
Guide for the Preparation and Presentation of Written Assignments



School of Indigenous Studies
Department of Educational Sciences

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FOREWORD

This Guide for the Preparation and Presentation of Written Assignments is intended to be used by undergraduate students in the Université du Québec en Abitibi-Témiscamingue's (UQAT) School of Indigenous Studies and Department of Educational Sciences. This document is by no means exhaustive, but it includes a wealth of information and examples to help you write your assignments.

The method chosen here to format citations and bibliographical references is a modified and simplified adaptation of the 7th version of the American Psychological Association (APA) style, much used in various fields.

Unless otherwise told by your professor, you are required to format all your assignments by the method illustrated here.

If you are looking for information you can't find in this guide, you can check the 7th Edition of the *Publication Manual of the American Psychological Association* ([printed book](#)) or the APA Style Blog (<https://apastyle.apa.org/>).

The Guide for the Preparation and Presentation of Written Assignments was developed in 2016 and subsequently updated in 2018, in 2022, in 2023, in 2025 and in 2026.

NOTICE OF CHANGES TO THIS VERSION OF THE GUIDE

The main changes of the 7th edition of the APA standards and this new version of the institutional guide are summarized in the following list:

- Change margins to match default margins in Word
- Simplification of references for electronic sources (removal of "Retrieved from", apart from social networks)
- Simplified citation for more than two authors.
- The number of authors mentioned is increased to 20 in the reference when there are multiple authors
- No repetition of the publisher's name in the editing position when the publisher is also the author
- Update to the section covering the use of artificial intelligence in assignments
- Guidelines for more inclusive drafting
- Guidelines for the citation of indigenous knowledge and oral traditional knowledge of Indigenous Peoples
- Removal of places of publication for all documents where the location is not significant
- The consultation date is no longer mentioned for wikis and the URL of the version consulted is preferred

TABLE OF CONTENTS

1	PREPARATION OF THE ASSIGNMENT AND FORMATTING.....	5
1.1	EXAMPLE OF A TITLE PAGE.....	6
1.2	EXAMPLE OF A TABLE OF CONTENTS.....	6
2	GUIDELINES FOR MORE INCLUSIVE WRITING.....	7
3	ARTIFICIAL INTELLIGENCE IN ASSIGNMENTS.....	7
4	REFERENCING - CREDITING SOURCES.....	9
4.1	PLAGIARISM AND WHY IS REFERENCING IMPORTANT?	9
5	CITING REFERENCES WITHIN YOUR TEXT.....	9
5.1	PARAPHRASES AND QUOTATIONS – EXAMPLES.....	10
5.1.1	Paraphrasing.....	10
5.1.2	Quoting.....	10
5.2	HOW TO CITE SECONDARY SOURCES	11
5.3	EXAMPLES FOR SOURCES WITH ONE OR MORE AUTHORS	12
5.3.1	Work by one author.....	12
5.3.2	Work by two authors	12
5.3.3	Work by three or more authors	12
5.3.4	Work whose author is an organization or institution	13
5.3.5	Work without authors	13
5.3.6	Two works: same author, same year	13
6	WRITING YOUR REFERENCE LIST.....	14
6.1	THE COMPLETE REFERENCE	14
6.2	MISSING INFORMATION	14
6.3	FORMAT AND ORGANIZATION OF THE REFERENCE LIST	15
6.4	TYPES OF DOCUMENTS	16
6.4.1	Books, programs, etc.	16
6.4.2	Book chapters (within edited books).....	16
6.4.3	Annual report.....	16
6.4.4	Commission of inquiry report	16
6.4.5	Government report.....	16
6.4.6	Submission to public hearing	17
6.4.7	Reference works (dictionaries, encyclopedias, etc.) with editors and/or online	17
6.4.8	Journal articles printed and online	17
6.4.9	Newspaper articles printed and online.....	18
6.4.10	A thesis or dissertation.....	18
6.4.11	Artificial Intelligence	18
6.4.12	An entire website.....	19
6.4.13	Webpage.....	19
6.4.14	A document published online (PDF, PowerPoint presentation, etc.).....	19
6.4.15	Blog posts.....	19
6.4.16	Sound and Audiovisual Documents	19
6.4.17	Cartographic record	21
6.4.18	Cultural document	22
6.4.19	Course notes.....	26
6.4.20	Personal communications.....	27

6.4.21 Quotations from Indigenous Knowledge or Knowledge from Oral Traditions of Indigenous Peoples	28
6.4.22 Presentation at a conference	31
6.4.23 Legal materials	31
APPENDIX A - SUMMARY TABLE OF CITATIONS WITHIN THE TEXT AND IN THE REFERENCE LIST	34
APPENDIX B – RULES AND EXAMPLES FOR REFERENCES WITH MISSING INFORMATION	35
APPENDIX C – LAYOUT VERIFICATION TOOL.....	36
APPENDIX D – TEXT STRUCTURE VERIFICATION TOOL	37
APPENDIX E – TEMPLATE FOR THE PRESENTATION OF ASSIGNMENTS	38
REFERENCE LIST	39
BIBLIOGRAPHY	40

1 PREPARATION OF THE ASSIGNMENT AND FORMATTING

Paper format, binding, margins, and font size

The paper must be white, of high quality, and standard size (US letter format).

