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# WRITING GUIDELINES

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LIKE NOWHERE ELSE

# Table of Contents

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- Writing Guidelines..... 3
- Inclusive Writing..... 8
- Departments and Terminology ..... 11
- Style and Formats ..... 13

# Writing Guidelines

## Plain Language

We encourage you to write in plain language, a style that is personal, clear, and simple. Plain language does not oversimplify – in fact, it often uncovers ambiguities or uncertainties that may be hiding in dense, complex prose. There is strong evidence that using plain language reduces response errors and callbacks, which in turn saves time and money.

Plain language is personal: it talks about “me” and “you.” Instead of saying, “The department will provide the student with . . .”, say, “We will give you . . .”

Plain language is clear: it helps the reader by

- being well organized
- using a logical progression: each paragraph is a bridge to the next
- using short sections and useful headings
- using active voice, familiar words, simple sentences, and strong verbs
- defining technical terms and avoiding jargon
- using no more words than it needs to

Plain language is simple: it's close to the way we speak.

- It's faster to read.
- It's understood by a wider audience.
- Readers prefer it.
- Readers are more likely to comply and to make fewer mistakes.

If you want to know more about plain language, the [Plain Language Association International](#) is a good place to start.

## Editorial Style

This *Editorial Style Guide* is a reference for non-academic communication, answering general questions on English style and usage.

It is based on *The Canadian Press (CP) Stylebook* and *The CP Caps and Spelling Guide*. Please refer to them if your question is not answered here.

## Punctuation

Use hyphens to avoid ambiguity (small-business sales may be different from small business sales). Use hyphens with all-, ex-, post-, self-, vice-, and -elect.

In Canadian usage, almost all closing punctuation marks go inside quotation marks.

In Canada, we usually say “orient,” not “orientate.”

When using dashes as parentheses, use an en dash (short dash) with a space before and after.

The Department of English and Theatre – which is part of the Faculty of Arts – is located in the Beveridge Arts Centre.

## Date and Time

In informal usage, the first two digits of a year can be replaced with an apostrophe. The apostrophe faces left, like a closing single quotation mark.

the class of '85, the '80s

Jane Doe ('85)

Use a.m. and p.m., except with morning, afternoon, evening, night, or o'clock.

11 p.m., 11 at night

Use noon and midnight, not 12 a.m. and 12 p.m.

Time zones, when needed: 2:30 p.m. (AST)

## Italics or Quotation Marks

Italicize titles of films, books, plays, journals, magazines, newspapers, newsletters, long poems, paintings, drawings, statues and other works of art, and musical compositions.

Use quotation marks for articles, chapter titles, dissertations and theses, papers read at meetings, exhibitions, lectures, short poems, songs, and television and radio shows.

## Plural Forms

For capital-letter abbreviations or decades in numerals, add a small s with no apostrophe:

CDs, DVDs, the 1960s

For single-word abbreviations, add an s before the period. (figs.).

## Abbreviations

An abbreviation is a shortened form of a word (for example, *Mr.* for Mister and *Prof.* for Professor).

An acronym is a word, usually pronounced as such, formed from the initial letters of other words (for example, radar and NATO). There is debate about whether groups of letters that we don't pronounce as words (such as DNA) are technically acronyms, but for convenience we'll include them.

### Use *a* or *an* with an acronym?

Whether to use a or an depends on how we pronounce the abbreviation or the acronym: a NATO member, an LSAT test.

Avoid using abbreviations in running text (write Professor Johnson, not Prof. Johnson), and use only where the meaning is clear to readers. Normally spell out an acronym at its first occurrence (with its shortened form in parentheses right after it), unless it is widely recognized or almost never used in its spelled-out form – for example, DNA, DVD, ACOA, and CUPE.

## Addresses

Spell out names of provinces and countries in text, especially if used alone. Abbreviations may be used in lists, mailing addresses or where space is limited.

