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INTRODUCTION

At Royal Roads University, we connect people, place and purpose in a transformational learning environment. Using clear, polished and respectful language, and a consistent writing and editorial style builds on the strength of our mission and supports the university’s reputation.

This guide sets out recommendations and preferences for writing and editorial style for Royal Roads staff and faculty who write on behalf of the university.

Follow this guide whenever you write documents on behalf of Royal Roads. Examples include correspondence, promotional and advertising material, web copy, social media and documents for university committees. The guide is not intended to apply to your academic writing or teaching material.

What style do we follow?

Writing style

We follow the principles of reader-centred writing whenever possible. That means tailoring our writing to the knowledge, reading level, needs and preferences of the target audience, whoever that may be. For more, see Part A of this guide.

Editorial style

Like most Canadian universities, for spelling we follow the Canadian Press Stylebook, The Canadian Press Caps and Spelling and the Canadian Oxford Dictionary. For other editorial style guidelines, we follow the Chicago Manual of Style. Refer to these publications for style or spelling matters not covered here.

Language changes quickly, so this guide will change too. This first edition of the guide is a work in progress, and we value your suggestions and feedback.

Get in touch: communications@royalroads.ca or 250-391-2600 x 4793.
PART A: WRITING STYLE

1. Voice and Audience

Royal Roads University’s voice is guided by our vision: “We connect people, ideas and experiences to change lives and the world.” Our style is personal, direct, active and inclusive. It is not distanced, passive, privileged or old-fashioned. Our style connects and motivates. It does not alienate or obfuscate.

We follow a reader-centred style, meaning we adapt our voice to our target audience. Acronyms and terms that are helpful in internal communications probably won’t resonate in material for students. Documents for partner universities need to sound more formal than fun facts for social media.

For every document, we must ask two questions: Who is our audience? What voice do they need and prefer?

1.1 Referring to our university

First person

As much as possible, use first person (“we, us, our”) when referring to the university. First person humanizes us. It makes our material easy to read and relevant to readers.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Royal Roads University, we’re passionate about sustainability. We do what we can to encourage responsible stewardship on campus.</td>
<td>Royal Roads University is passionate about sustainability. It does what it can to encourage responsible stewardship on campus.</td>
</tr>
</tbody>
</table>

Third person

In some formal and technical documents, the more distanced third person is a better fit. In those cases, use “Royal Roads University” on first reference, especially if the audience is external. Use “Royal Roads” or “the university” for subsequent references—or for all references if the audience is internal.

The initialism “RRU” is inelegant to pronounce. Avoid it unless space or word count is an issue (e.g., social media, footnotes) or the document is internal (e.g., email, minutes, informal notes). In particular, avoid the initialism in material meant to be read aloud. See Abbreviations for more.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royal Roads offers an array of graduate certificates.</td>
<td>RRU offers an array of graduate certificates.</td>
</tr>
<tr>
<td>The university offers an array of graduate certificates.</td>
<td></td>
</tr>
<tr>
<td>Attending: Cheryl Eason, RRU VP &amp; CFO (internal minutes)</td>
<td></td>
</tr>
</tbody>
</table>

Second person

When appropriate for the audience, use second person (“you, your”) when referring to your readers. Second person includes imperative structures, in which “you” is an understood subject (“visit our website, sign up in advance”). Being “you”-centred boosts readability and relevance.
If you're interested in donating to the SAFE fund, please visit our SAFE Fund donation page. Anyone who is interested in donating to the SAFE fund should visit the university’s SAFE Fund donation page.

### 1.2 Contractions

When appropriate for the audience, use contractions. Don’t overdo it; it only takes a few to create a readable, accessible tone. Avoid contractions in very formal and technical documents.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning doesn't stop at graduation.</td>
<td>Learning does not stop at graduation.</td>
</tr>
</tbody>
</table>

### 1.3 Unbiased language

Use language that includes everyone. Steer clear of wording that favours a particular gender, ethnicity, skin colour, religion, or other attribute or group.

To be gender-inclusive, use "they, them, their" as singular pronouns when appropriate. This practice, followed until 18th- and 19th-century grammarians branded it an error, recently re-emerged and is now widely accepted by newspapers, publishers and language authorities.

See Inclusive Language for more.

### 1.4 Clear, concise language

**People/things doing things**

Make most of your sentences about people or things doing something (a verb). This pattern creates direct, active sentences rather than weak, passive ones.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mann published his extensive research in the Journal of Medicine.</td>
<td>Dr. Manns' extensive research can be found in the Journal of Medicine.</td>
</tr>
</tbody>
</table>

**Short words**

Whenever possible, use short, everyday words instead of long, difficult ones. If you need to use a difficult or specialized term—one your audience won’t be familiar with—include an explanation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ve helped to launch many projects aimed at getting research out to the public.</td>
<td>We have contributed to the implementation of a multitude of projects with the objective of disseminating research among the general population.</td>
</tr>
<tr>
<td>This program should make it easier for faculty to use e-learning tools.</td>
<td>The intention of this program is to facilitate the effective utilization of e-learning tools by faculty members.</td>
</tr>
</tbody>
</table>
Initialisms

Use initialisms only if they are widely known (DVD, PDF), are familiar to your target audience (FTE for an internal audience) or are a way of repeating a long term (SSHRC). Otherwise, avoid them. See Abbreviations for more.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Research Ethics Policy identifies research that must be reviewed by the Research Ethics Board.</td>
<td>The RRU Research Ethics Policy (REP) gives specific guidance on identifying research that requires ethical review by the RRU Research Ethics Board (REB).</td>
</tr>
</tbody>
</table>

2. Inclusive Language

Royal Roads strives to create an inclusive, supportive environment that embraces diversity. This means respecting the myriad ways we are different as individuals and reflecting that respect in the language we choose. Language has power, and each person brings their own understanding, perceptions and limitations to the words they choose.

This section is intended as a guide. As language evolves, you may need to seek more advice or information.

In general, follow these guidelines:

- Derogatory, discriminatory, racist or sexist language is unacceptable.
- Be guided by a person’s or group’s vocabulary preferences. If in doubt, ask them.
- Be mindful of in-group versus out-group naming (e.g., a person may refer to themselves as “queer” but may not wish to be called this by people who don’t identify as queer).

