or discipline; and thus, these sources are usually only available in libraries. While newspapers, magazines and popular books can be found in many local stores. Hence, professional books and journal articles are considered “academic” while newspapers and magazines are “non-academic” sources.

However, all of these sources look the same when they are digitized into electronic form as a record within an online database. Thus, students should develop the habit of checking the SOURCE TYPE for all sources. **OMNI searches will indicate that a source is “peer-reviewed” near top of an item’s detail record just above the “Available At:” or “Available Online” information.** However, **OMNI shows nothing if an item is not peer-reviewed.** In these situations, students must open the full OMNI record, scroll down and check the SOURCE TYPE. Also, check the LANGUAGE TYPE for each source. **Only sources available in English will be allowed in first-year assignments.** If in doubt then always check with your instructor or teaching assistant before using a source in an assignment.

Why does academic versus non-academic source matter?

In many sociology courses, students may only use **non-academic source ideas for examples** of something happening but only ideas from **academic sources can be used to provide evidence** for something happening. This restriction is especially true for first-year assignments. Many students lose marks and receive low grades because they use non-academic sources to provide evidence to support an argument for their assignment or essay

27. What is an argumentative statement?

In academic writing, an argument is usually a main idea. An argumentative statement makes a “claim” about a main idea that presents evidence from academic sources to demonstrate that this claim is valid. In high school, you could write about common knowledge, what you know and use personal opinions to support your arguments. However, university writing is very different.

At university, you must write about what you can support using academic sources.

Especially in first-year, what you think you know and personal opinions must be put aside because students must use other author’s ideas from academic sources to support their claims. Essentially, at university you must unlearn what you have previously learned and explore other authors ideas to move from common knowledges to professional knowledges for academic writing.

Changing from descriptive to argumentative writing with sociological relevance

In high school, students often write descriptive statements, but in university students need to write argumentative statements. **Descriptive statements only provide the ‘what’ of phenomenon** such as “The sky is blue.” **Argumentative statements provide the ‘what’ with a ‘so what’ significance or relevance** such as:

“The sky is blue (the what) because gases and particles in Earth's atmosphere scatter sunlight in a blue light spectrum (the so what).”

This is a good combined ‘what’ and ‘so what’ argumentative statement, but this statement or ‘claim’ lacks sociological relevance.

Combining ‘what’ and ‘so what’ sociological relevance to build a strong argument

When writing argumentative statement for a sociology essay be sure that you provide the social relevance in your argumentative statements. A better **sociological argumentative argument** would be:

“Canadian culture has beliefs regarding the significance of a blue sky (the what), but not all cultures have the same beliefs (so what). Some cultures do not have a word for blue in their language vocabulary (what). As result, immigrants coming to Canada may have trouble understanding Canadian norms and colloquial language regarding the weather (so what sociological relevance).”

This example combines ‘what’ statements and ‘so what’ statement to build a strong sociological argument. Thus, a good sociological argument can be one or more sentences but they all have to connect to sociological relevance.

Strong Arguments require students to write about idea connections

REMEMBER: Describing ideas does not make good arguments. To make strong arguments, students must write about what connects ideas. Idea connections when combined with so what relevance or significance build arguments that then support your main argument or thesis statement of an essay.

28. Identify acceptable vs unacceptable sources: How to use an unacceptable source to find acceptable sources

This web blog would be an **unacceptable source** for a university essay, students should not direct quote or paraphrase information from this website (<https://yellowheadinstitute.org/2020/07/15/police-brutality-in-canada-a-symptom-of-structural-racism-and-colonial-violence/#1594737656324-06d5bced-ddde>)

However, if a student examines this site carefully then the above unacceptable site can lead to acceptable academic sources. Look at this site's references.

The unacceptable web blog lists five references:

1. Allan, B., & Smylie, J. (2015). First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. Toronto, ON. Retrieved from <https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf>

Allan and Smylie 2015 would be another web blog and would **not acceptable** as a source for an essay. Do not use Allan and Smylie 2015.

2. Bailey, Z. D., Krieger, N., Agénor, M., Graves, J., Linos, N., & Bassett, M. T. (2017). America: Equity and Equality in Health 3 Structural racism and health inequities in the USA: evidence and interventions. Www.TheLancet.Com. [https://doi.org/10.1016/S0140-6736\(17\)30569-X](https://doi.org/10.1016/S0140-6736(17)30569-X).

Bailey et al. 2017 is an article from an academic journal The Lancet. This reference would be an **acceptable peer-reviewed academic source**. Students could use the DOI URL or library search this journal article. A library search would tell a student to go to <https://pubmed.ncbi.nlm.nih.gov/28402827/> for this article.

