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FORMATTING AN ESSAY OR TERM PAPER

1. Title Page
The title page of every paper or report should contain the following information:

- The full title of the paper
  - The title of the paper should be short but descriptive (i.e. “Essay #1” would not be acceptable). The title does not have to be witty or catchy, but it must give the reader a general idea of the topic to be discussed.
- Your name
- Your ‘A’ number
- The name of the instructor to whom the paper is submitted
- The name and number of the course
- The date the paper is submitted

Keep the title page simple; there is no need to include borders or designs (see the sample title page near the end of this guide).

Begin the text of the paper on a separate page; you should include the title of the paper at the top of this page as well.

2. Spacing and Margins
Papers should be typed or word processed using standard 8.5 x 11-inch white paper.

Papers should be double-spaced throughout. Margins should be one inch at the top, bottom, and sides of the page. Justify the left margin only.

3. Printing
Ask your professor if double-sided printing is acceptable.

4. Pagination
Beginning with the title page, number all pages consecutively. The number should appear at least 1 inch from the right-hand side of the page in the header.

5. Indentation and Paragraphs
Depending on your professor’s preference, you should do one of the following two things:

- Indent the first line of every paragraph using the tab key, which should be set at 5 to 7 spaces or ½ inch. Indent for all paragraphs except for an abstract, block quotations, titles/headings, table titles/notes, and figure captions. In this format, do not include an extra line between paragraphs.

  OR

- Include an extra line between paragraphs and do not indent the first line of each paragraph. However, long quotations should always be indented ten spaces.

6. Subheadings
Subheadings are not usually required in shorter papers. However, they are often used in longer assignments. While different formatting is used depending on the number of heading levels, three heading levels are usually sufficient.

   One level: For short papers, use only one level of heading. These headings should be centred, written in bold, and have all major words capitalized.

   Two levels: For lengthier research papers, use two levels of headings. The second-level headings should be flush left to the margin, written in bold, and have all major words capitalized.
Three levels: In some cases you may need to use three levels of headings. Third-level headings should be indented 5 to 7 spaces using the tab key, written in bold, with the first word capitalized and all other words (except names) in lowercase letters. End these headings with a period.

Here is an example of three levels of headings:

Methodology
(Centred, Boldface, Uppercase and Lowercase Heading)

Theoretical Basis and Justification
(Flush Left, Boldface, Uppercase and Lowercase Heading)

Theory one.
(Indented, boldface, all words lowercase except the first one and any names, ending with a period.)

7. Quotations
Any time that another author’s idea is used in an essay, you must give credit to that author with an in-text citation immediately following the quotation. Direct quotations must be reproduced exactly the same as the original, including wording, spelling, capitalization, and punctuation.

Short Quotations
Quotations shorter than 40 words should be incorporated into the text and enclosed by double quotation marks (“ ”). They should include the author, year, and page number. Any punctuation in your sentence should be placed after the parentheses.

Here is an example:

It is, however, important to recognize that “overcoming social and cultural barriers requires the creation of supportive organizational cultures and imaginative approaches to building on people’s willingness to participate” (Vanderplaat & Barrett, 2006, p. 32).

In this format, the entire citation is included in the parentheses and separated by commas. Note that the punctuation follows the citation.

OR

Vanderplaat and Barrett (2006) emphasize that “overcoming social and cultural barriers requires the creation of supportive organizational cultures and imaginative approaches to building on people’s willingness to participate” (p. 32).

In this format, the authors’ names are part of the sentence, but they must still be followed by the year of publication. The page is still included at the end of the quotation.

If there are no page numbers (e.g., in an electronic document), use the paragraph number (if available) preceded by the abbreviation ‘para.’ If paragraph numbers are not visible, cite the heading and the paragraph number following it.

Here is an example:

“quote quote quote” (Smith, 1999, Conclusion section, para. 2).
For quotations of 40 words or more, indent all lines (not just the first line) of the quotation and do not use quotations marks. For long quotations, the punctuation is placed before the parentheses.