2.1 Abilities

Do not focus on a person’s disability, unless relevant to the text. Focus on the person rather than their abilities or disabilities. Be aware of the power of language to “other” a person. Remember that some disabilities (e.g., concerning mental health) are invisible, and the assumptions and judgments we make about a person’s abilities may be inaccurate.

In general, follow these guidelines:

- Do not use terms such as “disabled person” or “the disabled.”
- Avoid negative descriptors such as “confined to a wheelchair” or “afflicted with schizophrenia.”
- Do not use derogatory or outdated terms such as “handicapped,” “crippled,” “crazy” or “physically impaired.”
- If appropriate and relevant to the story, explain a person’s disability instead of focusing on general terms such as “disabled.” (E.g., “Sasha, who has a neurological condition and uses a wheelchair.”)
- If you must refer to a person’s specific disability, ask the person what terminology they prefer. (E.g., one person with a visual disability may prefer “blind,” while another may prefer “person with low or limited vision.”)
2.2 Gender

Avoid terms that show gender bias. In many cases, it’s not necessary to specify the gender of a person in a particular role. Use parallel terms or terms of equal status, and avoid terms that imply any gender is inferior. Rephrase sentences that use the masculine pronoun as the generic pronoun.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person with a disability</td>
<td>A disabled person</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>Disabled students</td>
</tr>
<tr>
<td>A person with multiple sclerosis/ Down syndrome/schizophrenia</td>
<td>Schizophrenics</td>
</tr>
</tbody>
</table>

Graduating students can collect their gowns at convocation.

Each graduating student can collect his or her gown at convocation.

Pratima Kapur, a Royal Roads grad, wrote an essay on innovation for the Times Colonist.

Pratima Kapur, a Royal Roads alumna, wrote an essay on innovation for the Times Colonist.

Consider that not all people fit into neat gender binaries and that social understandings of gender have expanded beyond thinking of gender as men and women. Consider whether it is necessary to use gender-specific pronouns or courtesy titles and whether gender is relevant to the story.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humankind</td>
<td>Mankind</td>
</tr>
<tr>
<td>Staffing the office</td>
<td>Manning the office</td>
</tr>
<tr>
<td>Ancestors</td>
<td>Forefathers</td>
</tr>
<tr>
<td>Cleaner</td>
<td>Cleaning lady</td>
</tr>
<tr>
<td>Police officer</td>
<td>Policeman</td>
</tr>
<tr>
<td>Chair</td>
<td>Chairman</td>
</tr>
<tr>
<td>Flight attendant</td>
<td>Stewardess</td>
</tr>
<tr>
<td>Graduate or grad</td>
<td>Alumnus/alumna (needlessly specifies gender)</td>
</tr>
</tbody>
</table>
Some adjectives are used to describe women more often than men, and some adjectives are used to describe men more often than women. Use neutral words for people of all genders to avoid introducing subtle sexism in your work.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outgoing</td>
<td>Bubbly</td>
</tr>
<tr>
<td>Professional</td>
<td>Career woman/man or working mother/father</td>
</tr>
<tr>
<td>Decisive</td>
<td>Feisty</td>
</tr>
<tr>
<td>Determined</td>
<td>Spirited</td>
</tr>
</tbody>
</table>

Some people may want to be referred to by the binary pronouns “he/his,” or “she/her.” Others may not. If you’re unclear about a person’s preference, ask. If a person prefers to be referred to with non-binary pronouns, such as “they/their/Them,” respect their wishes.

Keep gender and sexual orientation distinct. Terms such as “non-binary,” “gender non-conforming,” “trans,” “transgender” and “transsexual” refer to gender identity, not sexual orientation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan is a transgender woman.</td>
<td>Joan is a transgender.</td>
</tr>
<tr>
<td>Trans and gender non-conforming people.</td>
<td>Transgenders and GNCs.</td>
</tr>
</tbody>
</table>

“Two-Spirit” is an umbrella term to encompass the vast number of gender identities and sexual orientations that exist outside the heteronormative gender binaries within Indigenous communities. The understanding of “Two-Spirit” roles is culturally contextual within Indigenous communities.

2.3 Sexual orientation

Don’t assume that everyone is heterosexual. Where appropriate, use examples of same-sex partners and families, lives and experiences. Avoid referring to a person’s sexual orientation unless it’s directly relevant to the text. Use the term preferred by the person.

Use LGBT or LGBTTQ if an umbrella term is needed. Avoid gay or homosexual as defaults.

In general, follow these guidelines:

- Offensive, discriminatory or homophobic language is unacceptable.
- In Canada, marriage is the legal union of two adults of any gender. Use same-sex marriage only if it is necessary to make the distinction in the context of the text. Do not use gay marriage.
- Avoid outdated terms such as homosexual.
- Be mindful of in-group versus out-group naming. “Queer” is an acceptable in-group term but not a universally accepted out-group term. It’s often better to refer to “queer communities” rather than calling a person “queer” unless they’ve indicated this is how they identify.
- Language is still evolving when it comes to naming people in a same-sex marriage or relationship. The CP Stylebook says, “Boyfriend, girlfriend, partner, husband and wife are all acceptable options depending on situation and preference.” Follow individual preference if possible.
- Use “sexual orientation,” not “sexual preference” or “lifestyle choice.”
2.4 Indigenous Peoples

At Royal Roads we learn, work and live on the traditional lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) ancestors and families. We also acknowledge the traditional lands, history and knowledge sharing of the neighbouring Nations of Scia’new (Beecher Bay) and T’Sou-ke (Sooke).

Our respect for Indigenous Peoples and governments extends to ensuring we use accurate and up-to-date terminology when writing about Indigenous topics.

In Canada, three groups make up what are collectively known as Indigenous Peoples: First Nations, Inuit and Métis. Avoid using “First Nations” as a synonym for “Indigenous Peoples,” since “First Nations” does not include Inuit or Métis Peoples.

When referring to more than one Indigenous group, use the plural term Indigenous Peoples.

Wherever possible, reflect the diversity of Indigenous Peoples by using the terminology and spelling preferred by the group or individual concerned.