Staple the final copy in the top left-hand corner. Do not use paper clips.

Margins need to match the default margins in Word.

Use a single font throughout the text so that the assignment remains consistent.

Recommended fonts:

Arial 11 point

Verdana 11 point

Times New Roman 12 point

Pagination

Pagination is required when the document has more than two pages. Place page numbers in the upper right-hand corner of the page, except for the title page. The title page is included in the page count but does not have a page number.

Line and paragraph spacing

Assignments should be formatted with 1.5 lines of spacing.

Single spacing must be used for indented quotations, footnotes, table of contents, bibliography, and appendices.

A spacing of 12 points is required after paragraphs.

Justification and first-line indent

The text body must be left-aligned and justified. The first line of each paragraph does not have an indent.

Order of the constitutive elements of the written assignment

1. Title page
2. Table of contents (for texts of 5 pages or more)
3. Introduction (about 10% of the text)
4. Development or body (divided into sections and sub-sections, according to content)
5. Conclusion (about 10% of the text)
6. Appendices (when needed)
7. Reference list
8. Bibliography (when needed)

Use of Italics

Titles of works, books, and websites, whether mentioned in the text or the reference list, must be in italics.

Italicize words from languages other than English (French, Latin, Cree, Algonquin, etc.) or words cited as examples.

Ex: The word *holistic* refers to...

Footnotes

The footnote includes complementary information that would make your assignment too cumbersome to read if it was inserted in the main text. Footnotes are inserted at the bottom of the page and are indicated by an exponent number in the main text, immediately after the applicable word or phrase, before the period¹.

Footnotes are single-spaced and written in a smaller font. Word processors manage footnotes and their indicators (References - Insert a footnote).

Cross-references

It is often useful to refer the reader to a previous (or subsequent) section of the assignment to indicate where additional information might be found on a given topic.

Ex: For more information about the bibliography or reference list, see section 6 Writing your reference list.

¹ A footnote serves to specify or add information regarding the paragraph, sentence or word that precedes the indicator.

1.1 Example of a Title Page

First name and last name of student Course title Course number - Group number TITLE OF ASSIGNMENT IN CAPITAL LETTERS Assignment presented to First name and last name of professor or course instructor Université du Québec en Abitibi-Témiscamingue Month Day, Year	Pauline Lameboy Workshop In Cognitive Efficiency EDU2530E - Group 82 FINAL ASSESSMENT OF MY STRATEGIES Assignment presented to Julie-Anne Bérubé Université du Québec en Abitibi-Témiscamingue December 10, 2014
--	---

1.2 Example of a Table of Contents

The table of contents must be an accurate reproduction of the different section and subdivision titles in your assignment.

Word processors can automatically generate tables of contents, as long as you have properly divided up your text and identified each section with appropriate headers. For more details on this topic, check your word processor's Help menu.

TABLE OF CONTENTS	
INTRODUCTION	3
1. TITLE OF SECTION	4
1.1 Title of sub-section	4
1.1.1 Title of subdivision	4
1.1.2 Title of subdivision	4
1.2 Title of sub-section	4
1.2.1 Title of subdivision	4
2. TITLE OF SECTION	5
2.1 Title of sub-section	5
2.1.1 Title of subdivision	5
2.1.2 Title of subdivision	5
2.2 Title of sub-section	5
2.2.1 Title of subdivision	5
3. TITLE OF SECTION	6
3.1 Title of sub-section	6
3.1.1 Title of subdivision	6
3.1.2 Title of subdivision	6
3.2 Title of sub-section	6
3.2.1 Title of subdivision	6
CONCLUSION	7
APPENDIX A – TITLE OF APPENDIX	8
REFERENCE LIST	9

2 GUIDELINES FOR MORE INCLUSIVE WRITING

Inclusive Writing

UQAT encourages you to move toward a more inclusive writing style in the composition of your work. Visit the Bias-Free Language page of the American Psychological Association to learn more.

Indigenous Peoples

Use the term “First Peoples” or “Indigenous Peoples” when referring to the Inuit, Métis, and the First Nations. When referring to specific nations, communities, or groups, use the name they use themselves (see section 6.4.21 Quotations from Indigenous Knowledge or Knowledge from Oral Traditions of Indigenous Peoples)

How to reduce bias?

Humanize. Choose humanizing phrasing. For example, use “people experiencing homelessness” over “homeless people.”

Labels. Be sensitive to labels that may reflect bias. For example, use “people living in poverty” rather than “the poor.”

Women. Be aware that bibliographic styles and scientific writing, by generally not mentioning first names but only surnames, tend to make women’s contributions to science invisible. To highlight the contribution of women researchers, mention their first names in your text and use narrative quotations.