**Here is an example:**

McMullen (2006) notes the issue:

Mediated knowledge, whereby lived experience is transmitted to news narrative, is usually accomplished via routine electronic or print-based media systems and depends on a number of distinct but interrelated factors that are extrinsic to an event’s seriousness: geopolitical interests, market needs, advertising policies, organizational budgets, access to and control of information sources, cultural priorities and newsworthiness, and dominant discourses that enable, guide, and sustain news coverage. (p. 908)

*Note that in this case, the citation follows the punctuation.*

**Additions to Quotations**

If you need to add letters or words within a quotation that are not part of the original text, then enclose them in square brackets. You should also use square brackets to indicate changes in punctuation.

**Here is an example:**

“It [the Community Action Program for Children] seeks to improve the health and well-being of Canadian children and families who experience difficult life circumstances such as poverty and/or social isolation” (Vanderplaat & Barrett, 2006, p. 26).

**Omissions from Quotations**

If you omit words from a quotation, then you should include an ellipsis (three periods) to indicate where you have omitted words or sentences. If this omission occurs at the end of a sentence, use four periods. Keep in mind that the quote must still embody the original idea; the author you are using must be represented fairly.

**Here is an example:**

In one study, the authors “found a common concern was removing financial barriers to participation by…the availability of petty cash systems that reimbursed people quickly” (Vanderplaat & Barrett, 2006, p. 32).

*Note the ellipsis, which indicates that words have been omitted.*

**Indirect Quotations (Citing a Source Within a Source)**

On occasion, you may come across a citation within a text that you would like to incorporate into your work. If this is the case, you should always attempt to find the original source of the quotation and quote it directly. However, sometimes you will need to quote a source that quotes another source (for example, if Saint Mary’s does not have access to the original source through its databases or through Novanet).

If this is the case, then after you paraphrase or quote the original source, use “as cited in” followed by the source that you found the information in.

*Do not* include the original source in your references list; just include the source in which you found the information.
**8. Paraphrasing**
Paraphrased ideas allow you to incorporate someone else’s idea or argument in your paper without using the original wording. These sections get integrated into your own writing, but they must still be cited appropriately (i.e., include the author’s last name, the year, and the page number from which you got the information).

You don’t have to include the page number in your reference if you are citing an author’s entire work (i.e. the overall argument of an article or book), but if you are citing information from a specific page or pages, then you should include this information.

**Note the following examples:**

As Byers (2002) suggests, television characters both reflect and help to construct or reconstruct discourses on sexuality (p. 59).

OR

Television characters both reflect and help to construct or reconstruct discourses on sexuality (Byers, 2002, p. 59).

**9. Tables**
Tables provide an efficient way of presenting a large amount of data in a condensed format. They should be reserved for important data directly related to the content of your paper and for simplifying text that would otherwise be dense with numbers.

If you include a table in your paper, you do not need to repeat the same information in your text. Simply choose one method of presenting the information – whatever you think will be clearer for the reader to understand.

However, you can, and should, mention the highlights or important information found in the table within the text of your paper so that you can explain its significance; just make sure that you do not repeat all of the tabular information in your text.
Tables contain the following information:

- **Table number:** Number all tables in the order in which they are first mentioned in the text.

- **Title:** Each table should contain a brief and explanatory title.

- **Headings:** Each column should contain a short heading that does not make the column wider than necessary.

- **Notes:** Tables can contain three kinds of notes:
  - General notes provide information about the table and begin with the word *Note* (italicized) followed by a period.
  - Specific notes refer to a particular column, row, or individual entry and are indicated by superscript lowercase letters.
  - Probability notes indicate the results of tests of significance.

- **Horizontal lines:** Tables in APA style do not contain vertical lines.

To refer to tables in your paper, refer to them by their number (Table 2) instead of writing things like “the table above”.

To cite tables from another source, you need to cite where you got the table from. Include a note in your table to provide the reader with adequate citation information.