Avoid “Indian,” unless it is preferred by the person you are quoting directly, or you are referring to status or other legal/constitutional matters that require the term. Avoid “Aboriginal” as it is no longer a preferred term.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Peoples (more than one community)</td>
<td>Indigenous peoples</td>
</tr>
<tr>
<td>Indigenous people (more than one person)</td>
<td>Indigenous People</td>
</tr>
<tr>
<td>Inuit (plural noun and adjective), Inuk (singular noun)</td>
<td>Any other word to describe Inuit people</td>
</tr>
<tr>
<td>Métis</td>
<td>Metis</td>
</tr>
<tr>
<td>Ma’amtagila Nation, Tlowitsis Nation (capitalized)</td>
<td>Ma’amtagila nation, Tlowitsis nation</td>
</tr>
<tr>
<td>Ma’amtagila and Tlowitsis Nations (capitalized)</td>
<td>Ma’amtagila and Tlowitsis nations</td>
</tr>
<tr>
<td>First Nations community, First Nation student</td>
<td>First Nation community, First Nation student</td>
</tr>
<tr>
<td>Ashcroft Indian Band</td>
<td>Ashcroft Indian band</td>
</tr>
</tbody>
</table>

2.5 Race, ethnicity, religion

Human rights groups explain race as socially constructed differences among people based on characteristics such as skin colour, accent, name, clothing, diet, beliefs, practices and places of origin. Be sensitive to how language can challenge or enforce perceptions of race and ethnicity, and avoid assumptions, stereotypes and judgments.
In general, follow these guidelines:

- Derogatory or racist language is unacceptable.
- Terms such as “racial minority,” “person of colour” and “non-white” are increasingly seen as outdated or inaccurate. If in doubt, ask the person about preferred language.
- Avoid references that draw unnecessary attention to ethnic, religious or racial backgrounds. If valid, ask the person about preferred language.
- Using “minority” may imply inferior social position and is often relative to geographic location. If needed, “minority ethnic group” is preferred over “minority group.”
- Capitalize the proper names of nationalities, peoples, religions and race: Indigenous Peoples, Caucasian, French Canadian, Muslim, Inuit, Latin, Asian, Jewish, Cree, Arab.
- “Black Canadians” is acceptable to describe Canadians of African or Caribbean descent. Avoid “African American” (a US term). There is disagreement on whether “African Canadian” is appropriate, given that many black Canadians do not trace their heritage to Africa. People may prefer specific national terms such as Jamaican Canadian, Haitian Canadian or Ghanaian Canadian. Ask the person about preferred language.
- “Black” and “white” do not name races and are lowercase.
- “Racialized people” is a political organizing term that is currently accepted in reflection of the presence of systemic racism.
- Be aware some references can, often unintentionally, have negative racial connotations. Avoid vocabulary that carries hierarchical valuation (e.g., black signifying evil, white representing purity) or that portrays groups as inferior, criminal or less valued than others.

2.6 Citizenship/immigrant status

To treat people with respect and ensure accuracy, use the correct terminology when referring to refugees, immigrants or permanent residents of Canada.

Canadian citizen

A Canadian citizen is a person who is Canadian by birth or who has applied for and received Canadian citizenship through Immigration, Refugees and Citizenship Canada. Do not use “naturalized” Canadian. Avoid making a distinction between citizens by birth and those who became citizens later in life unless relevant.

Permanent resident

A permanent resident is a citizen of another country who has been granted permission to live and work in Canada indefinitely. Once granted citizenship, permanent residents are no longer classified as such. While the Canadian government uses the term “landed immigrant” synonymously with permanent resident, the term has officially been replaced with “permanent resident.”

Temporary resident

Temporary resident status allows those with this status to remain in Canada for a specific period of time.

Refugee

A refugee is a person who has been forced to flee their country because of a well-founded fear of persecution based on race, religion, political opinion, nationality or membership in certain social groups.

Asylum-seeker

A person who is seeking asylum. Until a determination is made, it is impossible to say whether the asylum-seeker is a refugee or not.
Immigrant

An immigrant is a person who chooses to settle permanently in another country. Avoid using the terms “illegal migrant” and “illegal immigrant” as they criminalize the person, rather than describe the act of entering or remaining in a country irregularly.

2.7 Socioeconomic status

Refer to socioeconomic status only when relevant. If it is relevant and you are unsure, ask the person about preferred language.

In general, follow these guidelines:

- When possible, avoid using monolithic terms such as “the homeless” or “homeless people.” Choose instead “people experiencing homelessness” or “people who are homeless.”
- Avoid class-based assumptions.
- Avoid referring to countries using outdated terms such as “Third World.” Common current alternatives include “developing nation” or “Global South,” although they are subjective and broad. Avoid blanket classification of countries when possible.

2.8 Incarceration

Inmates incarcerated in federal institutions participating in Royal Roads Bachelor of Arts in Justice Studies Inside-Out Prison Exchange course should be referred to as “inside students.” “Outside students” are university students taking the course as part of their degree program.
PART B: EDITORIAL STYLE

3. Titles of Office or Rank

Our overall approach to titles is to follow our modified “down” style of capitalization, with some exceptions.

3.1 General treatment

As a rule, capitalize a formal title if it is part of a person’s name (i.e., it directly precedes the name, is not set off by commas and is almost an integral part of the person’s identity). Lowercase a title that follows a name (i.e., it is used in place of a name or generically).

- Prime Minister Justin Trudeau; Prime Minister Trudeau; Justin Trudeau, prime minister of Canada; the prime minister; former prime minister Stephen Harper
- Chancellor Angela Merkel; Chancellor Merkel; the German chancellor, Angela Merkel; Angela Merkel, German chancellor; a chancellor
- President and Vice-Chancellor Allan Cahoon; President Cahoon; the president, Allan Cahoon; the president of Royal Roads; the president
- Chief Constable Del Manak; Del Manak, chief constable of the Victoria Police Department; the chief of police

