



**The Philanthropist**

# Style Guide

December 19 2016

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# Introduction and basics

This guide, which includes material from a number of other style guides and sources, is a useful tool for all writers working for *The Philanthropist*. It should make our work easier and almost error-free. Take time to read it before you start writing.

## Basics of writing for *The Philanthropist*

When writing always remember your audience and who will be reading your work. *The Philanthropist* seeks to publish articles that combine a journalistic style with the rigour and research found in academic writing. We encourage personal stories, anecdotes, and descriptive writing. We discourage excessive jargon.

## Spelling

Use Canadian, not US or UK spelling. Note that in Microsoft Word you have to adjust this default setting each time. Word is very good at catching spelling, grammar, and style mistakes. The squiggly lines that underline your work are the first sign something is wrong. Right click on these to assess spelling options and to learn more about the issue.

## Word length

Be mindful of the commissioned word length and write to it. Try to keep your word count within 200 words of your target. This will allow your editor to cut some text if necessary.

## KISS: Keep it short and simple

Keep sentences short and succinct. Long sentences confuse and frustrate readers. Try to keep sentences to about 30 words.

## Self-editing

Always self-edit. Read a piece at least three times before submitting.

**Editing tip:** Leave a day in between writing and editing. You will always find mistakes when your eyes are fresh. Then find a quiet place and read your work aloud. Reading it aloud will allow you to find problems your eyes might miss.

# Ethics and referencing

## Referencing and in-text citations

*The Philanthropist* uses Harvard style for referencing, reference lists and internal citations. The Harvard format uses parentheses, not footnotes. When citing a source, simply put the author's name, publication date, and page number (if quoting the author) in parentheses directly in the text of your paper. There is no footnote at the bottom of the page; instead, the reader looks up citations in the reference list at the end of the article.

For example, (Smith, 1987, p. 42) if you quoted something Smith wrote on page 42; (Smith, 1987) if you did not include a quote. If the work has more than one author, give all author surnames the first time you refer to the work, then et al. thereafter. When mentioning titles of journals or books, italicize them.

If the citation follows a quotation, place the parentheses after the quotation marks but before the end punctuation. For example, "for the future of telecommunications" (Smith, 1987, p. 42).

## Use of notes

The use of endnotes or footnotes should be very sparing. They should be used only where additional explanations are necessary and cannot be incorporated in the text. List notes after the text and before the list of biographical references. The heading for the notes should be bold and left justified, as Notes.

## Legal citations

Please use the Canadian Guide to Uniform Legal Citation (the "McGill Guide") as a guide for all legal citations. Find general principles and citation examples at The Canadian Legal Research and Writing Guide: <http://legalresearch.org/writing-analysis/legal-citation/>

## Electronic sources

Citing online and electronic sources has its challenges: it is often difficult to access author names and other information. Electronic sources includes websites, emails, films, TV shows, and radio broadcasts. Include the name of the publication, the year, and the page number (if available) in your in-text citation. Additionally, you must note that you accessed the source in an electronic format, provide the date of access (when you viewed or heard this source), and provide database link or web address (URL) for online sources.

## Reference list

Please provide a complete reference list for all works cited in your article. Please use the format described below and make sure that you include all the information required. References follow the notes and are organized in alphabetical order by author last name. List only those works actually cited in the text. Double-space all entries.

When writing a reference list in the Harvard style you need to remember the following: arrange your list alphabetically according to surname and use italics or underline for title of journals and book titles.

### **Book:**

Surname, Initial(s) (Year) *Book title in italics*. Edition - if available. Place: Publisher.

### **Anthology:**

Surname author, Initial(s) (Year) 'Title of chapter,' in Surname editor, Initial(s) (ed.) *Book title in italics*. Edition. Place: Publisher, page.

### **Journal article:**

Surname, Initial(s) and Surname, Initial(s) (Year) 'Title of article,' *Title of journal in italics*, volume (issue), page.

### **Conference paper:**

#### *Unpublished:*

Surname, Initial(s) (Year) *Title of paper in italics*. Unpublished paper presented at Name of conference. Place.

#### *Published:*

Surname author, Initial(s) (Year) 'Title of paper,' in Surname editor, Initial(s) (ed.) *Title of conference in italics*. Place: Publisher, page.

### **Newspapers and magazines:**

Surname, Initial(s) (Year) 'Title of article,' *Title of newspaper in italics*, Date, page.

### **Dissertation/thesis:**

Surname, Initial(s) (Year) *Title of thesis or dissertation in italics*. PhD thesis. Institution, Place.

### **Public information:**

Author/editor (Year) *Title in italics*. Place: Publisher (Series).

### **Internet page:**

Author (Year) *Title in italics*. Available at: URL (Accessed: Date).

### **Internet page with no author:**

*Title in italics* (Year) Available at: URL (Accessed: Date).

### **Language rules**

- No sexist, racist, classist, homophobic, transphobic, or any other language that reflects discrimination or intolerance for diversity.
- No sensationalized titles or language.

### **Age**

- Often age is relevant as part of personal description or for identification. Ages sometimes also help readers relate to people.
- Do not give a person's age unless it is relevant.
- In general, give a person's age rather than imprecise and possibly pejorative terms such as senior citizen, retiree, oldster, middle-aged, or teenager.
- Writing Darnell Lamorte, 52, is usually preferable to the more cumbersome 52-year-old Darnell Lamorte.
- **Infant** describes a baby that is no more than a few months old; a **baby** is a child who is not yet walking. **Toddler** describes a child around the age of two. Males up to 16 are **boys** and females to that age are **girls**. Use a phrase like **young people** for those of both sexes who are somewhat older. **Youth** in general includes both sexes.

### **Disability**

- Be accurate, clear and sensitive when describing a person with a disability, handicap, illness or disease. They are people first; their disability is only one part of their humanity.
- Mention a disability if it is pertinent. Never dismiss someone with an unqualified "disabled," or "crippled," etc.
- Be specific. "Afflicted with" suggests pain and suffering. It does not always apply. Nor does "suffering." People who use wheelchairs are not necessarily confined to them.
- 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, use survivor when possible. Epileptics have **seizures**, not **fits**.