Abbreviations such as Ave., St., Blvd., Hwy., N., E., S., NW, SW are used on envelopes and labels but rarely in nontechnical text. Single-letter compass point abbreviations are followed by a period; two-letter ones appear without.

8 Queen St. E.; 4321 University Ave. SW

## Company Names

In running text, write company names in full. Omit abbreviations such as Inc. and Ltd. unless they are relevant to the text. If you do use the abbreviations, do not place commas around them.

## Dates

Use the month-day-year style, with commas after the day and year. If just the month and year are required, no commas are needed.

They chose September 20, 2021, as the day to begin the series.

They chose September 2021 as the month to begin the series.

Spell out names of days and months in running text. Do not abbreviate the words day, week, month and year.

Where space restrictions require abbreviations for days and months, use the following:

Mon. / Tues. / Wed. / Thurs. / Fri. / Sat. / Sun.

Jan. / Feb. / Mar. / Apr. / May / Jun. / Jul. / Aug. / Sep. / Oct. / Nov. / Dec.

## etc., et al., i.e., e.g.

**etc.** stands for et cetera (“and other things,” not people). Do not use “and etc.” – et means “and.” It is generally not used in formal text (phrases such as “and so forth” will do) but may be used in lists and within parentheses. Place a comma before and after when used as the final item in a series, and do not italicize.

**et al.** stands for et alii (“and others,” meaning people, not things) and is used most often in bibliographies. When it follows a single item, no comma is needed; when it follows two or more, use commas as you would in a series.

**i.e.** (id est) means “that is” (in other words). Do not confuse with e.g. Used most often in parentheses. Place a comma after its use.

**e.g.** (exempli gratia), which means “for example.” Used most often in parentheses. Place a comma after its use.

Acadia University is in Atlantic Canada (i.e., in Nova Scotia, one of the four provinces of Atlantic Canada).

Acadia students come from many different parts of the world (e.g., Asia).

## Names and Titles

Do not place a space between initials in names (John J. Jones, J.J. Jones)

**Jr., Sr., I, and II.** Use with full name only. Commas are no longer required around Jr. and Sr. (consistent with treatment of I and II).

**Civil or Military Titles.** Abbreviate preceding a full name; with surname alone, spell out.

**Social Titles.** Ms., Mrs., Dr., and Mr. are always abbreviated when preceding a name. Omit when an academic or professional designation follows the name.

## Numbers

In general, spell out whole numbers below 10 and use figures for 10 and above.

Exceptions:

Addresses – 7 Main Street

Fractions – 5½

Currency – \$3

Percentages that include decimals – 6.2 per cent

If you must start a sentence with a number, spell out the number.

For large quantities, use commas to separate three-digit groups.

5,280 (not 5280 or 5 280)

For millions and billions, spell out words to avoid using too many zeros.

7 million (not 7,000,000)

250.9 billion

For number ranges, use an en dash (a short dash) between two numbers with no spacing.

pages 27–60

When number ranges are preceded by “from” or “between,” use “to” and “and.”

from 2005 to 2021

between 35 and 70

## Capitalization and Spelling

Acadia University follows the *Canadian Press Stylebook* recommendation for using capitals in a modified down style. That is, where a reasonable choice exists, we use lowercase. The use of too many capitals will distract the reader and take away from the significance of the proper nouns, adjectives, and pronouns that clearly call for capitalization.

Capitalize proper names, trade names, government departments and agencies, names of associations, companies, clubs, religions, languages, nations, race, places, and addresses. Use lowercase where a reasonable option exists.