Here is an example of a table in APA style cited from another source:

<table>
<thead>
<tr>
<th>Level</th>
<th>Function</th>
<th>Activities</th>
<th>Character of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Forensic investigation</td>
<td>Investigate frauds and problematic business transactions</td>
<td>Complex, often requiring specialized training, matters often settled privately rather than through the criminal justice system</td>
</tr>
<tr>
<td>2</td>
<td>Corporate security</td>
<td>Protect complex operations, prevent crime against corporations, internal investigations</td>
<td>Agents are employed by large corporations</td>
</tr>
<tr>
<td>3</td>
<td>Private investigation</td>
<td>Generally undertake civil and private investigations</td>
<td>Activities such as pre-employment checks, surveillance</td>
</tr>
<tr>
<td>4</td>
<td>Enhanced security services</td>
<td>Prevent crime actively, conduct limited patrols, enforce by-laws on contract to a local authority</td>
<td>Moderately high risk activities, quasi-police functions, appearing to have a policing character</td>
</tr>
<tr>
<td>5</td>
<td>Static guards</td>
<td>Secure property, limit loss, control access to buildings and sites</td>
<td>Low risk activities</td>
</tr>
</tbody>
</table>


For more detailed information on tables in APA style, please see sections 5.07 to 5.19 in the APA manual (sixth edition).
10. Figures
Although figures usually require the reader to estimate values, they allow for a quick glance at the overall pattern of results and are useful for depicting interactions between variables. A figure should be simple, clear, and easy to understand. There are several types of figures that can be included in a paper.

The most common types of figures include the following:

- **Graphs** show relations in a dataset. There are several types of graphs:
  - Scatter plots, line graphs, bar graphs, pictorial graphs, pie graphs
- **Charts** show relationships between parts of a group.

  All figures should meet the following requirements:
  - The font size for all parts of the figure should be between 8 and 14 points.
  - Include a legend to explain any symbols used.
  - Include a brief but descriptive caption.

To refer to figures, refer to them by their number (Figure 5) instead of writing things like “the figure above”.

Here is an example of a figure in APA style:

```
Figure 3. Agreement with moral statements across political identity. Study 2. The horizontal line at 2.5 indicates division of agreement and disagreement (2 indicates slight disagreement and 3 indicates slight agreement). Reprinted from “Liberals and Conservatives rely on different sets of moral foundations,” by J. Graham, J. Haidt, and B. A. Nosek, 2009, Journal of Personality and Social Psychology, 96, p. 1036.
```

For more detailed information on figures in APA style, please see sections 5.20 to 5.25 in the APA manual (sixth edition).
PLAGIARISM

1. What is Plagiarism?
According to Saint Mary’s Academic Calendar, plagiarism is the “presentation of words, ideas or techniques of another as one’s own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g., computer programs, mathematical solutions, scientific experiments, graphical images, or data)” (Saint Mary's University, 2009, pp.22-23).

Therefore, plagiarism includes taking someone else’s words, sentences, or paragraphs and using them in your own paper without explaining where you got them from. However, this is not the only form of plagiarism. Plagiarism also involves taking someone else’s ideas or arguments, putting them into your own words, and then not citing the source. In addition, keep in mind that when you paraphrase an idea or argument from someone else, you need to change the structure of the sentence and put it into your own words as well as include a citation. Simply changing or rearranging a few words is not sufficient and is considered a form of plagiarism. Academic writing is all about ideas and arguments, so if you get information (or specific sentences or groups of words) from somewhere else, then you have to show where you got it from.

2. Avoiding Plagiarism
To avoid plagiarism, make sure that you cite all sources that you use in your paper. If you include information word-for-word from a source, then you need to put quotation marks around it (see the Quotation section in this booklet) and cite in your text and in your reference list. If you take someone’s idea/argument but put it into your own words, then you don’t need quotation marks, but you still need to cite it in your text and in your reference list.