- Do not define anyone by their disorders: **the disabled, the blind, and the handicapped**. Writing **people with disabilities** emphasises the human beings and not the disabilities.

### **Race**

- Identify a person by race, colour or national origin only when it is truly pertinent.
- Race is pertinent when it motivates an incident or when it helps explain the emotions of those in confrontation.
- Beware of playing up inflammatory statements.
- Let people speak for themselves.
- Use racially derogatory terms only when they are part of a direct quotation and when they are essential to the article.
- Capitalize the proper names of nationalities, peoples, races and tribes: Arab, Jew, Inuit, Albertan, and Brazilian.
- Note that black, biracial, and white are lowercase.

### **Sexism**

Language reinforces sexist stereotypes in a variety of ways:

**The use of "he" and "man" as generic term for all people:** The use of the third person singular pronoun "he" as a generic, that is meaning "he and she" has the effect of excluding women. Avoid it by:

- Adding the female, he and she, or his and hers.
- Using the first person, I, me, my, mine, we, our, ours.
- Using they, their, them.
- Using man and woman, women and men.

*Words that exclude women:*

Several words in English give the impression that only men participate in certain activities or professions. Replace these words with gender-neutral words.

<b>Sexist term</b>	<b>Alternative</b>
Chairman	Chair, Chairperson
Firemen	Firefighters
Fishermen	Fishers
Forefathers	Ancestors
Foreman	Supervisor
Gentleman's agreement	Unwritten agreement
Mankind	Humanity
Manpower	Labour
Man made	Hand made
Man hours	Work time
Man to man	One to one
Man on the street	Citizens



Sexist term	Alternative
Masterful	Skillful
Middleman	Intermediary
Newsman	Reporter, journalist
Ombudsman	Public protector, Ombudsperson
Spokesman	Representative
Watchman	Guard

Source: IPS Gender and Development Glossary, 1996.

#### *Words that exclude men:*

Conversely, several words in English exclude men. These usually have a derogatory connotation.

Sexist term	Alternative
Chambermaid	Hotel worker
Cleaning woman	Cleaner
Housewife	Homemaker
Prostitute	Sex worker

Source: IPS Gender and Development Glossary

#### *Some rules on non-sexist language*

- 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. Ask yourself, would you use this information if the subject were a man?
- Referring to a woman gratuitously as attractive, leggy, or hot is as inappropriate as describing a man as a hunk, hairy-chested or having great buns. However, there are sometimes stories where it may be appropriate to describe someone's appearance.
- Never suggest surprise that a woman has talent. **Not:** You would never guess from Jane Smith's appearance that she is a highly regarded politician.
- Never assume a woman uses her husband's name. Always check.
- Use parallel references to the sexes. Not the men and the ladies, but the men and the women or the women and the men. Use husband and wife, not man and wife. Do not treat lady as a synonym for woman, or gentleman for man.
- Avoid stereotyping! Shoppers (not housewives) are paying more at Metro.
- When writing in general terms, use reporter instead of newsman, police officer instead of policeman, flight attendant instead of air hostess or stewardess.
- But if sex is pertinent, use masculine and feminine forms: policewoman, postman, air steward.
- Write his or her (not he) if there is a danger that women may seem excluded.
- The generic "man" excludes women. Instead of man or mankind, you can write people, human beings, humanity, human race.

### ***Lesbian, gay, bisexual and transgender (LGBT)***

- Gay may be used as an alternative for homosexual: two gay men. Some lesbians prefer the term gay women or homosexual women: follow an individual's preference when it is known.
- Use sexual orientation not sexual preference; gay people do not view their sexuality as an option. Do not refer to a gay lifestyle.
- Consider using same-sex as an alternative to homosexual or gay. Partners is a good noun to describe those in same-sex relationships. Husband and wife are used to describe those in a same-sex marriage. Follow a couple's preference when you know it.
- When referring to transgendered people, use the term they would use to describe themselves. If they identify as a woman or man, use that term to refer to them.
- In most cases, *The Philanthropist* adheres to the rules in the GLAAD media reference guide at [glaad.org/reference](http://glaad.org/reference).

### ***Reporting Indigenous communities***

Language is highly personal and some words that you may identify as "safe" may be unwelcome by certain individuals. The following outlines when to use specific words, how some may interpret them, and why someone might not identify with them. A good rule of thumb is to ask your source how he or she would like to be identified in your reporting.

**Note:** *The Philanthropist* capitalizes Indigenous, First Nations, and Aboriginal.

#### ***Nation affiliation***

Whenever possible, try to characterize Indigenous people through the identities of their specific nation (e.g., an Ojibway painter, a Mohawk school, a Cree publication).

#### ***Indigenous***

Term widely used by the United Nations (and increasingly Canadian media outlets) that represents First Nations, Inuit, and Metis and all of the Indigenous peoples around the world. However, some take issue with the term Indigenous because they see it as being "othering," i.e. not taking into account the rich differences between Indigenous groups across Canada.

#### ***Aboriginal***

This is a term, defined in the Constitution, which identifies Aboriginal as First Nations, Metis, and Inuit peoples. When you are referring to "Aboriginal people," you are referring to all the Aboriginal people in Canada collectively, without regard to their separate origins and identities. Alternatively, you are simply referring to more than one Aboriginal person. Some people will take issue with this term because they construe the

prefix “ab” as meaning “not,” and the word then becomes one that means “not the original peoples.”

#### *A few tips on using Aboriginal:*

Use an adjective, not a proper noun (i.e. “Aboriginal people” and not “Aboriginals”).  
Avoid describing Aboriginal people as “belonging” to Canada (“Aboriginal people in Canada” and not “Canada’s Aboriginal people”).

#### *First Nations*

Although the term First Nation is widely used, no legal definition of it exists. Among its uses, the term “First Nations peoples” refers to what legislation would call “Indians” in Canada, both Status and Non-Status. Some have also adopted the term “First Nation” to replace the word “band” in the name of their community (i.e. Tr’ondëk Hwëch’in First Nation of Dawson City, Yukon).