## Canadian Spelling

Acadia uses Canadian spelling. The following common words take the “our” spelling:

armour

behaviour

colour

demeanour

endeavour

favour, favourite, favourable

flavour

harbour

honour, honourable, honoured, but honorary

humour but humorous

labour but laborious

neighbour

odour but odorous

rigour but rigorous

rumour

saviour

valour but valorous

vapour but vaporous

vigour but vigorous

## Other Canadian Spellings

centre, centred, centring

cheque (as a method of payment)

defence

practice (noun or adjective), practise (verb)

program

theatre

## Please Note the Double “l” Below:

compel, compelled, compelling

counsel, counsellor, counselling

enrol, enrolled, enrolment

fuel, fuelled

fulfill, fulfilled, fulfilment, fulfilling

install, installment, installation, installing

marvel, marvelled, marvelous

signal, signalled, signalling

total, totalled

travel, travelled, traveller, travelling

If in doubt, please refer to the *Canadian Oxford Dictionary*. An exception would be when you are quoting text that is in a non-Canadian style. In that case, use the source’s original spelling.

## Capitalization and Spelling Guide

### A

Aboriginal, Aboriginal Peoples (see Inclusive Writing Guide)  
Acadia Students' Union (ASU)  
Acadia University Board of Governors, but the board advisor (not adviser)  
alum: gender neutral graduate  
alumna: a female graduate  
alumnae: two or more female graduates  
alumni: two or more male graduates or a mixed group  
alumnus: a male graduate  
alums: gender neutral term for a group of graduates  
a.m.  
analyze (not analyse)

### B

bachelor's degree  
Band-Aid (bandage preferred)  
Business, School of  
business degree

### C

centre  
centred on, not centred around  
chair (rather than chairperson, chairman, or chairwoman)  
chemical elements and compounds: lowercase when written out  
Convocation

### D

degrees: see list elsewhere in this guide (graduates possess a bachelor's degree, a master's or a doctorate)  
Department of Biology (but he is in the biology department)

### E

Earth (proper name), but the earth circles the sun  
email  
emeritus/emerita/emeriti (professor emeritus [m.], professor emerita [f.], professors emeriti [pl.])  
enrol, enrolled, enrolment  
extracurricular

### F

faculty are (when referred to as individual members)  
faculty is (when referred to as a group)  
favour  
fibre  
flavour  
fundraising, fundraiser, fundraise

### G

governors, but Acadia University Board of Governors  
Grade Point Average (GPA)  
graduand (about to graduate)  
graduate

### H

health care  
home page  
Homecoming  
honorary degree  
honour, honourable

### I

Indigenous, Indigenous Peoples (see Inclusive Writing Guide)  
Internet

### M

master's degree

### N

Natural Sciences and Engineering Research Council of Canada (NSERC)

### O

off-campus and on-campus housing; but they live off campus or on campus  
online

### P

per cent (avoid the symbol %), percentage, five per cent increase (no hyphens)  
p.m.  
post-doctoral, postgraduate, post-secondary  
practise (verb), practice (noun)  
Professor Mark Smith; but Mark Smith, professor of English program (not programme)

### R

Registrar's Office (not Office of the Registrar)  
Royal Society of Canada

### S

seasons and semesters: summer school, fall semester (lower case)  
Social Sciences and Humanities Research Council of Canada (SSHRC)  
Styrofoam (plastic foam preferred)

**T**

theatre

thesis, theses

**U**

undergraduate

university-wide (but provincewide, campuswide, nationwide)

U.S. – the abbreviation for the nation

US – American dollar currency, as in US\$100

**V**

versus: abbreviated as vs. in sports schedules and names of court cases

vice-president

vice-chancellor

vice-chair

**W**

web, web page, website, webcast, webmaster, web server

Welcome Week

World Wide Web

**X**

Xerox (photocopier preferred)

# Inclusive Writing

Respect for other people includes being thoughtful in the language we use around gender, race or ethnicity, age, disability, religion, and sexuality. Today's acceptable word can be tomorrow's example of racism, sexism, or other abuse.

**Diversity** refers to the wide variety of visible and invisible differences that contribute to the experiences of individuals and groups. These include both individual and group social differences. **Inclusion** is about creating a culture that strives for equity and embraces, respects, accepts, and values difference.