Hierarchy. Be sensitive to phrases that may suggest the superiority of one group of people over another. For example, “male and female participants,” “white men, and black men.” In these different cases, refer to inclusive writing and try to find another phrase.

Be aware that locations in a table or chart can also reflect a hierarchy. The elements on the left and on the top lines can be perceived as superior.

Categories. Be sensitive to phrases or expressions that may be perceived as hurtful to some people. For example, use “70 years and older” rather than “old” for age, use “disabled person” rather than “disabled” to refer to a disability, etc.

3 ARTIFICIAL INTELLIGENCE IN ASSIGNMENTS

Before using a generative artificial intelligence (GAI) tool in assignments, **check the syllabus and the specific instructions for each evaluation activity to confirm that the use of a GAI tool (for example, Copilot or ChatGPT) is allowed**, and, if so, **under what conditions**. Teachers can express their expectations by asking, for example, to respect the following rules:

- Restrict the use of GAI tools (for example, these tools could be allowed to contribute to a brainstorming session, but not to generate text taken “as-is” for an assignment).
- Explain, in the introduction or in a paragraph presenting the approach, how GAI tools were used in the assignment;
- Indicate the reasons for the use of GAI tools (e.g., to learn more about the topic, help to better understand the context, summarize an article, simplify a concept);
- Provide the questions asked or the instructions given to the AI tool to write the assignment, and the answers given by the tool in the context of assignment completion (e.g., in an appendix);
- Describe the checks and changes made to the content generated by the GAI tool;

- Complete and submit a Declaration of Intellectual Integrity form with the assignment (see Appendix A in the *Template for the Presentation of Assignments*).

As needed, check with your teachers as to their expectations in these regards. Also demonstrate **transparency** in your use of GAI.

As indicated in the *Five-step approach to careful, critically thought out, safe, and ethical use of GAI technologies*, the responses generated by GAI tools can convey different **biases** and **stereotypes** as well as **false information**. It is important to **validate the information received with reliable and credible bibliographic sources**. By choosing to use GAI-generated content in your assignments, you are **responsible** for the information provided in those assignments (Université du Québec en Abitibi-Témiscamingue, n.d.a).

The **confidentiality of data** and **respect for the intellectual property** of a text cannot be guaranteed when they are subjected to a GAI tool. The data and texts could be reused by these tools or the companies that own them. On this matter, be aware that course readings (e.g., PowerPoint presentations), images of works of art, scholarly papers, dissertations, theses, assignments, and other documents are the intellectual property of the individuals who created them. Consequently, they must not be added to a GAI tool without the prior agreement of those individuals.

It is important to only subject information that is in the public domain to GAI tools: “Personal or confidential or sensitive information must not be provided to a GAI tool” (Université du Québec en Abitibi-Témiscamingue, n.d.b, p. 2). Data that provide personal information and allow an individual to be identified, as well as someone’s voice or their image, are considered sensitive information.

Statement of Use

Below is an example of a Statement of Use for a GAI tool. Depending on the instructions provided by your teacher, this statement may be written in the introduction, in a paragraph explaining the process used to complete the assignment, or elsewhere in your text.

EXAMPLE

When completing this assignment, the Copilot (Version 15 January 2026, <https://copilot.microsoft.com/>) artificial intelligence tool was used to create a work plan and to suggest corrections to and rewording of the text. The following prompts were used: “....”

Prioritize original sources

Check the original sources noted by the GAI to verify the information, and prioritize the citing of those sources in your text. It is always preferable to refer to the original source text (see section 5.2 How to Cite Secondary Sources).

Citing a GAI tool

In very rare cases where you must, for example, explicitly provide (copy-and-paste) text generated by a GAI tool in your assignment follow the instructions below:

- Place text segments generated by an AI tool and reproduced word for word (copy-and-paste) within quotation marks;
- Put in brackets the name of the company that developed the AI tool (for example, OpenAI is the developer of ChatGPT) as well as the year of the version of the tool used;
- Add the complete reference to the reference list (see section 6.4.11 Artificial Intelligence).

	In-text Citation	In the List of References
Rule	(Name of the company that developed the AI tool, Year)	Name of the company that developed the AI tool. (Year of version). <i>Name of artificial intelligence tool</i> (Version used) [Type of artificial intelligence]. URL

Example	(OpenAI, 2023)	OpenAI. (2023). <i>ChatGPT</i> (Version May 24, 2023) [Language model]. https://chat.openai.com/
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For images generated using AI, refer to instructions provided in the *Picture or illustration* section for presenting the elements of the reference correctly.

Fraud

Use of any material obtained through the use of computer resources (including artificial intelligence tools like ChatGPT) in whole or in part, and submitting that work as your own by, among other things, not citing references, constitutes fraud (*Regulation on Academic Plagiarism or Fraud for Université du Québec en Abitibi-Témiscamingue Students*, 2024, p. 3).