#### *Indian*

Most consider this term a settler construction despite its current use by some Indigenous individuals as reclaimed language. Avoid it when possible. However, there are a few instances when it is appropriate:

In discussions of history where necessary for clarity and accuracy;  
In discussions of some legal/constitutional matters requiring precision in terminology;  
In discussions of rights and benefits provided based on “Indian” status;  
In statistical information collected using these categories (e.g., the Census); and  
When used in a proper name (i.e. Thunder Bay Indian Friendship Centre).

Because the Indian Act outlines who is in fact “an Indian,” there are several sub-terms to be aware of:

#### *Status Indian*

Status Indians are people who are entitled to have their names included on the Indian Register, an official list maintained by the federal government.

#### *Non-status Indian*

Non-Status Indians are individuals who consider themselves to be Indigenous or members of a First Nation, but whom the Government of Canada does not recognize as Indians under the Indian Act, either because they are unable to prove their status or have lost their status rights.

## *Treaty Indian*

A Status Indian who belongs to a First Nation that signed a treaty with the Crown.

## *Native*

Like "First Nations," the term "native" evolved to replace the word "Indian." It has no legal definition in Canada, and generally describes First Nations individuals, not Inuit or Metis.

(Source: Duncan McCue at riic.ca and jhr.ca)

## **Researching online**

The internet is an excellent resource, but it is also a public forum, where anyone can say anything. If you find a website that provides interesting data for your research topic, you should take care to examine the source to make sure it is valid and trustworthy. It is your responsibility as a writer to access reliable sources. There are several ways to research your source:

### **Author**

In most cases, you should stay away from any website that does not list an author. While what you access may be true, it is hard to validate information if you do not know the credentials of the writer.

If the site names the author, you will want to:

- Verify their educational credits
- Discover if the writer is published in a scholarly journal
- Verify that the writer is employed by a research institution or university

### **Online journals and magazines**

A reputable journal or magazine should contain a reference list for every article. The list of sources within it should be extensive, and it should include scholarly, non-internet sources. Check for information within the article to back up the author's claims. Does the writer provide evidence to back up his or her statements?

### **News sources**

Do not rely exclusively on news sources: use them as examples that serve as avenues to introduce other sources.

For more tips on evaluating web pages, go to

<http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html>.

# Content and approach

A team of editorial directors manages *The Philanthropist*. The publication strives for the best writing about Canada's non-profit sector.

## Submitting your story idea

Please submit all story ideas to the managing editor by email. It is important to explain why your idea is a good fit for *The Philanthropist*. A good pitch includes details about what is "newsy" about the story – why do we need to know and why now? – as well as what research you will include, interview subjects, etc. We also appreciate links to previous articles in *The Philanthropist* as well as articles that find creative ways of revisiting our archives.

*The Philanthropist's* editorial team reviews pitches monthly. Once an idea has been approved, writers will be contacted by the managing editor, who will provide feedback on the story idea, a word count target, and a deadline for submission.

## Submitting your article and the editing process

Please submit all draft articles to the managing editor in a Microsoft Word document using a sans-serif font such as Tahoma or Calibri. *The Philanthropist* no longer uses abstracts. Headlines are also optional. If writing a headline and subhead, please avoid word play and imaginative attention-grabbers, aiming instead for headlines that accurately summarize the gist of the article. This ensures your piece is easily shared on social media and easily searchable online.

Prepare for more than one revision of your piece, as well as for feedback from more than one editor. If editors request changes, they will return a draft to you with comments.

## Tips for personal editing and fact checking

We encourage you to re-check all facts and data before submitting your article. Ask a friend or colleague to read over and edit your article when possible. Here are some tips to help you get a better result when you self-edit.

- **Take your time.** If you rush editing you are bound to make mistakes. Allocate at least 30% of the overall writing time to editing.
- Leave time between writing and editing.
- **Aim for three edits.** At minimum, you need an edit and a copyedit. However, a final read through of the content is always advisable.
- **Use your word count.** When self-editing, set a word count for yourself and stick to it.

- **Avoid throwing away your first draft.** Many writers find writing the first draft a difficult process. The impulse is to throw it away and start again. Don't do it. Instead, cut it by half. (There will nearly always be salvageable ideas in the first draft.)
- When editing, **change the environment**, for example, print it out; read it aloud; change font size or use double spacing. When we are editing our own writing, we tend to see what we think should be on the page, rather than what is actually there.
- **Edit first for style and tone.** Ask these four questions:
  - Is it necessary?
  - Is it clear?
  - Is there a shorter way to say this?
  - Is there a simpler way to say this?
- **Leave copyediting and fact checking until last.** If you want to do a very thorough copyedit, print the content out. Get a ruler. Go to the end of the content. Read backwards through the text, moving the ruler up each line as you go. It makes the words and punctuation stand out.
- **Avoid major changes near the end of the editing process.** This is what kills editing. If you have planned your document well, you should not have major changes near the end of the editing process.
- **Proof your corrections.** This is where writers introduce many errors. Make sure your corrections have not affected the sentence and paragraph they are in.
- Print out the document and **physically mark every fact** that requires verifying.
- **Ask questions** such as "Says who?" and "Is the writer really sure about this?"
- If an organization or brand is mentioned, **check the relevant website** to verify spelling.
- **Avoid using secondary sources** to verify facts: you may be perpetuating an error. If you have to use secondary sources, find at least three and make sure they agree.

## Style

### **Active and passive**

Verbs are either active (The executive committee approved the new policy) or passive (The new policy was approved by the executive committee) in voice. In the **active voice**, the subject and verb relationship is straightforward: the subject is a be-er or a do-er and the verb moves the sentence along. In the **passive voice**, the subject of the sentence is neither a do-er or a be-er, but is acted upon by some other agent or by something unnamed (The new policy was approved).

Think of active words as power words or those that drive a sentence, keep the reader's attention and move the writing forward. When writing you should always aim to use active sentences.