The above reference in ASA style would be:

Bailey, Zinzi D., Nancy Krieger, Madina Agénor, Jasmine Graves, Natalia Linos and Mary T Bassett. 2017. "Structural racism and health inequities in the USA: evidence and interventions." *Lancet* 389(10077):1453-1463.
doi: 10.1016/S0140-6736(17)30569-X.

3. Brian Sinclair Working Group. (2017). Out of Sight: Summary of the Inquest into Brian Sinclair's Death. Retrieved from https://media.winnipegfreepress.com/documents/Out_of_Sight_Final.pdf

The above source would be an **acceptable but NON-academic** source. Also, CAREFUL the above reference is wrong look at the PDF version. The authors of Out of Sight are not the Brian Sinclair Working Group this **actually the publisher**.

Browne, Annette J., Emily Hill, Barry Lavallee, Josée Lavoie, and Mary Jane Logan McCallum. 2017. *Out of Sight: Summary of the Inquest into Brian Sinclair's Death*. Winnipeg, MN: Brian Sinclair Working Group. Retrieved [date] (https://media.winnipegfreepress.com/documents/Out_of_Sight_Final.pdf).

4. Browne, A. J., Smye, V. L., Rodney, P., Tang, S. Y., Mussell, B., & O'Neil, J. (2011). Access to Primary Care From the Perspective of Aboriginal Patients at an Urban Emergency Department. *Qualitative Health Research*, 21(3), 333–348. <https://doi.org/10.1177/1049732310385824>.

Browne et al 2011 is an article from an **academic peer-reviewed source BUT might not be acceptable because this article is too old**. Sources more than ten years old often do not pass the **CRAAP test because the information is out of date**. Before using Browne et al. 2011 you should consult with your instructor or Teaching Assistant.

5. Department of Justice. (2019, April 12). Statistical Overview on the Overrepresentation of Indigenous Persons in the Canadian Correctional System and Legislative Reforms to Address the Problem – Spotlight on Gladue: Challenges, Experiences, and Possibilities in Canada's Criminal Justice System. Retrieved June 9, 2020, from <https://www.justice.gc.ca/eng/rp-pr/jr/gladue/p2.html>.

The above source would be considered an **acceptable NON-academic source** that students could use. The web version of this report has no authors but NOTE: if a student downloads the PDF version of a government or Statistics Canada report the PDF will often indicate the report's author(s). BE AWARE government web page reports often are available one day and gone the next so downloading the PDF gives the student some reassurance that the information will be available when writing an essay.

HINT: If a student clicks on the links located at the top of this government web page such as the link for "Table of Contents" or "Reports and Publications" then other related topic NON-academic reports can be found that the student might also find useful.

TRICKY REFERENCE: Note the above reference is inaccurate and is not in proper ASA format. The above government report is actually the second chapter in a larger report. As a result, proper ASA format is more like a book - chapter format than a journal article format.

The correct ASA format for the above reference would be:

Department of Justice. 2019. "2. Statistical Overview on the Overrepresentation of Indigenous Persons in the Canadian Correctional System and Legislative Reforms to Address the Problem." in Spotlight on Gladue: Challenges, Experiences, and Possibilities in Canada's Criminal Justice System. Ottawa, ON: Department of Justice Canada. Retrieved [date] (<https://www.justice.gc.ca/eng/rp-pr/jr/gladue/toc-tdm.html>).

HIDDEN SOURCE MMIWG: This weblog also mentions the Missing and Murdered Indigenous Women and Girls (MMIWG) report from a Canadian government national inquiry. Students could also use one or more of the MMIWG reports as **NON-academic sources** for an essay. **REMEMBER: NON-academic sources may only be used as an EXAMPLE of something and NOT AS EVIDENCE of something in an essay**

The Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls is commonly referred to as MMIWG. The main site for the MMIWG final report is available at: <https://www.mmiwg-ffada.ca/final-report/>. However, students need to be aware that the MMIWG final report actually is three separate documents; each document has a unique volume designation, a different secondary title and a different URL for the each PDF. These details should be noted on your Reference Page.

Note for in-text citations: If only using one of the MMIWG reports then the letter following the year 2019 is not required. However, if a student uses more than one MMIWG report volume then the reference and the citation would require a letter following the year to clearly show that different MMIWG reports are being used in your essay.

Notice the subtle differences in the references listed below i.e. the letter following 2019, the different volumes, final report titles and the different PDF file URLs.

Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls (MMIWG). 2019a. Reclaiming Power and Place: The Final Report - Volume 1a, Catalogue No.: CP32-163/2-1-2019E-PDF. Vancouver, BC: Privy Council Office. Retrieved [date] (https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf).

Citation would be (MMIWG 2019a) or if only using this report then just (MMIWG 2019) with no letter.

Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls (MMIWG). 2019b. Reclaiming Power and Place: The Final Report - Volume 1b, Catalogue No.: CP32-163/2-1-2019E-PDF. Vancouver, BC: Privy Council Office. Retrieved [date] (https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1b.pdf).

Citation would be (MMIWG 2019b) or if only using this report then just (MMIWG 2019) with no letter.

Canadian National Inquiry for Missing and Murdered Indigenous Women and Girls (MMIWG).

Updated Sept. 2020

2019c. Reclaiming Power and Place: The Final Report - Volume 2: Supplemental Report Quebec, Catalogue No.: CP32-163/2-1-2019E. Vancouver, BC: Privy Council Office. Retrieved [date] (https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_2_Quebec_Report-1.pdf).

Citation would be (MMIWG 2019c) or if only using this report then just (MMIWG 2019) with no letter.

HIDDEN SOURCE newspaper: Google searching "Mercer, Fiddler, & Walsh, 2020" this reference appears to be referencing an online newspaper article titled, "N.B. police shooting of Indigenous woman sparks outrage across Canada." Newspaper articles are considered **NON-academic sources**. Use with caution because NON-academic sources **may only be used as an EXAMPLE of something and NOT AS EVIDENCE of something in an essay**. So this news article can be an example of a police shooting but CANNOT be used as evidence of police brutality or systemic racism etc.

HIDDEN SOURCE Human Rights Commission reports: The weblog cites Ontario Human Rights Commission, 2018. A provincial human rights commission is **an excellent NON-academic source just like Statistics Canada** because they are recognized credible government agencies. In this case, a student could Google "black and Ontario Human Rights Commission, 2018" and find the report below.

Just below the online report heading, locate the link "View PDF: A Collective Impact: Interim report on the inquiry into racial profiling and racial discrimination of Black persons by the Toronto Police Service" and download the PDF version...the online version does not give you page number or other information you need for proper referencing but the PDF version will give you everything you need. An OHRC report **may only be used as an EXAMPLE of something and NOT AS EVIDENCE** because it is a NON-academic source.

Government of Ontario. 2018. "A collective impact interim report on the inquiry into racial profiling and racial discrimination of Black persons by the Toronto Police Service. OHRC Catalogue no. 978-1-4868-2998-9 (PDF). Toronto, ON: Ontario Human Rights Commission. Retrieved [date] (<http://www.ohrc.on.ca/en/public-interest-inquiry-racial-profiling-and-discrimination-toronto-police-service/collective-impact-interim-report-inquiry-racial-profiling-and-racial-discrimination-black>).

Updated Sept. 2020

SOURCE TOO OLD: The weblog mentions Reading, 2009. This source would be too old for a first year essay because it would not pass the CRAAP test.

SOURCE INSUFFICIENT CREDIBILITY: Indigenous Services Canada, 2018 searching for this source will lead you to an informational sheet at <https://yellowheadinstitute.org/resources/carceral-redlining-white-supremacy-the-incarceration-for-indigenous-and-black-peoples/>

The Yellowhead Institute published the above nine paged report titled, Carceral Redlining White Supremacy is a Weapon of Mass Incarceration for Indigenous and Black Peoples in Canada authored by Rai Reese. This report contains lots of tempting statistics that students would want to use, but if you look closely at the report's references the statistics are not based on peer-reviewed academic sources. Your instructor or teaching assistant might not consider this a credible NON-academic source students can find better academic sources for this type of statistical data that is more appropriate for a university essay.

Students must be very discerning i.e. and use the CRAAP test when selecting NON-academic sources. Just because a source says something that nicely supports your thesis statement does not mean that you can use it for your essay. Instructors and teaching assistants WILL download and check NON-academic sources for credibility... **if a source is deemed to lack credibility then you will lose marks and risk getting a low grade.** Especially, if you try to use a NON-academic source as statistical evidence when you are only allowed to use NON-academic sources for examples.

IMPORTANT NOTE: Statistical data must come from credible sources like Statistics Canada. Also, remember statistical numbers do not mean much in an essay. Students need to explain the sociological significance or relevance of statistical numbers with argumentative statements to build strong thesis arguments for a successful essay.