4 REFERENCING - CREDITING SOURCES

4.1 Plagiarism and Why Is Referencing Important?

At university, a lot of the knowledge acquired is through reading. When you write a research assignment, your professor expects that you back up your statements based on the work of other people who have investigated the topic before you; this is respecting intellectual property. You will use books, articles from scientific journals, websites, etc.

Not indicating your sources is an act of plagiarism. Here are a few examples:

- Copying the exact words from a text (book, website, journal article, etc.) without quotation marks and without indicating the source.
- Summarizing an author's ideas without indicating the source.
- Resubmitting, in whole or in part, an assignment that you have already handed to a professor for another course, and for which you have already received a grade (this is self-plagiarism).
- Copying the work of another student (in part or as a whole) and submitting it as your own.

UQAT's Regulation on Academic Plagiarism and Fraud is very clear on this subject. Consequences and penalties ensuing from plagiarism or fraud can be important and must be considered seriously. It is essential to read the regulation carefully and thoroughly and to understand it:
<http://www.uqat.ca/en/downloads/regulation-12/>.

5 CITING REFERENCES WITHIN YOUR TEXT

Cite the work of all authors whose ideas and theories, or discourse and research have influenced your work. These sources might have provided key background information, support or dispute your thesis, or offer important definitions, statistics, or data. When you cite an article, it means you have read it.

IMPORTANT

Every document or source you cite must be included in the reference list at the end of your assignment.

In APA style, the information provided using the reference is:

- The author's last name
- The year of publication
- For quotations: the page on which the quotation can be found.

Refer to the examples below to learn how to properly insert this information in your sentence.

5.1 Paraphrases and Quotations – Examples

5.1.1 Paraphrasing

Paraphrasing information is when you put into your own words the ideas of an author. In this case, you must cite the source of your information by indicating the last name of the author and the year of publication.

Examples

Bromley (1992) and Klooster (2000) differentiate between open access and common property regimes for resource exploitation and assert that, with many institutions, maximizing self-interest is not a dominant strategy.

The idea of nationalizing wind energy is, not surprisingly, increasingly popular in Quebec and is the result of frustrating collaborative experiences with the private sector (Ste-Marie and Dubuc, 2007).

Two or More Works in the Same Parentheses

Sometimes, an idea you are writing about comes from more than one work. If so, order the works alphabetically, in the same order they appear in your reference list. Separate each word with a semi-colon (;).

Example

Several studies (Miller, 1999; Shafranske & Mahoney, 1998) show that...

5.1.2 Quoting

Quoting is when you use an excerpt from a text. You have to copy the exact words, punctuation, etc. of the author. A quote can be short (three lines or less), or long (more than three lines).

IMPORTANT

In your assignments, the use of paraphrasing (summarizing an author's ideas in your own words – see section 5.1.1 Paraphrasing) is preferable to direct quotation (copy-and-pasting something word for word, which should be done sparingly). However, direct quotations are allowed in the following cases: when including a definition, discussing a specific excerpt, and repeating inspiring words. Your teachers want to make sure that you have properly understood the concepts and are able to express things in your own words, which is difficult to do when an assignment contains many direct quotations.

A short quote (three lines or less) is placed between quotation marks (“ ”) and followed by the last name of the author, year of publication, and page where the excerpt was found.

Examples

The author states that the choices we make have a great impact on our success in life. He believes that “the quality of our lives is determined by the quality of the choices we make on a daily basis” (Downing, 2011, p. 3).

When creating a website, it's important to pay particular attention to the accessibility of the site. The concept of accessibility, according to Bickner (2004), “refers to the notion that a site should be as useable and accessible to people with visual, mobility, and other kinds of impairments as it is to any other user” (p. 158).

A long quote (more than three lines) is not placed in quotation marks and must be treated as if it were an independent paragraph.

- The quote is indented of 1.25 cm on the left and right.
- The font size is reduced by 1 point.
- The text is single-spaced.
- There is a space equivalent to one line of text before and after the quote.
- Do not add a period after the closing parenthesis.

Example

During the creation of a website, it is important to pay particular attention to accessibility.

Accessibility refers to the notion that a site should be as useable and accessible to people with visual, mobility, and other kinds of impairments as it is to any other user. An accessible website is one that can be read by users on Braille browsers, voice browsers, and other such devices. As a bonus, it works just as well on web-enabled cell phones, PalmPilots, and other wireless and handheld gadgets. (Bickner, 2004, p. 158)

An accessible site can, as a result, be read by a greater number of internet users.

Quoting of Online Material Without Pagination

As with any other document, provide the author, year, and location of the information. Since many sources online do not provide page numbers, use the following information to replace the page number:

- If there is no page number but the paragraph numbers are visible, use the abbreviation “para”, followed by the paragraph number.
- If there is neither a page number nor a paragraph number, use the heading and number of the paragraph following that heading.