**Not:** The report was launched by the governor.

**But:** The governor launched the report.

**Not:** A number of things are indicated by these results.

**But:** The results indicate a number of things.

In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

[Thing doing action] + [verb] + [thing receiving action]

	Subject	Verb	Object
Active	Everybody	drinks	<b>water.</b>
Passive	<b>Water</b>	is drunk	by everybody.

**Not:** Extensive training on the new editorial procedures was required to be attended by the organization's staff.

**But:** The organization's staff required extensive training on the new editorial procedures.

The passive voice does exist for a reason, however, and its presence is not always wrong. The passive is particularly useful (even recommended) in two situations:

- When it is more important to draw our attention to the person or thing acted upon: The unidentified victim was apparently struck during the early morning hours.
- When the actor in the situation is not important: The aurora borealis can be observed in the early morning hours.

### Jargon and technical terms

Bureaucratic, technical language plagues too many fields. *The Philanthropist* encourages writers to translate "insider" language into understandable English.

**Not:** Medically speaking, the inhalation of the toxic substance is considered capable of the creation of psychological compulsions resulting in his criminal behaviour.

**But:** Doctors said breathing the poison may have affected his mind and driven him to kill.

**Not:** These findings are congruous with previous research which has problematised the abuse of alcohol and drugs. The relatively high occurrence of alcohol abuse by men who abuse women, should not however be interpreted as a causal relationship but rather the overlap of two separate but frequently occurring social problems.

**But:** These findings are consistent with previous research on the links between alcohol and drug abuse by men and abuse of women. However, these factors are exacerbating factors rather than core causes.

Avoid trendy words and NGO-speak. There are better ways of communicating these ideas to ensure they make sense to all readers. Use them only when there is no satisfactory alternative.

## Spelling

*The Philanthropist* uses Canadian spelling.

**So:** favour not favor; honour not honor; travelling not traveling; defence not defense; organized not organised; behaviour not behavior; manoeuvre not maneuver; centre not center; counselling not counseling; jail not gaol; program not programme; and gynecologist not gynaecologist.

**Exceptions:** When the spelling of the common-noun element of a proper name differs from Canadian spelling, use the spelling favoured by the subject, for example the book *Primary Colors* or the Lincoln Center.

## Acronyms and abbreviations

Use only abbreviations and acronyms that are familiar to ordinary readers. Spell out all unfamiliar acronyms at first mention and then only provide the acronym thereafter. When in doubt, spell it out first.

Do not spell out common abbreviations if the full term is not in general use or is hard to pronounce, for example TNT (for trinitrotoluene) and DNA (deoxyribonucleic acid). Where necessary, include a brief description to help the reader: DNA, the carrier of genetic information.

Explain non-English abbreviations that may be unfamiliar to English-speaking readers. Remember that text filled with abbreviations and acronyms is confusing to read and doesn't look nice.

*Style for abbreviations:* Omit full stops in all-capital abbreviations unless the abbreviation refers to a person.

CRA, BC, P.E. Trudeau Airport, TDSB, good ol' J.B.



*Most lowercase and mixed abbreviations take full stops:*

Jr., Mrs., M.Sc.

*Mixed abbreviations that begin and end with a capital letter do not take full stops:*

PhD, PoW, U of M

## **Numbers and percentages**

*In general, spell out all numbers to nine and then numerals thereafter:*

So: one, 100, 10, 34, five, 124,400

*In a series, there will often be a mixture:*

There are 15 regions: three francophone, 11 English-speaking, and two Cree-speaking.

*When to use figures:*

In addresses:

2 Orfus Rd., 300A Western Ave.

*In ages standing alone after a name:*

Smith, 23, is a CRA employee. Nelson, who is two months old, has measles.

*In dates and years:*

3 BC, AD 5, December 8, 2010, he's in his late 50s.

*In decimals and numbers larger than one with fractions, and in uncommon fractions:*

0.15 of a percentage point, 0.25 centimetres, 44/100ths, 3 ½-year-old.

*In decisions, rulings, scores, votes, odds:*

The court ruled 6-3, Canada beat the USA 3-1, the Senate passed the bill by a vote of 35-6.

*In highlights and lists at the start of an item:*

- 156 policies were put in place.
- \$1.8 million for new programmes.

*In monetary units preceded by a symbol:*

\$2, two dollars, \$2 billion; but the two-million-member federation and the 2.2-million-member Labour Party.

*In sequential designations:*

Act 1 (but first act), Figure 3, Channel 2, Chapter 9, in No. 2 position, back to Square 1

*In temperatures and times:*

5 C, 9 at night, 9pm, 3:20:15, but a time of three hours, 20 minutes and 15 seconds

*When to spell out:*

*At the start of a sentence:*

Twenty to 30 of the students participated in the demonstration.

**But:** Do not spell out the year at the beginning of a sentence, but try to avoid using it in that way, i.e. "Brooke put out her first book in 2002" rather than "2002 was the year Brooke put out her first book."

Do not spell out a street address at the start: 221 had a sign out front.

When numbers from 21 through 99 must be written out, use a hyphen: Thirty-five or 36 may have died.

*In informal or casual usage:*

Letters poured in by hundreds and thousands. Damage was in the millions.

*Roman numerals:*

Use roman numerals to indicate sequence for people and animals and in proper names where specified. Otherwise avoid them.

Queen Elizabeth II, The Godfather, Part III

*Large numbers:*

Round numbers in the thousands are usually given in figures.

They took 2000 prisoners, \$3500, 375,000 francs.

*Spell out for casual usage:*

There were thousands of refugees.

*Percentages:*

We use % and not percent or per cent.

**So:** 23%, an increase of five percentage points, 55% women's representation

Writers should mind their math when dealing with statistical percentages and other figures. Never make the reader do the arithmetic.

Reporting that the number of women in Canada's parliament has increased 100% in the last year is meaningless without the base figure. An increase from five women to ten is 100% but the percentage figure alone suggests an electoral explosion.

Take care as phrasing changes in percentage statistics. A poll that suggests a drop in government support to 25% from 50% does not mean a 25% drop. It is a change of 25 percentage points.