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>President and Vice-Chancellor Ajit Mattu is a four-time</td>
<td>President and Vice-chancellor Ajit Mattu is a four-time</td>
</tr>
<tr>
<td>winner of the ABC Award.</td>
<td>winner of the ABC Award.</td>
</tr>
<tr>
<td>Ajit Mattu, president and vice-chancellor of the university,</td>
<td>Ajit Mattu, President and Vice-Chancellor of the university,</td>
</tr>
<tr>
<td>won the ABC award in 2014.</td>
<td>won the ABC award in 2014.</td>
</tr>
<tr>
<td>We asked Georgia Washington, chair of faculty development,</td>
<td>We asked Georgia Washington, Chair of Faculty Development,</td>
</tr>
<tr>
<td>to address the issues.</td>
<td>to address the issues.</td>
</tr>
<tr>
<td>We asked Jane Doe, dean of the Faculty of Management, to</td>
<td>We asked Jane Doe, Dean of the faculty of management, to</td>
</tr>
<tr>
<td>address the issues.</td>
<td>address the issues.</td>
</tr>
<tr>
<td>Jeanne Lapierre, associate professor in the School of Business</td>
<td>Jeanne Lapierre, Associate Professor in the school of business</td>
</tr>
<tr>
<td>at Royal Roads, will speak.</td>
<td>at Royal Roads, will speak.</td>
</tr>
<tr>
<td>Assoc. Prof. Jeanne Lapierre will speak. (also see Honorifics)</td>
<td>Associate Prof. Jeanne Lapierre will speak.</td>
</tr>
<tr>
<td>John Doe, professor emeritus, chaired the committee.</td>
<td>John Doe, Professor Emeritus, chaired the committee.</td>
</tr>
<tr>
<td>The conference featured two professors emeritus.</td>
<td>The conference featured two Professor Emerituses.</td>
</tr>
<tr>
<td>The panel consists of two literature professors and three</td>
<td>The panel consists of two Literature Professors and three</td>
</tr>
<tr>
<td>university librarians.</td>
<td>University Librarians.</td>
</tr>
</tbody>
</table>

To avoid long upfront titles, place a title that’s more than two or three words long after the name and set it off with commas.

- Jane Joe, associate vice-president research, holds a PhD in sociology from York University.
- James Dean, senior web support analyst, holds five advanced degrees in literature.
Lowercase occupational or generic titles and descriptions.

- small business owner Ari Benjamin
- school principal Rabiya Khan
- Haida artist and writer Bill Reid

Lowercase plural uses of titles.

- university presidents Philip Steenkamp and Jamie Cassels
- regional chiefs Alex Paul and Cynthia Belcourt
- premiers John Horgan and Rachel Notley

3.2 Canadian military titles

For reasons of courtesy, we deviate from our modified “down” style when it comes to military titles. We follow military preference, which is to capitalize all military titles in all situations.

3.3 Honorifics

Capitalize honorifics in all cases. Do not use “Mr.,” “Ms.,” “Mrs.” or “Miss” with names in publications, except for correspondence when the preferred honorific is known.

Use “Dr.” for people who have completed a doctoral degree, and for medical doctors and doctors in certain other health-care fields (dentists, chiropractors, optometrists, etc.). Use “Dr.” on first reference and the surname only after that.

- Dr. Jane Doe will give a public lecture on Thursday about her latest research. Doe has spent 12 years studying the behaviour of lemurs.

Use “Dr.” before the name or use the degree after the name. Do not use both.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jane Doe</td>
<td>Dr. Jane Doe, DSocSci</td>
</tr>
<tr>
<td>Jane Doe, DSocSci</td>
<td></td>
</tr>
</tbody>
</table>

For professors employed by Royal Roads, abbreviate the honorific. Use “Prof. Emeritus” as the honorific for people of any gender.

- Prof.; Assoc. Prof.; Assist. Prof.; Prof. Emeritus

Use honorary titles such as “the Right Honourable” and “the Honourable,” as well as formal titles of address such as “Her Excellency” and “His Honour,” only in ceremonial situations or correspondence. Follow the Government of Canada’s table of titles and styles of address for how to use such titles in general writing, correspondence and conversation.
4. Academic Degrees and Credentials

Our overall approach to academic degrees and credentials is to use full formal names whenever possible.

4.1 Academic degrees

When referring to an academic degree, diploma or certificate using the full formal name, capitalize. Do the same if the degree is preceded by the article “a” but is spelled out in full.

- Bachelor of Business Administration
- Master of Science in Environment and Management
- Graduate Diploma in Justice Studies
- Graduate Certificate in Project Management
- Doctor of Social Sciences

If you must refer to an academic degree, diploma or certificate in a partial or generic way, or in the plural, lowercase the degree and the field of study. Use the full formal name when possible.

- a bachelor’s degree, an undergraduate degree
- a master’s degree, a master’s in leadership, three master’s degrees
- a justice studies graduate diploma, a variety of graduate certificates
- a doctorate, doctor of social sciences degrees

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>He holds a Master of Arts in Leadership.</td>
<td>He holds a master of arts in leadership.</td>
</tr>
<tr>
<td>She earned two bachelor's degrees.</td>
<td>She earned two Bachelor's degrees.</td>
</tr>
<tr>
<td>We offer an undergraduate degree in professional communication.</td>
<td>We offer an undergraduate degree in Professional Communication.</td>
</tr>
</tbody>
</table>

When abbreviating degrees, do not use periods. The only exception is “(Hon.)” or “(Hons.)” at the end of a degree.

- BA, BSc, MA, MEd, DSocSci, BA (Hons.)

For honorary degrees, follow the same principles as for other degrees. Capitalize the full name of the credential/degree and lowercase partial and generic references.

- Doctor of Laws, honorary doctorate, honorary degree

For names of Royal Roads degrees, diplomas and certificates, see the list on our website.

4.2 Bios and lists

Unless all honours must be indicated for protocol purposes, list no more than two abbreviations following a person’s name. Select the two highest honours and list, high to low, in the following order of precedence.

1. distinctions conferred by the Crown (QC, VC, etc.)
2. university degrees (MD, MSc, BA, etc.)
3. letters denoting membership in societies and other distinctions (CFPC, CPA, PMP)
In biographies and in lists of names accompanied by degrees, use full titles of degrees. Place the graduation year of each degree, if included, in parentheses after the degree. When listing more than one degree for a person, use a comma to separate each degree. When listing multiple people and degrees, use semicolons to separate the people.

- She holds a Master of Arts in Leadership from Royal Roads University (1999).
- Alumni in attendance were Juan Doe, Graduate Certificate in Sustainable Community Development (2016); Juanita Doe, Master of Global Management (2012); and Jerry Doe, Bachelor of Arts in Global Tourism Management (2014).

4.3 Credentials, professional designations, honours

Follow the same principles as for academic degrees. Capitalize full formal titles. Lowercase partial and generic references.

- Chartered Professional Accountant, CPA, an accountant, a chartered accountant
- Fellow Chartered Insurance Professional, FCIP, a chartered insurance professional
- Project Management Professional, PMP, a professional project manager
- Queen’s Counsel, QC, an honorary designation

When abbreviating credentials, designations and honours, do not use periods.