Acadia strives to be a safe, accessible and inclusive community for everyone.

[Acadia's Equity Office](#) supports students, staff and faculty. Its main goal is to prevent discrimination, sexual harassment, and personal harassment, and it oversees [Acadia University's Policy Against Harassment and Discrimination](#).

[Acadia's Accessible Learning Services](#) facilitate access to supports and resources for students with disabilities. The goal is to maximize students' opportunities for a successful and meaningful experience at Acadia.

Acadia follows the [Canadian Press Stylebook](#) guidelines on inclusive language. Much of this guide is adapted from the *CP Stylebook*.

## Age

If a person's age is relevant, give the age rather than imprecise and possibly derogatory terms such as senior citizen, retiree, elderly or middle-aged. When a precise age is unavailable, **older adult** is a term that's gaining wider acceptance.

Youth in general includes both sexes: the youth of Canada. Applied to individuals, it usually means males. Try to avoid the latter use.

## Disabilities

Be accurate, clear and sensitive when describing a person with a disability, illness or disease. They are people first; their disability is only one part of their humanity and most would say it is the least important part.

Others, however, consider it an integral part of their identity. Some people with autism embrace being called **an autistic person** or even **Autistic**, while others prefer more person-forward terms: **a woman with autism**. The Canadian Association of the Deaf distinguishes between deafness as a medical condition and **Deaf culture**, a community with a unique language, values and social structures.

Mention a disability only if it is pertinent.

Never say people who use wheelchairs are "confined" to them or "wheelchair-bound." Don't call a condition "crippling" or assume it is permanent or something that needs fixing. People may be **deaf**, **slightly deaf** or **hard of hearing**; **blind** or have **poor eyesight**. A patient is someone under a doctor's care or in hospital. **Victim** connotes helplessness. A child with an intellectual disability does not necessarily have a **mental illness**. Don't describe people with **epilepsy** as "epileptics"; they have **seizures**, not **fits**.

While it is important to be specific for clarity, there are also some terms that may be used in the scientific community that are not as acceptable in casual use. Write **intellectually disabled** or **cognitive disability** when a specific condition is not known.

Watch out for long-established clichés that are no longer acceptable: **fell on deaf ears**, **turned a blind eye**.

Don't define people by their disorders: the disabled, the blind, the handicapped. Writing **people with disabilities** emphasizes the human beings and not the disabilities.

Learn the preferences of those concerned and proceed accordingly.

You may also wish to familiarize yourself with Acadia's [Accessible Learning Services](#). Its website includes links to the *Nova Scotia Accessibility Act* and the *Acadia Policy for Students with Disabilities*.

## Indigenous Peoples

Acadia University is located in Mi'kma'ki, the ancestral territory of the Mi'kmaq nation. As part of Acadia's initiative to move forward in reconciliation, a Presidential Advisory Council has published [Working with Indigenous Peoples at Acadia University – Handbook and Protocols](#).



In Canada, there are three distinct Indigenous groups under Section 35 of the Constitution: **First Nations, Inuit** and **Métis** (people of mixed European and Indigenous origin). Collectively, they are known variously as **Indigenous Peoples, Aboriginal Peoples, original peoples, First Peoples, Aboriginals, Indigenous people** and other variations. The preferred term is Indigenous people.

**Indigenous** is always uppercase. **Indigenous Peoples** is an umbrella term that includes all First Nations, Métis and Inuit people in Canada. First Nations is also uppercase.

Avoid possessive constructions such as “Canada’s Indigenous Peoples,” “Manitoba’s Métis community,” and the like. To many, it causes offense by evoking a sense of possession and colonialism. Use **Indigenous Peoples in Canada, Métis people in Manitoba** instead.

Whenever possible, use the specific name of the community or nation – **Mi’kmaq, Cree, Mohawk, Blackfoot, Ojibwa, Nunatsiavut, Tsuut’ina First Nation** – rather than a generality. For band names, use the spelling the band prefers, which is also the spelling used by the federal government.