## Names, titles and honorifics

With few exceptions, use a person's given name with his or her surname on first reference and only their surname in subsequent references. *The Philanthropist* does not use honorifics (Mr., Mrs., Dr., etc.).

**Note:** You may refer to famous authors, politicians and the like by surname only: Beethoven's Fifth, Darwin's theory of evolution.

First names may be used on second reference for children and youths under 18 or when there are two people with the same surname. They may also be used in some cases for adults when writing with deliberate informality.

Use first and middle initials if it is the person's preference: George W. Bush. Use Sr. or Jr. only with the full name and do not set them off with commas: John Smith Jr.

## Titles

Front loading – piling nouns in front of a name – is hard on the reader. Instead, use *of*, *the*, and *a*, and set off long titles with commas.

**Not:** Board President and Vice-Chair of Hudson's Bay Company Bonnie Brooks

**But:** The vice-chair of the Hudson's Bay Company, Bonnie Brooks, is also the Board President.

**Not:** Deputy foreign minister Ian Shugart was the main architect of the program.

**But:** Ian Shugart, the deputy foreign minister, was the main architect of the program.

Use gender-neutral terms such as spokesperson or chairperson.

## Quotations

Quotes are important to every story and in any research, giving life to a piece of writing. They add credibility and emphasis.

However, do not overuse quotes. Use a quote to emphasize your argument or if the writing is especially insightful, well written and/or succinct, making the point difficult to paraphrase or summarize. Note that the best academic and journalistic writing employs summary over frequent quotation.

In general, quote people verbatim and in standard English. Correct slips of grammar and remove verbal mannerisms such as *ah's*, vulgarities and meaningless repetitions. Otherwise, do not revise quotations.

If you leave words out of a quote, show the omission with an ellipsis. Avoid inserting long bracketed explanations and paraphrases at the beginning or end of a quote.

**Not:** "(The new program) is imaginative, realistic and worth the time and money invested," Scott said.

**But:** The new program "is imaginative, realistic and worth the time and money invested," Scott said.

Guard against attributing one person's quote to several speakers.

**Not:** Most teachers condemned the new curriculum, saying, "It will mean much more work for the students."

**But:** Moise said the new curriculum "will mean much more work for the students."

Do not include in a quote words that the speaker could not have spoken.

**Not:** Davis said he "is delighted that the prize is going to a Canadian."

**But:** Davis said he is "delighted that the prize is going to a Mozambican."

Davis's words were: I'm (not is) delighted."

*Capitalize the first word of a complete quotation.*

Protesters yelling "Tyrant!" greeted Trump at the gate.

Rama asked, "Did you expect to hear shouts of 'Well done' and 'Good luck'?"

*Do not capitalize a word or phrase that is quoted merely for discussion or because it is considered controversial or used ironically or oddly.*

What does "gating" mean?

The "gift" cost \$100.

**Quotation marks:**

*Use quotation marks to enclose direct quotations.*

The politician said, "I don't think the police should be paying suspects for information."

*Use quotation marks to begin and end each part of an interrupted quotation.*

"We can't hear you," the girl said. "The radio is on."

*Alternate double and single marks in quotes within quotes. In all other cases, use only double quotation marks.*

"I heard him say, 'I only hit her when she sneered.'"

*Capitalise the first word of any mid-sentence quote that constitutes a sentence.*

The man said, "She sneered and said 'Never.' "

*When a quote by a single speaker extends more than one paragraph, put quotation marks at the beginning of each paragraph but at the end of only the last.*

"As I said earlier, my father was always reasonable about things like that.

"But when it came to money, he could be totally unreasonable. An out-and-out miser.

"Still, on the whole, he was fair-minded."

*Provide the speaker's identity quickly if a quotation is unusually long. It should precede the quotation, follow the first sentence, or be interpolated.*

**Not:** "This is the best time to call an election. There is tremendous momentum going to us. Waiting can only cost us votes. It's now or never," said Kaliya.

**But:** "This is the best time to call an election," Kaliya said. "There is tremendous momentum going to us. Waiting can only cost us votes. It's now or never."

*Use quotation marks around unfamiliar terms on first reference.*

Canada has adopted the so-called "pre-establishment" model.

*Do not use quotation marks to enclose titles of compositions.*

**Not:** The report was titled "Working with Kids."

**But:** The report was titled *Working with Kids*.

*Do not use quotation marks around single letters.*

He got a B on the test.

Periods and commas always go inside closing quotation marks; colons and semicolons outside. The question mark and exclamation mark go inside quotation marks when they apply to the quoted matter only; outside when they apply to the entire sentence.

### **Contractions**

Try to use contractions sparingly.

**Not:** MPs don't access support from government.

**But:** MPs do not access support from government.

### **Punctuation**

#### ***Apostrophe***

*Use an apostrophe to denote possession.*

Davis's car, the Davises' house, children's toys, the media's problem, Jesus' name

*In general, do not use an apostrophe with plurals of capital letters or numbers.*

She graduated with straight As, the three Rs, two VIPs.

*But use an apostrophe with plurals of capital letters if necessary to avoid ambiguity.*

A's in math are hard to come by.

#### ***Brackets (parentheses):***

*In general, try to use brackets sparingly, when other punctuation will not do the job.*

Their biggest difficulty was voter turnout (only 60%) and campaign slogans.

*Use full brackets when numbering or lettering a series within a sentence.*

The candidate pressed for (a) more pay, (b) a shorter workweek and (c) better healthcare.

*Use brackets to enclose equivalents and translations.*

We can expect to pay R70 (CAD\$10) for the office equipment.

*If a punctuation mark applies to the whole sentence, put the mark after the closing bracket. But if it applies to the words within the bracket, put the mark inside.*

Words must be reputable (not socially frowned on). "I tell you this" (turning to the journalists): "I am innocent."

"After I gave the alarm (by shouting 'Fire!'), I slid down the rope."

### **Colon**

*Use a colon, rather than a comma, to introduce a direct quotation longer than a short sentence.*

Nelson Mandela said in 1972: "This is not the end..."