Example

Mayer (2009) describes emotional intelligence as “the capacity to reason about emotions and emotional information, and of emotions to enhance thought” (“What Emotional Intelligence Is”, para. 1)

5.2 How to Cite Secondary Sources

In a document you read, the author refers to another author whose idea you wish to use in your assignment. This type of quotation is allowed, but is not recommended, because it is always preferable to refer to the original source when possible. Here is what to do, should you not have access to the original source.

- Add the words “as cited in” to note that the cited work (secondary source) was obtained through another document (primary source).
- In the reference list for your assignment, only include the document you read (primary source).

Example 1 – Paraphrasing

According to Chomsky (1959), language is an innate ability acquired by children, the same way as walking is, provided that the child has access to other people speaking to him or her (as cited in Lightbrown & Spada, 2008).

or

Language is an innate ability acquired by children, the same way as walking is, provided that the child has access to other people speaking to him or her (Chomsky, 1959, as cited in Lightbrown & Spada, 2008)

Example 2 – Quoting

► You read the work by Goulet and Goulet (2014) and found an interesting idea by Bishop (2003) in the text.

According to Bishop (2003), decolonizing education is about “restructuring power imbalances in relationships” (as cited in Goulet & Goulet, 2014, p. 212)

or

Decolonizing education is about “restructuring power imbalances in relationships” (Bishop 2003, as cited in Goulet & Goulet, 2014, p. 212)

5.3 Examples for Sources With One or More Authors

5.3.1 Work by one author

Example

Last name of author(s), First name initial. (Year). *Title of work*. Rest of information according to the type of document.

Dickason, O. (1997). *Canada's First Nations. A history of founding peoples from earliest times*. Oxford University Press.

► **In text:** Dickason (1997) states that...
It was believed that... (Dickason, 1997)

5.3.2 Work by two authors

Author names are always placed in the order they appear on the title page of the document.

Example

Jaccard, J. & Jacoby, J. (2009). *Theory construction and model-building skills. A practical guide for social scientists*. Guilford.

► **In text:** Jaccard and Jacoby (2009) state that...
It was mentioned that... (Jaccard & Jacoby, 2009)

5.3.3 Work by three or more authors

In the reference list, include the surnames and initials of all authors.

In the reference list, a maximum of 20 authors should be included. When there are 21 or more, enter the first 19, insert an ellipsis, and end with the last name and initial of the first name of the last author.

Examples

Yarbrough, D.B., Shulha, L.M., Hopson, R. K. & Caruthers, F.A. (2010). *The program evaluation standards: A guide for evaluators and evaluation users*. Sage.

► **In text:** Include only the surname of the first author followed by et al. (a latin expression meaning “and others”), and the year of publication, e.g. (Yarbrough et al. 2010).

McGregor, I., Nash, K., & Prentice, M. (2010). Reactive approach motivation (RAM) for religion. *Journal of Personality and Social Psychology*, 99, 148–161.

► **In text:** McGregor et al. (2010) believe that....
It is believed.... (McGregor et al. 2010).

5.3.4 Work whose author is an organization or institution

For works published by organizations (also corporations, associations, government agencies, or study groups), there may be no mention of an author other than the organization itself. You must then use the organization's name as the author's name.

Name of organization. (Year). *Title of document*. The rest of the information according to the type of document.

Example

Canada Transportation Act Review Panel. (2001). *Vision and balance: Report of the Canada Transportation Act Review Panel*. Public Works and Government Services Canada.

When the author's name and publisher are an exact match, the publisher is omitted.

Example

Statistics Canada. (2009). *School-age population living in low-income circumstances*.

5.3.5 Work without authors

Sometimes, no author is given for a particular document. In this case, write the document's title in place of the author's name, followed by the rest of the required information.

Title of document. (Year). The rest of the information according to the type of document.

- To cite the document in your assignment, replace the name of the author with the title of the work.
- In the reference list, if the title is presented in italic form, you should use the same form while citing in your text. In any other cases, you should frame the title with quotation marks.
- If the title is long, simply indicate the first words.

Examples

Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (2002). National Institute of Child Health and Human Development.

► **In text:** (*Teaching children to read*, 2002)

Abitibi-Témiscamingue. (2021, November 15). In *Wikivoyage*.
<https://en.wikivoyage.org/w/index.php?title=Abitibi-T%C3%A9miscamingue&oldid=4328876>

► **In text:** ("Abitibi-Témiscamingue", 2021, para. 2)

5.3.6 Two works: same author, same year

In your reference list, references written by the same author (or authors) in the same year are arranged alphabetically by title (excluding *The* and *A*). Then, add a lowercase "a" after the date of your first document and a lowercase "b" after the date of the second work, and so on. This letter will also be used for citation within the text, to distinguish between the two works.

Example

Koriat, A. (2008a). Easy comes, easy goes? The link between learning and remembering and its exploitation in metacognition. *Memory and Cognition*, 36, 416–428.

Koriat, A. (2008b). Subjective confidence in one's answers: The consensuality principle. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 34(4), 945–959.

► **In text:** In this study, Koriat (2008a) examines... Also, Koriat (2008b) found that...