- Zeeshan Rasol, MBA, FRSC

5. Names of Organizations

Our overall approach to names of organizations is to follow our modified “down” style of capitalization.

5.1 Universities

Capitalize the full, formal names of universities and other academic institutions. Lowercase partial and generic references.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is a graduate of Royal Roads University.</td>
<td>She is a graduate of Royal Roads university.</td>
</tr>
<tr>
<td>He attended our university in 2010.</td>
<td>He attended our University in 2010.</td>
</tr>
<tr>
<td>The university’s history is fascinating.</td>
<td>The University’s history is fascinating.</td>
</tr>
<tr>
<td>She used to teach at Camosun College.</td>
<td>She used to teach at Camosun college.</td>
</tr>
<tr>
<td>She taught at the college for five years before joining our university faculty.</td>
<td>She taught at the College for five years before joining our University faculty.</td>
</tr>
</tbody>
</table>

For more guidance on how to refer our university, see Part A, Writing Style. For a list of Canadian university names, see the Universities Canada website.

When a university name is used in a way that’s clearly possessive, use an apostrophe.

- Royal Roads’ grounds are beautiful.
- He has many ties to Royals Roads’ military history.
- She was the University of Victoria’s head librarian for five years.
When a university name is more descriptive than possessive, omit the apostrophe.

- Royal Roads faculty members are invited to attend.
- Will you apply for a Royal Roads scholarship?
- UVic librarians have voted in favour of the motion.
- UBC sports teams often hold fundraisers.

If you are unsure whether a name is possessive or descriptive, see if the name translates into an “of” phrase. If it does, it’s likely possessive.

- “Royal Roads’ grounds” means “the grounds of Royal Roads” (name is possessive)
- “Royal Roads faculty members” means “faculty members from Royal Roads” (name is descriptive)

5.2 University bodies

Capitalize the full, formal names of university bodies, including faculties, schools, governing bodies, work units and committees. Lowercase partial and generic references.

- the Faculty of Management, the management faculty, the faculty
- School of Communication and Culture, the school
- Board of Governors, the board
- Program and Research Council, the council
- School of Leadership Advisory Council, the advisory council
- Standing Committee on Appeals, the standing committee, the appeals committee
- Community of Caring Committee, the committee, ad hoc committees, a supervisory committee
- Communications and Advancement, Student and Academic Services, Diversity Action Group

5.3 Governments

Capitalize the full, formal names of government bodies, including task forces, work units and committees. Lowercase partial and generic references, and most plural references.

Always capitalize the following terms:

- “Crown” as a noun and a modifier (the Crown, a Crown corporation)
- “First Nation(s)” and “Nation(s)” in all uses (the T’Sou-ke Nation, the Nation, many First Nations, the Ma’amtagila and Tlowitsis Nations)
- “Band(s)” in reference to First Nations Bands, in all uses (the Ashcroft Indian Band, the Band, several Bands)
Governments themselves often follow an “up” style and capitalize many terms that we do not. For Royal Roads publications, follow our modified “down” style (see Capitalization).

- the United Nations, the summit
- the House of Commons, the Senate
- Parliament (Canadian), parliamentary, various parliaments
- the Legislative Assembly, the BC legislature
- the Government of British Columbia (the institution); the British Columbia/BC government; the governments
- Nuu-chah-nulth Tribal Council, the Tribal Council
- the Ministry of Advanced Education, Skills and Training; BC’s advanced education ministry; the ministry; ministry officials; the ministries of agriculture and education
- the Employers’ Advisors Office, the office
- Aboriginal Teacher Education Task Force, the task force

6. Abbreviations

6.1 Capitalization and punctuation

Use periods with lower-case abbreviations.

- e.g., i.e., etc., a.m., p.m.

The abbreviation “e.g.” (exempli gratia) means “for example.” Use “e.g.” followed by a comma to introduce examples. Don’t confuse “e.g.” with “i.e.” (id est), which means “that is” or “namely.” Use “i.e.” followed by a comma to introduce an elaboration on the statement just made.

- Royal Roads offers one doctoral degree in the Communication and Culture program (i.e., the Doctor of Social Sciences).
- Royal Roads offers many graduate certificate programs (e.g., Strategic Global Communication, Sustainable Community Development, Executive Coaching).

Do not use periods with abbreviations that begin and end with a capital letter, even when lowercase letters appear in between. The only exception to this rule is when the abbreviation refers to a person. In this case, use periods and no spaces inside the abbreviation.

- BC, CEO, DVD, VP, U of T, UVic
- B.B. King, E.B. White, J.K. Rowling

6.2 Acronyms and initialisms

Acronyms (abbreviations pronounced as a word, like “NAFTA”) and initialisms (abbreviations pronounced by their letters, like “RSVP”) are handy space-savers, but they can be hard to read. For guidance on when to use them, see Part A, Writing Style.

Define an acronym or initialism on first reference if it will be unfamiliar to any of your readers. In most cases, define it by spelling out the word and placing the abbreviation in parentheses after it. If the abbreviation is more widely known than the spelled-out version, give the abbreviation first and follow with the full term in parentheses. If the abbreviation is almost universally known, there is no need to define it at all.

- Tutors are available to help students who need to raise their grade-point average (GPA).
- The journal follows APA (American Psychological Association) style.
- She creates DVDs of instructional material for a UN agency overseas.
Form the plural of acronyms and initialisms by adding “s” (not apostrophe + “s”).

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAs, MAs, BAFTAs, MOUs, VIPs</td>
<td>BA’s, MA’s, BAFTA’s, MOU’s, VIP’s</td>
</tr>
</tbody>
</table>

Many acronyms and initialisms stand for common, generic nouns that should not be capitalized when spelled out in full.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The office produced a report on full-time equivalent (FTE) enrolment.</td>
<td>The office produced a report on Full-Time Equivalent (FTE) enrolment.</td>
</tr>
</tbody>
</table>

7. Capitalization

Material that contains many capital letters is visually distracting and hard to read. Royal Roads follows a modified “down” style, which means we prefer lowercase in most situations and use capitals sparingly.

7.1 General treatment

Capitalize proper nouns: the full, formal names of individual people, places, institutions, publications, geographical locations, brands and so forth. Lowercase common nouns: the general names of things and nouns used generically.