*Use a colon in lines introducing lists, texts and tables. It can also take the place of "for example," "including," "namely," and "that is."*

Highlights of the speech included:

It was a mixed group: Liberals, Conservatives, and members of the NDP.

*In general, do not capitalize the first letter of a sentence that follows a colon; but use a capital if emphasis is desirable. Do capitalize the first word of a quoted sentence.*

The MP cried: "Too little, too late."

*Use colons to separate titles and subtitles.*

Canada's abortion debate: Reporting from the front lines

### **Comma**

*Put commas between the elements of a series. Use a serial comma before the final "and" and "or" in a list.*

Men, women, children, and pets

*Use commas before clauses introduced by the conjunctions and, but, for, or, nor, or yet if the subject changes.*

We are all in the gutter, but some of us are looking at the stars. – Oscar Wilde

*Use commas to set off an introductory clause or long phrase that precedes the main clause.*

If God did not exist, it would be necessary to invent Him. – Voltaire

*Use commas with transition words like besides, meanwhile, indeed, of course, too, in fact, as a result and consequently if the sentence reads better with a pause.*

Indeed, it seemed the entire office had heard the story.

*Use a comma to separate words and numbers when confusion might otherwise result.*

She who can, does. She who cannot, teaches.

*When words readily understood are omitted for brevity, use commas to mark the omission, unless the sentence reads smoothly without them.*

To Bridget he gave \$50; to Shawna, \$600; to Paulette, nothing.

*Use a comma or a dash, but not both.*

**Not:** Whitney was, – like all the Houstons, – a woman of striking personal charm.

### **Dash**

*Use dashes to set off mid-sentence lists punctuated by commas.*

The ministers will discuss common problems – trade, tourism, immigration, and defence – before going to the summit talks.

*Use dashes when commas (generally preferable) would create confusion.*

The pies – meat and fruit – were cheap.

*Use a dash to introduce a phrase or clause that summarizes, emphasizes or contrasts what has gone before.*

Quiet, respectful, deferential, even obsequious – those were Abigail's chief characteristics.

*Use a dash to attribute a quotation.*

"I don't think people buy technology products because of the personalities of the people behind them." – Jim Balsillie

### **Ellipsis**

*Use three spaced full stops to indicate an omission from a text or quotation.*

The decision . . . rests solely with your elected representatives, not with the news media.

**Note:** Put spaces before, between, and after the periods.



**Note:** Guard against distortion that might result from putting together statements that were not together in the original. The solution may be to start a new sentence or paragraph.

### **Exclamation mark**

*Do not overuse this strong mark of punctuation. Use it to denote great surprise, a command, deep emotion, emphasis and sarcasm.*

We won!      "Take aim! Fire!"      Ouch!      Never! Oh, sure!

**Note:** Do not use a comma or period after an exclamation mark.

### **Hyphen**

*Compound words may be written solid (sweatshop), open (oil rig) or hyphenated (white-haired).*

*Use hyphens to ease reading, avoid ambiguity and to join words that when used together form a separate concept.*

A once-in-a-lifetime chance, a non-profit, a hit-and-run driver, gender-based violence, a male-dominated world, decision-making positions, fire-resistant, thought-provoking, sweet-smelling, hard-earned, open-handed, a two-year-old.

*Use a hyphen to indicate joint titles.*

Secretary-treasurer, writer-editor, comedy-tragedy

*Use a hyphen to avoid doubling a vowel, tripling a consonant or duplicating a prefix.*

Re-emerge, anti-intellectual, doll-like, re-redesign, sub-subcommittee

*Use a hyphen to differentiate between words of different meanings but the same or similar spellings.*

Resign (quit), re-sign (sign again); recover (regain health) re-cover (cover again).

### **Periods**

Use periods for e.g., i.e., etc., but not for NGOs, MPs.

*Use periods as an alternative to brackets, after a letter or number denoting a series.*

To improve readability: 1. Don't be too formal. 2. Organise before you write. 3. Be active, positive, concrete.

## Capitalization

*Where a reasonable choice exists, use lowercase. Capitals are too often overused.*

Capitalize all proper names, trade names, government departments and agencies of government, names of associations, companies, clubs, religions, languages, nations, races, places, and addresses.

Capitalize common nouns – base, pass, ocean – when they are part of a formal name: Canadian Forces Base Shilo, Stelvio Pass, Indian Ocean. Generally lowercase them when standing alone in subsequent references: the Canadian forces base, the drive, the ocean.

**Note:** In some references, such as the words Games (as in Olympic or Commonwealth Games) and so on are capitalized when standing alone in subsequent references.

Lowercase the common-noun elements of names in plural uses: the Atlantic and Pacific oceans, presidents Barack Obama and Bill Clinton.

Capitalize formal titles preceding a name: Education Minister Brian Kenny. Lowercase them when standing alone or set off from the name with commas: the education minister; the education minister, Brian Kenny; Brian Kenny, the minister of education.

As a rule of thumb, formal titles are those that could be used with the surname alone: Bishop Tutu, President Obama, Prime Minister Trudeau.

Lowercase occupational titles and job descriptions: general manager Deepak Singh, news editor Candace Marango, author Carol Shields.