6 WRITING YOUR REFERENCE LIST

The reference list is the presentation, in a complete form, of every source cited in your assignment. It provides information necessary to identify and retrieve each source. It is often a criterion to assess the quality of your work and the effort you put into the research.

It is included following the conclusion, after the appendices.

All sources that you cite in your assessment must be included in the reference list.

References are presented in alphabetical order.

According to the APA, “The reference list at the end of a paper provides the information necessary to identify and retrieve each work cited in the text [...] in contrast, a bibliography cites works for background or further reading” (2020, p. 281).

6.1 The Complete Reference

Generally, each reference entry consists of the following elements:

- Author's last name and initial(s)
- Year of publication
- Title and edition (if it is not the first one)
- Publisher or journal title when this is the case
- URL or DOI

These elements are generally found on the first pages of a book and at the bottom of a website. These elements also vary depending on the type of document used. See section 6.4 Types of Documents.

Example of a complete reference

Lightbrown, P. M. & Spada, N. (2008). *How languages are learned* (2nd ed.). Oxford University Press.

It is sometimes difficult to find all the information necessary to write a proper bibliography within the work itself. A good trick is to search for the document using the UQAT research tool at <https://uqat-cegepat.on.worldcat.org/advancedsearch>. When you find a document look in the *Details* tab. Also, you should find all of the information you need for your reference list on the inside front page of a book.

6.2 Missing Information

In some cases, some information about a document may be missing. In this case, make the following notations in the appropriate places:

- **For a source without an author:**

Title of document. (Year). Publisher.

or

Title of document. (Year). Publisher.

Examples

Abitibi-Témiscamingue. (2021, November 15). In *Wikivoyage*.

<https://en.wikivoyage.org/w/index.php?title=Abitibi-T%C3%A9miscamingue&oldid=4328876>

Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (2002). National Institute of Child Health and Human Development.

- **For a source with no date:**

Last name of author(s), First name initial. (n.d.). *Title*. Publisher.

Example

Goulet, L.M. & Goulet, K.N. (n.d.). *Teaching each other: Nehinuw concepts and indigenous pedagogies*. UBC Press.

- **For a source with no title:**

Last name of author(s), First name initial. (Year). [Description of the document].

Example

Pexels. (2016). [Online picture, Fox]. <https://pixabay.com/images/id-1284512/>

- **For a source with no publisher:**

Last name of author(s), First name initial. (Year). *Title*.

Example

Goulet, L.M. & Goulet, K.N. (2014). *Teaching each other: Nehinuw concepts and indigenous pedagogies*.

6.3 Format and Organization of the Reference List

- Each entry in the list is single-spaced and the second line of each reference must begin with an indent equivalent to 1.25 cm from the left margin.
- Sources are organized alphabetically by the first author's last name, or if the author is an organization, the first word of that organization's name.
- Works by the same author(s) are organized chronologically (earliest publication first).
- See the reference list of this document as an example.

6.4 Types of Documents

6.4.1 Books, programs, etc.

Last name of author(s), First name initial. (Year). *Title*. Publisher. DOI or URL (when found on the Web)

Example

Goulet, L. M. & Goulet, K. N. (2014). *Teaching each other: Nehinuw concepts and indigenous pedagogies*. UBC Press.

6.4.2 Book chapters (within edited books)

Last name of author(s), First name initial. (Year). Title of chapter. In First name initial of the editor. Last name of the editor (Ed. Or Eds), *Title* (pp. first page of chapter – last page of chapter). Publisher. DOI or URL (when found on the Web)

Example 1 – one editor

Battiste, M. A. (1986). Micmac literacy and cognitive assimilation. In J. Barman (ed.), *Indian education in Canada* (Vol.1, pp. 23-44). University of British Columbia.

Example 2 – many editors

Lawrence, J. A., & Dodds, A. E. (2003). Goal-directed activities and life-span development. In J. Valsiner & K. Connolly (Eds.), *Handbook of developmental psychology* (pp. 517-533). Sage Publications.

6.4.3 Annual report

Organization. (Year). *Annual report title*. Last name of author(s), First name initial. URL (when found on the Web)

Example

First Nations Development Institute. (2021). *2021 Annual Report: Moving Forward*.
<https://www.firstnations.org/publications/2021-annual-report/>

6.4.4 Commission of inquiry report

Last name of author(s), First name initial. (Year). Report title. *Commission title*. Publisher. URL (when found on the Web)

Example

Gouvernement du Québec. (2019). Final report. *Public Inquiry Commission on relations between Indigenous Peoples and certain public services in Québec: listening, reconciliation and progress*.
<https://numerique.banq.qc.ca/patrimoine/details/52327/4001540>

6.4.5 Government report

Last name of author(s), First name initial. (Year). *Report title* (Publication n° xxx [if available]). Publisher. URL (when found on the Web)

Example

Public Safety Canada. (2014). *2013-2014 Evaluation of the Aboriginal Community Safety Development Contribution Program*. Government of Canada.