- Royal Roads University, our university, the university
- Greater Victoria Public Library, a library, the public library system
- Governor General’s Award, a literary award, an award
- the Graduate Certificate in Leadership, the certificate, a graduate certificate
- Styrofoam, Post-it notes, polystyrene, sticky notes

7.2 Personal names

Always follow personal preference on matters of capitalization. See also Honorifics.

- k.d. lang
- matthew heinz
- Walter de Silva (Italian car designer), Janet De Silva (CEO, Toronto Region Board of Trade)
7.3 Programs, awards, projects

Capitalize the full, formal names of academic programs (except for the word “program” at the end), courses, scholarships, fellowships, awards, major projects and the like. Lowercase partial and generic references.

- the Graduate Certificate in Executive Coaching program, our executive coaching program, the program
- the Economics for Decision Making course, our economics course, the course
- the Commerce Alumni Scholarship, a commerce scholarship, the scholarship
- the Globalink Graduate Fellowship, a research fellowship, the fellowship
- the Chawkers Foundation Award for Environmental Studies, an environmental studies award, the award
- the Resilient Youth in Stressed Environments project, a collaborative project, the project
- the Sustainability Tracking and Rating System, the system

7.4 Titles of works

Capitalize the first word and all major words in the titles of publications, research projects, websites and their parts, courses and the like. Major words are nouns, pronouns, verbs, adjectives, adverbs, and prepositions and conjunctions of five letters or more (about, through, under, however, while, etc.). Lowercase articles (a, an, the), and prepositions and conjunctions of four letters or fewer (to, of, with, and, but, nor, etc.), unless they are the first or last word of the title.

- the Staff Publications and Research Grants booklet (publication)
- Community-Based Training for Native Plant Propagation and Restoration (research project)
- the “News and Events” section of our website
- Strategic Management in the Hospitality and Tourism Industry (course)

If the title contains a colon, capitalize the first word after the colon.

- Story Made Simple: An Introduction to Crafting Short Fiction

Do not capitalize (or italicize) “the” in front of names of dictionaries, encyclopedias, newspapers and other periodicals unless the official name includes the upper case “The.”

- the Canadian Oxford Dictionary, the Times Colonist, The Walrus

For guidance on whether to set titles in italics or quotation marks, see Quotation marks vs. italics.

8. Geographical Terms

Our overall approach to geographical terms is to follow our modified “down” style of capitalization.
8.1 General treatment

Capitalize the full, formal names of countries, regions, municipalities and other official geographical and political divisions. Capitalize the formal names of geological features. Lowercase partial and generic references.

- Oak Bay, the bay area
- the Prairies (region of Canada), a prairie wind
- the West (region of Canada), Western Canada (region of Canada), the West Coast, the coast
- Vancouver Island, the island
- the Lower Mainland, the Saanich Peninsula, the mainland, the peninsula
- the Rocky Mountains, the Rockies, the mountain range
- the Inner Harbour, Victoria’s beautiful harbour

Do not capitalize the following:

- general directions and positions (travel north, turn south, a westerly wind, northern BC)
- generic place names (the town of Kimberley, the western provinces, the southern states)

Capitalize generic place names to indicate the government of that place.

- the Town of Kimberley (the municipal government); the Province of British Columbia (the provincial government)

For abbreviations of provinces and territories, use the official two-letter Canada Post abbreviations.

- AB, BC, MB, NB, NL, NS, NT, NU, ON, PE, QC, SK, YT

8.2 Royal Roads campus and buildings

Capitalize the full, formal names of buildings, gardens and other campus facilities.

- the Learning and Innovation Centre, the Grant building, the Habitat Café

9. Numbers

9.1 General treatment

Spell out numbers zero through nine. Use numerals for 10 and above.

- five programs, eight courses, 13 days, 218 students

Follow the same principle for ordinals. Do not use superscript for ordinals.

- third, fifth, 21st, 99th

Always use numerals for:

- addresses (2005 Sooke Road)
- years (2000, 1918)
- grade-point averages (a 3.7 GPA)
- measurements along with abbreviations or symbols (5 km/h, 6'2'')
Always spell out the following:
- large general numbers (hundreds of people, thousands were evacuated)
- numbers that begin sentences (Thirty-two faculty members attended.)

Avoid beginning a sentence with a numeral. If possible, recast the sentence.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were 32 faculty members present.</td>
<td>32 faculty members attended.</td>
</tr>
</tbody>
</table>

9.2 Currency

As a general rule, use numerals for currency. The exception is when the reference is general.
- $20, $1,500, US$500, C$800, a $400,000 budget
- my two cents’ worth, a couple dollars

Use a mix of numerals and words for large dollar amounts (millions, billions and up).
- $5 million, a $1.2 billion project

Use decimal and zeroes only in combination with an amount that requires cents.
- Ticket prices are $11.00 for adults, $10.00 for students and $7.50 for seniors.
- Ticket prices are $11 for adults, $10 for students and $7 for seniors.

9.3 Percentages and fractions

Always use numerals for percentages. Follow the numeral with “per cent” if there are not many references. Use “%” if there are many references, and in tables, charts and other graphics.
- At Royal Roads, 70 per cent of students are working professionals.
- On the first three tests, the average grade was 91%, 80% and 87%.

Spell out and hyphenate simple fractions. Do not hyphenate when the first word of the fraction is “a.”
- two-thirds of the student body, one-quarter of the pie
- a third of the student body, a quarter of the pie

When the fraction is accompanied by a whole number, use numerals and decimal points.
- 1.5 credits
- 3.75 years

9.4 Ranges of numbers

Use an en dash (–) between inclusive numerals, with no spaces before or after the dash.
- chapters 3–5, 2012–2022, pages 181–193

If using words to express a range of numerals, use words only. Do not use an en dash as well.
- from chapters 3 to 5, between 2012 and 2022, pages 181 through 193
Use an en dash to connect dates except when preceded by "from" or "between."

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1–3</td>
<td>from June 1–3</td>
</tr>
<tr>
<td>from June 1 to 3</td>
<td>between June 1–3</td>
</tr>
<tr>
<td>between June 1 and 3</td>
<td>between June 1 to 3</td>
</tr>
</tbody>
</table>

Note: In informal or internal documents not intended for wide publication, it’s fine to use a hyphen instead of an en dash.

10. Dates and times

10.1 Dates

In general, write out the day and month in full. Place commas around the month and year.