3. Common Knowledge and Plagiarism
Some students have heard that “common knowledge” doesn’t need to be cited, so they wonder when something is considered common knowledge. After all, something might be common knowledge to researchers in a field but be new information for a student. Basically, there’s no set rule for whether something is considered common knowledge or not, but if you ask yourself the question “would everyone who studies Author A, Topic B, or Subject C know this?”, and if your answer is “yes”, then you should be okay. Another way to look at it is that if the same information can be found in five or more sources (which are completely independent and not referring to one person or to one another), then it’s probably common knowledge.

<table>
<thead>
<tr>
<th>Example of something that does not need to be cited:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A secular society is based on rational thought and science.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example of something that has to be cited:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parsons (1964) emphasizes that the secularization of government is associated with the secularization of law, and both of these are associated with the level of generality of the legal system (p. 356).</td>
</tr>
</tbody>
</table>

If you are unsure whether or not a source is common knowledge, then it’s always better to cite it than not to cite it. Also, keep in mind that if you are using a specific person’s study or idea, even if it is common knowledge, then you should cite it.

<table>
<thead>
<tr>
<th>Here is an example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becker (1950) defined a secular society as a society where novelty is responded to as it is defined by the society’s members in terms of its existing culture (p. 56).</td>
</tr>
</tbody>
</table>

In this case, the definition of a secular society may be considered common knowledge, but because you are using Howard Becker’s particular definition, it should be cited.
DOCUMENTING RESEARCH – APA STYLE

In university papers, whenever you are writing about someone else’s ideas, you need to reference them in two ways. First, you need to provide an in-text citation, and second, you need to include a complete reference list entry at the end of the paper in the References section. This allows readers to find the source you used if they want more information. You always need to cite your sources when you are using their ideas, regardless of whether you are quoting or summarizing them.

For most of your research, you will likely be using journal articles, books, magazine or newspaper articles, and electronic sources so this section is divided into those four categories with an additional category for miscellaneous sources. Keep in mind that although the reference list entries are single-spaced in this document, in your paper you would double-space them.

1. In-Text Citations

In APA style, parenthetical in-text references are used to document sources used in a paper. Sources are briefly identified within the text of the paper, using the author’s last name, the date of publication, and the page number of the specific material being used in the paper.

**Citing a Source with One Author**

For a source that has one author, cite the author’s name, the year of publication, and the page, paragraph, or section number (if your information is from a specific page).

*Here is an example:*

“quote quote quote” (Ighodaro, 2008, p. 423).

**OR**


**Citing a Source with Two Authors**

If the source has two authors, use an ampersand (&) to join them, if the citation comes at the end of the quoted or paraphrased material.

*Here are two examples:*

Paraphrase of material (Dobrowolsky & Tastsoglou, 2008, p. 15).

**OR**

Dobrowolsky and Tastsoglou (2008) argue that … (p.15).

**Citing a Source with Three to Five Authors**

If the source has three to five authors, list them all the first time that you cite the source. In subsequent citations, however, list only the first author followed by “et al.”

*Here is an example of the first in-text citation:*

However, the term “terrorism” can have multiple meanings (Crocker, Dobrowolsky, Keeble, Moncayo, & Tastsoglou, 2007, p. 2).

**OR**

Crocker, Dobrowolsky, Keeble, Moncayo, and Tatsoglou (2007) explain that the term “terrorism” can have multiple meanings (p. 2).
Citing a Source with More than Five Authors
For a source that has more than five authors, list the first author followed by “et al.” for every citation.

Here is an example:
Paraphrase of material (Westhaver et al., 1999).

Citing a Source with a Group or an Organization as Author
Sometimes a document will be written by a group or corporation. In this case, use that organization as the author.

Here is an example:
(Amnesty International Canada, 2008).

Citing a Source with No Author
If there is no author for the source, use the first few words of the title of the work in place of the author. Use double quotation marks around the title of an article, chapter, or a web page; and use italics for the title of a periodical, book, brochure, or report.

Here are two examples:
“Conflict Theory” (n.d.) explains how conflict can begin to form… (p. 13).