<https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/vltn-brgnl-cmmnty-sfty-2013-14/vltn-brgnl-cmmnty-sfty-2013-14-en.pdf>

6.4.6 Submission to public hearing

Last name of author(s), First name initial. (Year). Submission filed at Name of commission or agency for the purpose of *Name of project or public hearing*. URL (when found on the Web)

Example

Regroupement des centres d'amitié autochtones du Québec. (2018). Submission filed at *Commission d'enquête sur les relations entre les Autochtones et certains services publics au Québec : Écoute, réconciliation et progrès*. https://www.rcaa.qc.ca/content/uploads/2018/12/M%C3%A9moire-CERP_RCAAQ_Novembre-2018.pdf

6.4.7 Reference works (dictionaries, encyclopedias, etc.) with editors and/or onlineExample 1 - with authors and editors

Etzkowitz, H., & Dzisah, J. (2009). University–industry relationships. In J. B. Callicott & R. Froderman (Eds.), *Encyclopedia of environmental ethics and philosophy* (Vol. 2, pp. 344-346).

Example 2 - editors only, no authors

Collins III, J. W. & O'Brien, N. P. (Eds). (2011). Academic Integrity. *The Greenwood dictionary of education* (2nd ed). Greenwood Press.

Example 3 - online encyclopedia

Human resources management. (n.d.). In *Encyclopædia Britannica*. <https://academic-eb-com.proxy.cegepat.qc.ca/levels/collegiate/article/human-resources-management/59356>

6.4.8 Journal articles printed and online

Last name of the author(s), First name initial. (Year). Title of article. *Capitalized Journal Title*, volume(number), first page of article – last page of article. DOI or URL (when found on the Web)

Example 1 - printed

LaRusso, M. & Selman, R. (2011). Early adolescent health risk behaviors, conflict resolution strategies, and school climate. *Journal of Applied Developmental Psychology*, 32(6), 354-362.

Example 2 - online

Napal, G. (2006). An assessment of the ethical dimensions of corruption. *Electronic Journal of Business Ethics and Organization Studies*, 11(1), 5-9.
http://ejbo.jyu.fi/pdf/ejbo_vol11_no1_pages_5-9.pdf

► Don't confuse the English term "journal" with "newspaper." *The Journal of Social Work* is a journal, and *The Globe and Mail* is a newspaper.

6.4.9 Newspaper articles printed and online

Last name of author(s), First name initial. (Year, Month Date). Title of article. *Capitalized Newspaper Title*, first page of article – last page of article. URL (when found on the Web)

Example 1 - printed

Donovan, V. (2015, February 5). Corrections department probing Wiki edits. *Toronto Star*, A6.

Examples - online

Blaze Carlson, K. (2015, June 2). Report links residential schools with missing and murdered women. *The Globe and Mail*. <https://www.theglobeandmail.com/news/national/report-links-residential-schools-with-missing-and-murdered-women/article24763624/>

CBC News. (2015, June 3). Ottawa shooting police reports to be released today. <https://www.cbc.ca/news/politics/parliament-hill-shooting-police-reports-released-in-ottawa-1.3097571>

6.4.10 A thesis or dissertation

Printed

Last name of author(s), First name initial. (Year). *Title of thesis* [Doctoral thesis or Master's thesis]. University.

Example

Zhang, Y. (2014). *Tree growth and forest dynamics at transitional zones between temperate and boreal forests of northeastern China and eastern Canada* [Master's thesis]. Université du Québec en Abitibi-Témiscamingue.

Online

Last name of author(s), First name initial. (Year). *Title of thesis* [Doctoral thesis or Master's thesis, University]. Database name. DOI or URL

Example

Chong, L. (2021). *Study on 3D forward modeling & inversion of surface-borehole electromagnetic data* [Doctoral thesis, Université du Québec en Abitibi-Témiscamingue]. Depositum. <https://depositum.uqat.ca/id/eprint/1294>

6.4.11 Artificial Intelligence

The author should be the name of the company that developed the AI tool used. The year is the year of the version used. After the title (name of the AI tool), the version used is given in brackets and followed by the type of AI in square brackets. Indicate the web address (URL) that leads to the tool.

Name of the company that developed the tool. (Year of version). *Name of the Artificial Intelligence tool* (version used) [Type of artificial intelligence]. URL

Example

OpenAI. (2023). *ChatGPT* (Version May 24, 2023) [Language model]. <https://chat.openai.com>

6.4.12 An entire website

Use this method if you are referencing a whole site rather than a single page.

Do not put the reference of a complete site in the list of references. If you want to refer to a site, include the name of the site in the text and the URL in parentheses.

Example

Travel Advice and Advisories site (<https://travel.gc.ca/travelling/advisories>) is providing official information on travel outside Canada...

6.4.13 Webpage

Last name of author, First name initial. (Year). *Title of the page*. URL

Example

Leadership Development Institute Inc. (n.d.). *Empowering Indigenous youth in governance and leadership*. <https://ildii.ca/eiygl/>

6.4.14 A document published online (PDF, PowerPoint presentation, etc.)

Add the format or type of document [in brackets]. For example: [PowerPoint slideshow], [Booklet], etc.