- Thursday, July 20, 2017, was the date of our last meeting.

Do not use the ordinal (e.g., 1st, 20th) for the day unless the day appears by itself, with no month.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meeting was on July 20.</td>
<td>The meeting was on July 20th.</td>
</tr>
<tr>
<td>The meeting was on the 20th.</td>
<td>The meeting was on the 20th of July.</td>
</tr>
<tr>
<td>The meeting was July 20. (news section of website only)</td>
<td>The meeting was on July 20. (news section of website only)</td>
</tr>
</tbody>
</table>

If using only the month and year, do not use commas.

- Our last meeting was in July 2017.

For all-numerical dates (in forms, headers, footers, etc.), use year-month-day format. Use two digits for the month and day numbers.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting: 2017-07-17</td>
<td>Meeting: 17-07-17</td>
</tr>
<tr>
<td></td>
<td>Meeting: 2017-7-17</td>
</tr>
</tbody>
</table>

Use a slash for the fiscal year, and do not repeat the century.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our 2017/18 financial plan has been approved.</td>
<td>Our 2017-18 financial plan has been approved.</td>
</tr>
<tr>
<td></td>
<td>Our 2017/2018 financial plan has been approved.</td>
</tr>
</tbody>
</table>
When space is tight, or there are many references to days/months (e.g., course calendars), use three-letter abbreviations, no periods.

- Mon, Tue, Wed, Thu, Fri, Sat, Sun
- Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

For centuries, follow the general rules for numbers: spell out nine and below and use numerals for 10 and up.

- the seventh century, the 21st century, a 20th-century technology

For decades, spell out or use numerals, whichever best suits the context. If excluding the century, make sure it’s known to readers.

- the eighties, the ’80s, the 1980s, the mid-1980s

For eras, use the secular abbreviations “CE” (common era) and “BCE” (before common era), not the Christian “AD” and “BC.” Place the abbreviation after the year or range of years.

- Chinese writer Lu Yu (733–804 CE), a temple dating to 832 BCE

10.2 Times

Write even hours numerically with no zeros. Hours and minutes are written with a colon.

- 9 a.m., 11 p.m., 11:45 p.m., 1:30 p.m.
- noon (not 12 noon; the 12 is redundant)

For time ranges, use either words or the en dash between numbers. If using words, include “a.m.” or “p.m.” with both times. If using the en dash, omit “a.m.” or “p.m.” after the first time unless the time period is different from that of the second number.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class runs from 9 a.m. to 11:30 a.m.</td>
<td>The class runs from 9 to 11:30 a.m.</td>
</tr>
<tr>
<td>The class runs 9–11:30 a.m.</td>
<td>The class runs 9:00–11:30 a.m.</td>
</tr>
<tr>
<td>The class runs 9 a.m.–3 p.m.</td>
<td>The class runs 9:00 a.m.–3:00 p.m.</td>
</tr>
</tbody>
</table>

11. Punctuation

11.1 General treatment

The rules of punctuation are many and complex. This guide does not attempt to reproduce the rules. Rather, it lists preferences for common cases when more than one approach is correct.

Use one space after the colon, comma and semicolon, and after all marks of end punctuation (exclamation mark, period, question mark). The outdated practice of using two spaces after a colon and a period is a style for typewriters only.
11.2 Apostrophe

For singular nouns ending in “s” (or an “s” sound), add apostrophe + “s” to create the possessive, unless the resulting word is unpronounceable.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>James’s work</td>
<td>James’ work</td>
</tr>
<tr>
<td>Inez’s midterm mark</td>
<td>Inez’ midterm mark</td>
</tr>
<tr>
<td>the business’s profits</td>
<td>the business’ profits</td>
</tr>
<tr>
<td>Ulysses’ travels</td>
<td>Ulysses’s travels (unpronounceable)</td>
</tr>
<tr>
<td>Royal Roads’ mandate</td>
<td>Royal Roads’s mandate (unpronounceable)</td>
</tr>
</tbody>
</table>

For use of the apostrophe with “Royal Roads,” see Universities.

11.3 Colon

In most cases, a colon should follow a complete grammatical thought, not an interrupted one. There are two exceptions to this rule: when the colon introduces (1) a vertical list and (2) a quotation.

Lowercase the first word following a colon, even when that word begins a complete sentence. The exception is when the colon introduces a quotation that starts with a capitalized word, or in the title of a document or book.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have attached three documents: an application form, an information brochure and a contact list.</td>
<td>I have attached: an application form, an information brochure and a contact list.</td>
</tr>
<tr>
<td>I have attached:</td>
<td></td>
</tr>
<tr>
<td>• an application form</td>
<td></td>
</tr>
<tr>
<td>• an information brochure</td>
<td></td>
</tr>
<tr>
<td>• a contact list</td>
<td></td>
</tr>
<tr>
<td>Writer Eden Robinson once said: “Bring me fish or moose, not flowers.”</td>
<td>Writer Eden Robinson once said: “bring me fish or moose, not flowers.”</td>
</tr>
<tr>
<td>I have one question for you: which course was your favourite?</td>
<td>I have one question for you: Which course was your favourite?</td>
</tr>
</tbody>
</table>

11.4 Comma

Do not use the serial comma (the comma before “and” or other conjunction at the end of a series, sometimes called the Oxford comma) unless needed for clarity.
The program covers finance, accounting and management.

The program covers finance, accounting, and management.

The program covers finance, accounting, and business and resource management.

The program covers finance, accounting and business and resource management.

Use a comma after long introductory elements. Do not use a comma after short introductory phrases (four or fewer words) that flow continuously into the main sentence that follows. However, do use a comma after short introductory phrases that are negative or contrary or do not flow continuously into the sentence that follows.

If you want to get in to the popular Bachelor of Commerce program, you should apply soon.

If you want to get in to the popular Bachelor of Commerce program you should apply soon.

Before the movie starts, let’s get some popcorn.

Before the movie starts, let’s get some popcorn.

No, I don’t want to attend the meeting.

No I don’t want to attend the meeting.

Avoid using a comma in front of “too” or “either” when the words mean “also” (as recommended in the Chicago Manual of Style, 17th ed.).

- Alumni are welcome too.
- Alumni do not have to register for the lecture; they don’t have to pay a fee either.

Do not use a comma to set off Jr., Sr. or numerals after a name.