Capitalize:

- **Alliances:** Commonwealth, Warsaw Pact, Interprovincial Lottery Corporation
- **Awards:** Nobel Peace Prize, Maritime Philanthropy Award, Bronze Star
- **Buildings:** Parliament Buildings, Sistine Chapel, State House, Toronto Pearson International Airport. **But:** the palace, the international airport, the city hall
- **Compositions:** Capitalize the principal words in the titles of books, broadcast programs, films, plays, poems, songs, speeches, works of art and other compositions. **So:** *Gone With the Wind*, *The Taming of the Shrew*, *Long Walk to Freedom*. Note: Composition titles are not enclosed in quotation marks
- **Courts:** Supreme Court, International Court of Justice. **But:** family court, youth court, the appeal division of the Supreme Court
- **Derivatives:** lowercase proper names that have acquired independent meaning – arabic numerals, bohemian, dutch oven, venetian blind, oxford cloth
- **Food and drink:** Brand names are capitalized – Coca-Cola, Heinz

- **Geography:** Capitalize geographic and widely recognized descriptive regions: The Maritimes, The North, East Coast, The Ozarks, Central Africa, Tropic of Cancer. **Note:** write eastern New Brunswick, southern California **Note 2:** Capitalize specific natural features: Andes Mountains, Red River. **Note 3:** Lowercase provinces or states used in a geographic sense: Guangdong province, New York state
- **Government departments:** Capitalize specific international, national, provincial, and state government departments, ministries, agencies, boards, etc., including short forms of the proper name: World Health Organization, United Nations Children's Fund, Zimbabwean Embassy, and Secret Service. **But:** lowercase local government councils, departments, boards, etc.: Edmonton city council, Thompson regional board of education
- **Historical terms:** Stone Age, Crusades, the Flood, Upper Canada Rebellion, First World War, Montreal Massacre. **But:** medieval, a renaissance in painting, 19<sup>th</sup> century, ice age
- **Holidays:** New Year's Eve (but in the new year), Mother's Day, Passover, election day
- **Laws and documents:** The Constitution, The Canadian Charter of Rights and Freedoms, UN Charter, Magna Carta, the proposed disarmament treaty, the code, the president's state of the union message, white paper
- **Legislative bodies:** UN Security Council, House of Commons, the House
- **Military:** Canadian Army, Royal Marines, Joint Chiefs of Staff, Royal 22<sup>nd</sup> Regiment, Six-Day War, Cultural Revolution, Western Front
- **Music:** Tchaikovsky's Symphony No. 4 in F minor, Michael Jackson's "Beat It"
- **Names:** Oxfam, Scrabble, Visa, IBM, EBay, GO Train
- **Nationalities, race, etc.:** Arab, African, Pygmy, Latin, Laotian, Indigenous
- **Newspapers and magazines:** the Globe and Mail, the Star, the New York Times, Le Monde
- **Nicknames:** Iron Curtain, Third World, China Town, Down Under
- **Numbers:** Act 1, Article 29, Grade 3, acts 3 and 5, chapters 1-3, page, paragraph 3
- **Organizations:** Midlands State University, Canadian Credit Union Association, the university, the Red Cross
- **Political divisions:** United Kingdom, Ward 2, Greater Toronto Area, in the city of Whitehorse
- **Politics:** New Democratic Party, Communist Party, Liberal, Marxism, Nazism, Labour Leader Jeremy Corbyn, the government, the administration
- **Religion:** Allah, the Baptist, Jehovah, the Prophet, God, the Virgin, Islam, an Adventist, Catholicism, the Bible, Lord's Prayer, the Shroud of Turin, Garden of Eden, holy communion, high mass, bar mitzvah, church and state
- **Schools:** University of Guelph, Douglas College, London School of Economics, political studies program, world history class
- **Sports:** Olympic Games, World Cup,
- **Titles:** Prime Minister Helen Clark, Mayor John Tory, pop star Elton John, Swift Current businesswoman Judy Okumu, the Queen's family, the president, acting president Tabatha Sparks, the onetime president Gerald Ford

- **Trade names:** the doctor refused to prescribe Laetrile or Essiac. But a generic term can often be used headache pill (Tylenol), tissues (Kleenex)

## Dates

*Use month, date, and year.*

Example: October 23, 2010

**Not:** 23 October 2010

**Not:** 19/01/2011

**But:** January 19, 2011

## Use of italics, bold, underline

Use italics to identify words that are not written in the language of the article and for titles of books, periodicals, journals, newspapers, television and radio programmes, famous speeches, artworks, cinema, pamphlets and plays. You may also use Italics for emphasis and for subheadings.

*Globe and Mail, Chatelaine, déjà vu, The Apprenticeship of Duddy Kravitz, This Hour Has 22 Minutes, Karate Kid, Mona Lisa, Gettysburg Address, The Invisible Man, Waiting for Godot.*

If a word or phrase has become so widely used and understood that it has become part of the English language — such as the French "bon voyage" or the abbreviation for the latin *et cetera*, "etc." — we would not italicize it. Often this becomes a matter of private judgment and context. For instance, whether you italicize the Italian *sotto voce* depends largely on your audience and your subject matter.

**Note:** It is important not to overdo the use of italics to emphasize words. After a while, it loses its effect and the language starts to sound like something out of a comic book.

- I really don't care what *you* think! (Notice that you could italicize just about any word in that sentence, depending on how the person said the sentence.)

Only use bold and underlines in titles and headings or in specific cases to set text apart. Do not use all capitals for emphasis, as in I'm SO mad. Do not italicize quotations.

## Time

***Time is expressed using the 12 hour clock.***

**Not:** 3 o'clock

**But:** 3am or 3pm

Not: 16:00

But: 4pm

## Writing with numbers

Many of us who work in the non-profit sector are terrible at math. Sadly, that doesn't absolve us of having to work with numbers, especially when it comes to presenting research. An accurate presentation of numbers is vital to ensuring credibility – and to making an argument. It is important to understand what numbers mean so you can find the best way of conveying them to readers. Try expressing them in different ways: using half instead of 50%; one quarter for 25%, etc.

Use numbers sparingly and only when there is no other way to get your point across. For example, when a finding is self-explanatory, avoid loading your text with too many numbers, especially for information about perceptions, not actual numbers.

*Compare this sentence:*

The top three reasons selected by female respondents were: "The 'old boys' network keeps women from moving to the top" (23% women and 14% men); almost equal numbers of women (20%) and men (18%) felt that it was because "women are by-passed in promotion processes." Also, 20% women and 14% men felt there were no policies to advance women, supporting the 88% of non-profit organizations that would like to develop or improve gender policies.

*With this:*

The data shows that the highest proportion of women cited the "old boys' network" as the main reason for the glass ceiling in non-profits. Meanwhile, higher proportions of men cited the fact that women are by-passed in promotions and that there are no policies to advance women in organizations as the main reasons for women being scarce in decision-making.