OR


Citing a Source with an Anonymous Author
If the author of a work is designated specifically as Anonymous (rather than simply not listing an author), then write the word “Anonymous in” place of the author.

Here is an example:
Paraphrase of material (Anonymous, 2010).
Citing Multiple Citations within the Same Parentheses

If you are citing more than one study to support an idea, make sure that the citations are in alphabetical order (according to the authors’ last names), in the same way that they are alphabetical in your reference list. Each source should be separated by a semicolon.

Here is an example:

Paraphrase of idea/argument (Bell, 2008; MacNevin & Ighodaro, 2003).

Personal Communications

Personal communications include letters, emails, personal interviews, phone conversations, and similar sources that contain unrecoverable data (e.g., class notes). They are not included in the references list, but they still need to be cited in your text. To cite personal communications, include the initials and last name of the communicator and an exact date.

Here are two examples:

Bonnycastle stated … (personal communication, March 15, 2009).

“quote, quote, quote” (Crocker, personal communication, March 26, 2009).

2. Reference-List Entries

Journal Articles (Electronic and Paper)

Journal article with a DOI assigned

A digital object identifier (DOI) gives a scholarly paper or article a unique identifying number that anyone can use to obtain information about the publication's location on the Internet.

Author’s last name, comma, and first initial


Note: Only include the issue number of the journal if each issue starts on page one (journals are not usually longer than 100 pages per issue, so if the article is from issue 3 and is on pages 322 to 353, then the issues continue counting upwards – they do not each start at page one, so the issue number is not included. If you need to include it, the volume and issue numbers look like this: 51(3) for volume 51, issue 3.
Journal article with no DOI assigned (electronic version)


Journal article with no DOI assigned (print version)


Journal article with two authors


Journal article with three to seven authors


Journal article with more than seven authors

Print Sources

Book by one author


Book by two or more authors


Article or chapter in an edited book


Entry in a reference work (encyclopedia, disciplinary dictionary, etc.)


Daily newspaper article

Magazine article


Book review


Electronic Sources

Electronic book


Chapter from an electronic book


Document created by a private organization


Document available on a university program or department website

Online government document (with an author)


Online government document (without an author)


Other Types of Sources

Paper presented at a conference


Government documents (with an author)


Government documents (without an author)

Online fact sheet


If you are using a print version, include the place of publication and publisher (see the Government document entry examples) instead of the website.

Online brochure


Include a description of the type of “grey matter” publication (i.e. anything not formally published like a brochure, fact sheet, etc.) in square brackets.

Personal communications

(personal communication, March 15, 2009)

OR

(A. Schulte-Bockholt, personal communication, March 26, 2009)

*Note:* Personal communications include letters, emails, personal interviews, phone conversations and similar sources that contain unrecoverable data (e.g., class notes). They are not included in the reference list, but they still need to be cited in text. To cite personal communications, include the initials and last name of the communicator and an exact date.

Field Notes

Field notes can be considered either personal communications because they contain unrecoverable data, or unpublished raw data. Therefore, cite them using one of these two ways (see example above and example below).

Unpublished raw data

Author’s last name, Initial. (Year). [Description of content]. Unpublished raw data.

Thesis or dissertation


If it is a thesis being cited, write (Master’s thesis) or (Undergraduate thesis) instead.

If the thesis was retrieved online, replace the publishing information with “Retrieved from” and the URL.
Motion picture


Episode from a television series

References


   http://www.smu.ca/registrar/documents/20092010UndergraduateCalendar.pdf


Mentoring and Differential Association:
Finding Theoretical Support for CPSD Interventions

Benjamin Garonce
A00000000
Criminology 1000
Dr. John Doe
January 1, 2010
Crime prevention is informed by numerous sociological, psychological and criminological theories. As a result, the theoretical explanations of crime are just as diverse as the disciplines themselves, which is why there is no singular theory that can account for why crime occurs and how it can be prevented. Nevertheless, it remains important not to dismiss the significance of social learning theory, and more specifically, differential association theory.