- John Molson Jr.
- Queen Elizabeth II

11.5 Dashes

The em dash (also called the long dash) replaces a comma or a colon when a more distinct or emphatic pause is needed. Do not use spaces before or after an em dash.

- Thank you for your support over the past year—especially your support for the use of online resources and open textbooks—and for helping to cut costs for students.
- We are left with only one reasonable option—hiring a new instructor.

The en dash is a variant of the hyphen. It replaces “to” in ranges of numbers. It also replaces a hyphen in a compound that contains an open (unhyphenated) compound. Do not use spaces before or after an en dash.

- a Royal Roads–based project, a British Columbia–born scientist, a post–climate change world

In informal or internal documents not intended for publication, it’s fine to use a hyphen instead of an en dash.
11.6 Hyphen

The rules of hyphenation prompted John Benbow, editor with Oxford University Press, to lament: “If you take hyphens seriously, you will surely go mad.”

When unsure whether to hyphenate a compound, check Appendix A: Word List first and the Canadian Oxford Dictionary next. If you’re still unsure, use a hyphen if your intended meaning will be unclear without it.

In general, hyphenate a compound that precedes the word it describes. Do not hyphenate a compound in which the first word is an “-ly” adverb. Do not hyphenate a compound verb.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was a well-attended lecture.</td>
<td>It was a well attended lecture.</td>
</tr>
<tr>
<td>The lecture was well attended.</td>
<td>The lecture was well-attended.</td>
</tr>
<tr>
<td>This is a beautifully written essay.</td>
<td>This is a beautifully-written essay.</td>
</tr>
<tr>
<td>Please sign up by August 31.</td>
<td>Please sign-up by August 31.</td>
</tr>
</tbody>
</table>

11.7 Quotation marks

Use double quotation marks around quotations and certain terms and titles. Use single quotation marks to set off material that’s already inside doubles.

Always place commas and periods inside closing quotation marks. If there are two sets of closing quotation marks—single and double—place commas and periods inside both.

- “Please define the term ‘full-time equivalent,’” she said.

Place other punctuation marks inside closing quotation marks if they belong with the enclosed material, and outside if they don’t.

- “What does this term mean?” she asked.
- Do all of our readers understand the term “full-time equivalent”?

11.8 Quotation marks vs. italics

Use italics for titles of long works and stand-alone publications. This includes titles of books, magazines, periodicals, newspapers, reports, acts and regulations, films and television programs.

Use quotation marks for titles of minor or short works such as articles, essays, short stories, poems and songs.

- Did you see “Up, Up and Away,” the article on clouds in Maclean’s Magazine?
- The 2016 report Learning in the Digital Age contains a chapter called “The Five Ws of E-Learning.”

Do not use quotation marks or italics for titles of courses or conferences.

- Ecosystem Science and Management (course), Towards Sustainable Forestry: Conference 2014

Set titles of websites and blogs set in roman (no italics or quotation marks). Set titles of individual sections or pages of a website in quotation marks.

- the Royal Roads University website, the World Wide Words website
- the “Featured Alumni” page, Wikipedia’s “Great Expectations” entry

Place quotation marks around letters and words referred to as such.

- an “A” song, the letter “s”
- The document defines the term “full-time equivalent.”

12. Formatting

Our preferences for vertical lists (bulleted, numbered, lettered, etc.) are as follows. It may be appropriate to deviate from these preferences for design reasons.

12.1 Vertical lists with full sentences

When a vertical list is made up of full sentences, capitalize the first word in each item and use a period at the end of all items.

Here are three tips for clear writing:

- Keep sentences short.
- Use simple, everyday words.
- Prefer active verbs to abstract nouns.

12.2 Vertical lists with partial sentences

When a vertical list is made up of single words or partial sentences, there are two possible styles.

If the document is largely textual (e.g., letter, briefing, memo), or is legal or formal, lowercase the first word in each item. Use semicolons after all items except the last one, which takes a period. Include the word “and” or “or” at the end of the penultimate element if desired.

According to the Royal Roads University Act, the purposes of the university are:

- to offer certificate, diploma and degree programs at the undergraduate and graduate levels in solely the applied and professional fields;
- to provide continuing education in response to the needs of the local community; and
- to maintain teaching excellence and research activities that support the university’s programs in response to the labour market needs of British Columbia.

If the document is informal, or largely visual or graphic (e.g., website, PowerPoint presentation, poster), capitalize or lowercase the first word in each item, depending on which looks better. Do not use punctuation at the end of listed items.
The program focuses on the application of learning in these areas:

- connecting change efforts to organizational strategy
- whole systems interventions
- culture transformation

The program covers five learning-outcome domains:

1. Critical thinking
2. Communication
3. Research
4. Knowledge
5. Professional skills and practice
APPENDIX A: WORD LIST

In general, we follow the Canadian Oxford Dictionary for spelling. Exceptions, as well as words and compounds we commonly use at Royal Roads, are listed below.

acknowledgment
advisor
alumni (use for multiple grads)

analyze (not analyse)

benefited, benefiting
bimonthly, biweekly
bootcamp

cellphone
cooperate, cooperating, cooperation (no hyphen)
coordinator (no hyphen)
co-owner
course work
co-sponsor
course pack
co-workers
crowdfunding
crowdsourcing
Crown corporations

data (treat as plural in academic writing, singular in general writing)
database
decision making (n), decision-making (adj)
Earth (this planet in contrast to others)
earth (generic)
e-book
e.g. (always followed by comma; means “for example”)
email
e-marketing
enrol, enrolment (but enrolled, enrolling)
evidence-based

Facebook
fast track (n), fast-track (v)
first-hand (adj and adv, all uses)
First Nations (n and adj)
FTE (full-time equivalent)
fulfill
full-time (adj and adv, all uses)

graduate, grad (preferred gender neutral term; avoid alumnus/alumna whenever possible)
grade-point average
groundbreaking

hands-on (adj)
health care (n), health-care (adj)

help desk
home page

i.e. (always followed by comma; means “that is”)
Indigenous
internet

judgment
life-changing (do not spell with or say the dot; “life.changing” is a design, not a word)
lifelong
longhouse

Métis
non-profit
not-for-profit

on the quarterdeck (not “in” or “at”)

peacebuilding
postdoctoral, postdoctorate
postgraduate
post-secondary
Pride Week

toward (not towards)

the web
web page
website