Use numbers to express an idea, make a comparison, or convey a message. Figures help a reader visualize complex ideas and they often pack a bigger punch than the written word. However, they also have the tendency to confuse a reader, especially if a writer fails to express them accurately.

## Formatting

Consistency of font, headings, spacing and other formatting illustrates professionalism. *The Philanthropist* has specific guidelines and rules for formatting.

## **Font**

Submit your piece in a sans-serif font such as Tahoma or Calibri, size 11.

## **Spacing**

- Single spacing
- Do not indent paragraphs
- Use a single space after commas and other punctuation, including periods
- Indent on each side and single space quotations longer than three lines as per Harvard style instructions

## **Example:**

Essoungou notes that Africa, with more than 400 million subscribers, has a mobile phone market larger than North America and is currently one of the fastest growing regions as far as social media:

Facebook – the major social media platform worldwide and currently the most visited website in most of Africa – has seen a massive growth on the continent. The number of Facebook users now stands at over 17 million, up from just 10 million in 2009. More than 15% of people online in Africa are currently using the platform, compared to 11% in Asia. Two other social networking websites, Twitter and YouTube, rank among the most visited websites in most African countries (Essoungou, 2010).

Essoungou emphasises that the huge number of Africans on social media platforms is especially noteworthy considering the continent has just 100 million internet users – a very small minority of the more than two billion global internet users and the region with the lowest internet access rates.

## **Headings, subheadings and other formatting**

Use sentence case for all headings.

**Not:** Death Rates in Canadian Hospitals

**But:** Death rates in Canadian hospitals

**Not:** MATERNAL MORTALITY STATISTICS IN CANADA

**But:** Maternal mortality statistics in Canada

- Keep a consistent hierarchy of headings and sub-headings, titles and sub-titles:  
**Sentence case bold; Sentence case italics and bold; Sentence case italics.**
- Avoid numbering paragraphs, except where essential.

- Always use bullet points, not asterisks or dashes.
- Use bullet-pointed lists only where necessary. It is preferable to incorporate lists into the narrative, separating them with semi-colons.

## **Structuring your piece**

### ***How to frame an article***

*The Philanthropist* combines well-researched, weighty reports with a journalistic feel. The best pieces combine the factual and analytical style of academia and the anecdotal, newsy feel of journalism.

An article should begin with an introduction, which often includes an anecdote that relates to the overall thesis or theme that runs through the piece. It could also include a brief outline of what the article will discuss, including relevant background information. Following that, the main body incorporates relevant interviews, data, arguments, and other findings that guide readers to better understand the topic as well as back up the author's main argument, idea, or topic.

### ***Journalistic writing***

Journalistic writing is snappy, concise and understandable.

### ***The three C's of journalistic writing***

#### **Clear**

You cannot write clearly if you do not understand your material. Always make sure that your writing makes sense to you. If not, re-read what you have, hit the phones or the internet, and do not start writing again until you are sure of what you're trying to say.

Your next task is to make this information clear to your readers. So step back and work out the most logical order for your work. Write an outline in short points. Once you have figured out the beginning and end, the rest should come easy. Try to structure the writing the way you would tell it to a friend.

You cannot write clearly if your vocabulary is shaky. Only use words when you are sure of their meaning.

Each sentence should flow easily and make perfect sense. Its structure should be the simplest and most obvious possible. That will usually mean subject, verb, and object.

Each sentence should contain only one idea. To reinforce that structure and to make reading easier, each sentence stands as its own paragraph.

#### **Concise**

When you are organising your structure, make sure you are using only the ideas that you need. In journalism, writers routinely include all five Ws, plus the H of how. You want to use the shortest possible words to write sentences. Try to avoid the static openings "There is ..." and "It is..." Use active verbs whenever possible.

### **Conversational**

Conversational does not mean sloppy – remember that grammar and spelling still matter. Conversational also does not mean you should use too much slang. There is very little universal slang, so using it inevitably cuts off part of your audience.

Conversational does mean using familiar words in relatively simple sentences. Keep in the back of your mind the knowledge that English developed largely from two different sources, at two different times. We have the original Germanic words: go, do, eat, kill, clothes. After the Norman invasion in 1066, English absorbed many fancier Latinate words: proceed, perform, consume, execute, apparel.

You will find that some news stories, academic and NGO literature, press releases and even police reports are often crammed with the later words derived from the Latin. Your writing will be better if you return, when possible, to the earlier, simpler words. We report on fires, not conflagrations; battles or fights, not altercations. Try to avoid unnecessary foreign phrases and words. For example, use "a day," not "*per diem*."

Use numbers as sparingly as possible, putting no more than two into any sentence. As well, try to round them off. Fractions up to fifths are easier to understand than percentages.

### **Basic structure**

- Headline – grabs the readers' attention.
- First paragraphs summarise or introduce readers to the story.
- Begin with one of the most interesting bits of information.
- Use short paragraphs.
- End your report in a powerful way.

### **Writing the piece**

- Use case studies and anecdotes to help the reader understand the issue.
- Use statistics when appropriate.
- Give brief context/history/background.
- Writing should be informed – provide research, data, anecdotes, national laws, etc.
- Use quotes and research from other people to substantiate your arguments.
- Do not write a piece that is too specialized.
- Do not provide inaccurate facts or data – check your facts.
- Do not write one-sided or unfair arguments.



- Avoid a didactic/preachy tone.
- Avoid using passive tense.
- Include clear analysis of findings and where possible draw comparisons across provinces/regions/countries.
- Give findings a human perspective: include real examples and interviews.

### ***Facts and fact checking***

- Avoid dated information or statistics.
- Always say where information comes from.
- Always crosscheck your facts.

### **Sources**

*The Philanthropist accessed and referenced a number of sources in the creation of this style guide. These include, but are not limited to, CP Style Guide, IPS Gender and Development Glossary, GLAAD, Journalists for Human Rights, Reporting in Indigenous Communities and Duncan McCue, Gender Links, Duke University, Ryerson University's School of Journalism, and The Canadian Legal Research and Writing Centre.*