In all references, be guided by the preference of those concerned.

**Mi’kmaq** is plural and is used to refer to more than one person or to the whole nation.

**Mi’kmaw** is the singular form of Mi’kmaq (“She is Mi’kmaw”) or an adjective where it precedes a noun (“a Mi’kmaw song”). Mi’kmaw also refers to the language (“He speaks Mi’kmaw”).

## Race and Ethnicity

Avoid generalizations and labels. Identify a person by race, colour, national origin or immigration status only when it is pertinent.

Take care when writing broadly about diverse communities to avoid the dangers inherent in painting a large group of people with the same brush. Guard against the phenomenon of “othering” – fostering the implicit sense that a person or group is extrinsically different or doesn’t belong.

Capitalize the proper names of nationalities, peoples, races and tribes: Indigenous Peoples, Arab, Black, Caucasian, French Canadian, Inuit, Jew, Latin, Asian, Cree

Note that while **Black** is a proper name for a person’s race, **white** is a generic term and is lowercase.

There is usually no need to use descriptions such as Polish Canadian or Jamaican Canadian, given they may put an inappropriate emphasis on the person’s ethnic background. However, these descriptions can be used if the individual prefers it and it is relevant.

## Sexism

Treat the sexes equally and without stereotyping. A woman’s marital or family status – single, married, divorced, grandmother – is pertinent only to explain a personal reference or to round out a profile. The test is always this: Would this information be used if the subject were a man?

*Shoppers (not housewives) are paying more.*

Prefer **police officer** or **constable** to policeman, firefighter to fireman, **mail carrier** to mailman, **flight attendant** to stewardess.

There is not an entirely satisfactory substitute for fisherman, although fisher, fish harvester, fish industry worker, fishing licensee or the phrase fishermen and women are all possibilities.

Some readers find the use of he (him, his) as a word of common or indeterminate gender to be sexist. His or her and the like can be used but may prove awkward. In that case reword the sentence if possible. Instead of: **Whoever is promoted will have \$50 added to his or her pay, write: Whoever is promoted will get a \$50 raise. They (them, their)** is an acceptable alternative to **he (him, his)**. Its use as a singular has been around since the 14th century, and most style guides now accept the singular **they** as a personal pronoun.

Instead of man or mankind, you can write **people, human beings, humanity, human race**. Alternatives to manmade include **artificial, constructed, manufactured, synthetic**.

## Sexual Orientation and Gender Identity

The issue of gender identity and expression has evolved rapidly in recent years, testing and reinventing some of society’s most basic boundaries and norms in the process and making the best way to report on gender issues a moving target.

The most important advice is to tread carefully, remain flexible and open-minded, and be guided by the personal preferences of the people you're writing about. Some guidelines:

A person's sexual orientation should never be mentioned unless relevant to the story.

**Gay** and **lesbian** are the preferred terms to describe people attracted to the same sex.

Use **sexual orientation**, not sexual preference. Language is still evolving on what to call the individuals in a same-sex relationship or marriage. Follow their preference if it is known. **Boyfriend, girlfriend, partner, husband** and **wife** are all acceptable options depending on situation and preference.

**Gender identity** refers to an individual's own personal sense of their gender, and may not match the sex they were assigned at birth – a situation known as **transgender** (not "transgendered.") Avoid using the shortened form **trans** except in a quote or when the meaning is spelled out, as its definition is often not well understood.

Gender expression, on the other hand, refers to how an individual chooses to outwardly express their gender identity. The two do not always align perfectly, so avoid assumptions. Transgender people may be straight, lesbian, gay, bisexual, or queer.

The term **transsexual** has a clinical definition as someone who identifies as a member of the sex opposite to that assigned at birth, and so as such should not be confused with the broader term transgender. When in doubt, ask.