For the purpose of this paper, Edwin Sutherland’s differential association theory will be discussed, analyzed and applied to crime prevention through social development (CPSD). It will be argued that exploring mentoring as a CPSD intervention is an excellent avenue for discussing the theoretical interpretations around differential association theory. Therefore, this paper will discuss broadly the theoretical assumptions around CPSD and focus on mentoring within that context. The theory of differential association will be discussed in relation to mentoring in order to conceptualize and critique the theory and its application… [section continues]

LITERATURE REVIEW

More about the specifics of differential association theory will be discussed below, but CPSD research supports the importance of delinquent peers in explaining criminal behaviour. In fact, Warr (2001) concludes that “no characteristic of individuals known to criminologists is a better predictor of criminal behaviour than the number of delinquent friends an individual has” (p. 186). The importance of bonding to conventional peers is crucial in preventing criminal behaviour, and research on mentoring provides even greater support for this… [section continues]

The main assumption behind mentoring interventions is that all children need caring adults in their lives. When adolescents go through tough times they often turn to their friends for support. However, these friends are often going through the same transformations and lack the experience, knowledge and intellectual sophistication to fully assist with identity-related issues (Rhodes, 2002, p. 34). Although parents are the most important and best example of caring adults, certain circumstances inhibit the benefit that parents can have on their children. For example, children growing up in poverty and under deleterious social conditions are often unable to receive the important parental support and care that is needed. In these situations, other adults can provide support that is similar to the
support that a parent provides while also expanding the social network of close and supportive ties that youth have with others (Jekielek, Moore, Hair, & Scarupa, 2002; Rhodes, Spencer, Keller, Liang, & Nolan, 2006)...

Differential association theory also discusses the importance of the “specific direction of motives, drives, rationalizations and attitudes” towards crime. Akers (1998) provides an excellent discussion on this:

Simply knowing how to carry out a crime in the sense of going through the behavioural sequence is not sufficient to account for lawbreaking, except in the negative sense that if the act requires a complicated set of tasks or skills that the person does not possess then he or she cannot commit the crime. Rather, the direction of previously learned motives, drives, rationalizations, and attitudes must orient the person toward being willing to violate the law. (p. 25-26)

Akers’ argument confirms that CPSD interventions that challenge one’s perceptions, rationalizations and attitudes are best able to address one’s internal tendencies to actually become criminal...

CONCLUSION

Differential association theory attempts to show how youths become criminal regardless of their innate personality traits or characteristics provided that they are exposed to associations that produce crime-favourable definitions. This obviously has significant implications for prevention strategies. The important variable, however, is the idea of resilience that was discussed earlier and appears to be crucial in CPSD research...
References


Notes about the reference list:

- **Alphabetically organize the list:** Order the references alphabetically by last name.

- **Double-spaced:** Ensure that each entry in the reference list is double-spaced.

- **Hanging Indent:** The first line of the entry is flush with the left margin, and all subsequent lines are indented (5 to 7 spaces) to form a "hanging indent."

- **Multiple works by same author:** When there are several works by the same author, list the earliest publications first, and list single-author entries before multiple-author entries with the same first author.
  - Arrange references with the same first author and different second and third authors alphabetically by the second author’s last name.

- **Multiple works by same author & same year:** If a single author has multiple works published in the same year, then alphabetize them by title and include letters (starting with “a”) after the year in both your reference list and in-text entries (i.e. 1999a; 1999b).
FURTHER GUIDES TO APA STYLE
AND WRITING ASSISTANCE

Information in this APA Style Guide on how to cite references has been adapted from the following sources:


The Writing Centre in Room 115 of the Burke Building at Saint Mary’s University has many writing guides and style manuals to help students. The Writing Centre also offers tutoring services and advice on specific assignments, and online writing guides are available.

To book an appointment or for more information about services,
Please contact the centre:

The Writing Centre
Burke 115
Tel: (902) 491-6202
writing@smu.ca
http://www.smu.ca/academic/writingcentre/