In some cases, one's gender identity may be neither male nor female – a circumstance known variously as **non-binary**, **gender non-conforming** or **genderqueer**. Use such lesser-known terms advisedly and always with a definition, as their meanings can be amorphous or poorly understood.

The term **two-spirit** (not "two-spirited") is often used to represent various gender identities and sexual orientations within the Indigenous community. Seek clarity from a subject before using it, and avoid its various abbreviations in order to prevent confusion.

The familiar abbreviations **LGBT** and **2SLGBTQ+** (Two-Spirit, lesbian, gay, bisexual, transgender and queer or questioning. The plus sign represents other sexual identities, such as pansexual or asexual. It's important to remember that everyone – not just 2SLGBTQ+ people – has a gender identity, gender expression, and sexual orientation.) The latter term is preferred for the sake of simplicity. Should circumstances demand a more elaborate version, explain it.

Whenever possible, confirm with the person how they wish to be described in print, including their preferred pronouns – male, female or gender-neutral pronouns like **they** and **them**. If the person prefers **they** and **them**, explain their preference in the text and use their chosen name frequently as an alternative to maintain clarity for the reader.

Other terms that are growing in prominence include **cisgender**, the opposite of transgender; however, it's not widely understood and should be avoided. Use **non-transgender** instead.

# Departments and Terminology

## Schools and Departments

Certain academic departments at Acadia are known by specific names:

Manning School of Business Administration  
Jodrey School of Computer Science  
Ivan Curry School of Engineering  
School of Education  
School of Kinesiology  
School of Music  
School of Nutrition and Dietetics

Acadia has four faculties, each with individual departments:

## Faculty of Theology, offered by the Acadia Divinity College

### Faculty of Arts

Economics  
English and Theatre  
History and Classics  
Languages and Literatures  
Music  
Philosophy  
Politics  
Sociology

### Faculty of Professional Studies

Business  
Community Development  
Education  
Kinesiology  
Music

### Faculty of Pure and Applied Science

Biology  
Chemistry  
Computer Science  
Engineering  
Earth and Environmental Science  
Mathematics and Statistics  
Nutrition and Dietetics  
Physics  
Psychology

## Degrees

Do not include the word degree after a degree abbreviation:

He has a BA in history (not a BA degree in history).

bachelor's degree and master's degree; doctoral degree, doctorate; bachelor of arts, master of science, doctor of philosophy

Degree abbreviations are best used in listings, while spelling out the degrees is more readable in regular text.

Set off degree names by commas when they follow personal names:

Mary Jones, master of science in biology, is the coordinator of the program.

Acadia offers programs of study leading to the following credentials:

BA	Bachelor of Arts
BAH	Bachelor of Arts with Honours
BAM	Bachelor of Arts in Music
BASc	Bachelor of Applied Science
BBA	Bachelor of Business Administration
BBAH	Bachelor of Business Administration with Honours
BCD	Bachelor of Community Development
BCDH	Bachelor of Community Development with Honours
BCS	Bachelor of Computer Science
BCSH	Bachelor of Computer Science with Honours
BCSS	Bachelor of Computer Science with Specialization
BEd	Bachelor of Education
BKin	Bachelor of Kinesiology
BKinH	Bachelor of Kinesiology with Honours
BM	Bachelor of Music
BMT	Bachelor of Music Therapy
BSc	Bachelor of Science
BSch	Bachelor of Science with Honours
BSN	Bachelor of Science in Nutrition
BSNH	Bachelor of Science in Nutrition with Honours
BTh	Bachelor of Theology
CAS	Certificate in Applied Science
CCS	Certificate in Computer Science
CMT	Certificate in Music Therapy

DMin	Doctor of Ministry
MA	Master of Arts
MAT	Master of Arts in Theology
MDiv	Master of Divinity
MEd	Master of Education
MSc	Master of Science
MTh	Master of Theology
PhD	Doctor of Educational Studies

### **Building Names and Map Codes**

AAC	Acadia Athletics Centre (Arena/Gymnasium)
ALH	Alumni Hall (Wu Welcome Centre)
AMA	Andrew H. McCain Arena
BAC	Beveridge Arts Centre
BAN	Bancroft House
BIO	Biology Building
CAR	Carnegie Hall
CHA	Chase Court
CHI	Chipman House
CHP	Central Heating Plant
CLC	Clark Commons
CRF	Christofer Hall
CRO	Crowell Tower
CUT	Cutten House
DEN	Dennis House
DIV	Divinity College
EAT	Eaton House
ELL	Elliott Hall
EMM	Emmerson Hall
FOU	Sheldon L. Fountain Learning Commons
FTB	Festival Theatre Building
GOD	Godfrey House
H24	Centre for Organizational Research and Development
HAY	Hayward House
HDH	Harvey Denton Hall
HOR	Horton Hall
HSH	Huggins Science Hall

KCI	K.C. Irving Environmental Science Centre
MMC	Manning Memorial Chapel
MOR	Morton Property
PAT	Patterson Hall
RAY	Raymond House
RHO	Rhodes Hall
RJH	Roy Jodrey Hall
RRG	Services Building Garage
SEM	Seminary House
SER	Robie Roscoe Services Building
SUB	Students' Union Building
TSE	Trans. Site Electrical Dist.
U52	DeWolfe House
U56	56 University Avenue
U58	58 University Avenue
UNH	University Hall
VML	Vaughan Memorial Library
W11	11 Westwood Avenue
W17	University Club (17 Westwood)
W39	39 Westwood Avenue
W41	41 Westwood Avenue
W45	45 Westwood Avenue
WHE	Wheelock Dining Hall
WHI	Whitman House
WIC	Wong International Centre
WIL	Willett House
WMG	War Memorial Gym
WMH	War Memorial House
WWC	Wu Welcome Centre

Use the full name for buildings on first reference, capitalizing Building, Hall, Centre, etc. Shortened versions are fine for later references (e.g., Jodrey Hall for Roy Jodrey Hall). Do not use acronyms for buildings.

Format for room names and numbers:

[University Hall, Room 206](#)

# Style and Formats

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When writing about Acadia University, use Acadia University first and follow with just Acadia. Uppercase University when you mean Acadia.

## Contact Information Formats

### Telephone Numbers

Do not use the numeral 1 before area codes. Proper form is (902) 555-5555. When listing separate home, office, and fax numbers, indicate them as follows:

Office: (902) 555-5555, Ext. 226

Home: (902) 555-5555

Fax: (902) 555-5555

### Email Addresses

Use the full email address, set in lowercase letters.

[jane.doe@acadiau.ca](mailto:jane.doe@acadiau.ca)

### Web Addresses

For web addresses, include the entire address (omitting www). Do not underline email and web addresses in regular text. If used in emails or online text, please hyperlink addresses to the corresponding page for easy navigation.

[acadiau.ca](http://acadiau.ca)

### Mailing Addresses

Person/office/department

Acadia University

15 University Avenue

Wolfville, Nova Scotia, B4P 2R6

Canada

Use official names of offices and departments in university addresses (Registrar's Office, not Office of the Registrar).

When listing mailing address, do not abbreviate the province. Use Nova Scotia (not NS) for the benefit of international students.

If you list an address in running text, use commas to separate elements, including Canada. (e.g., Registrar's Office, Acadia University, 15 University Avenue, Wolfville, Nova Scotia, B4P 2R6, Canada).

## Course Names

Capitalize official course titles. Do not use quotation marks. Lowercase when making a general reference to courses, unless the subject includes a proper noun or adjective.

[He wanted to sign up for Introduction to Philosophy.](#)

[She took English, history, and psychology courses.](#)

## Scholastic Grades

[She got a B+, an A-, and three As this semester \(no apostrophe in the plural\).](#)



LIKE NOWHERE ELSE

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