Last name of the author(s), First name initial. (Year). *Title of document* [Type of document]. URL

Example

The Conference Board of Canada. (2015). *Employability skills* [Leaflet].
https://www.conferenceboard.ca/docs/default-source/educ-public/esp2000.pdf?sfvrsn=dd440e69_0

6.4.15 Blog posts

Given that a blog is a website that changes regularly, it is important to indicate the precise date (year, month, and day) when the posting was published. In addition, make sure that you provide the URL that leads directly to the posting and not to the blog's home page. The URL of the posting can ordinarily be found by clicking on the title of the posting.

Last name of author(s), First name initial. (Year, Month Day). Blog post. *Name of the blog*. URL

Example

Thurston, M. (2021, November 11). Deep space dine. *Channels: McGill University News and Events*.
<https://www.mcgill.ca/channels/channels/news/deep-space-dine-334692>

6.4.16 Sound and Audiovisual Documents

► Depending on the document, mention the main collaborators and use parentheses to identify their roles (Director, Presenter, Presenter, Animator, Producer, Producer, Designer, Designer, Author, Writer, etc.).

► Use square brackets to specify the type of document.

Radio

Radio show

Name of producer, First name initial. (Producer) and Name of the Designer or Director, First name initial. (Designer/Director). (Start year-end year). *Title* [Radio Show]. Diffuser. URL

Example

Blackbird, J. (Producer). (n.d.). *Indigenous waves* [Radio Show]. CIUT-FM.
<https://ciut.fm/indigenouswaves/>

Episode of a radio show

Host's name, First name initial. (Facilitator). (Year, day Month). Episode title [Broadcast episode]. In First name initial. Name of Director (Director), *Title of the program*. Diffuser. URL

Example

Deerchild, R. (Facilitator). (2021, 11 December). Hjalmer, Timmy, Tantoo and Rassi: Breaking barriers and healing nations through art [Broadcast episode]. In *Unreserved*. CBC Listen.
<https://www.cbc.ca/listen/live-radio/1-105-unreserved>

Radio show report

Reporter's name, First name initial. (Reporter). (Year, day Month). Title of the report [Radio report]. In First name initial. Name of Director (Director), *Title of the program*. Diffuser. URL

Television

Production

Name of producer, First name initial. (Producer). (Start year-end year). *Title* [TV show]. Diffuser. URL

Example

CBC Television. (1960-...). *The nature of things*. <https://www.cbc.ca/natureofthings/>

Episode of the show

Host's name, First name initial. (Facilitator). (Year, day Month). Episode title [Episode televised]. In First name initial. Name of Director (Director), *Title of the program*. Diffuser. URL

Example

Suzuki, D. (Facilitator). (2021, 7 January). Chef secrets: The science of cooking [Episode televised]. In *The nature of things*. CBC Television. <https://www.cbc.ca/natureofthings/>

Report

Journalist's name, First name initial. (Journalist). (Year, day Month). Title of the report [Broadcast report]. In First name initial. Name of Director (Director), *Title of the program*. Diffuser. URL

Example

Sum Lai, M. & Ostasiewicz, A. (Journalists). (2021, December). Howard University: Why these students slept out in tents on campus for weeks [Broadcast report]. In *BBC News*. BBC.
<https://www.bbc.com/news/av/world-us-canada-59613217>

Television series

Creator's name, First name initial. (Creator). (Start year-end year). *Title of the series* [TV series]. Studio or production house.

Example

Elliott, T., & Latimer, M. (Creators). (2020). *Trickster* [TV series]. Sienna Films and Streel Films.
https://ici.tou.tv/trickster?utm_source=Google&utm_campaign=AO-SEM&utm_medium=cpc&utm_term=ICITOU.TV&utm_content=extra-contenu-specifique

Television series episode

Author's name, First name initial. (Author) and Name of director, First name initial. (Director). (Year). Episode title [TV Series Episode]. In First name initial. Name of Producer (Producer), *Title of series* (Season, Episode). Studio or production house. URL

Example

Robinson, E., Latimer, M. (Authors) and Latimer, M. (Director). (2020). Episode 1 [TV Series Episode]. In Latimer, M., Elliott, T. Kawaja, J., Sereny, J., & Gummerson, P. (Producers), *Trickster* (Season 1, Episode 1). Sienna Films and Streel Films.
https://ici.tou.tv/trickster?utm_source=Google&utm_campaign=AO-SEM&utm_medium=cpc&utm_term=ICITOU.TV&utm_content=extra-contenu-specifique

Fiction or documentary film

Name of producer, First name initial. (Producer), Director's name, First name initial. (Director) and Name of screenwriter, First name initial. (Screenwriter). (Year). *Title of the film* [Fiction/documentary film]. Studio or production house.

Example

Chagnon, M. (Producer), Monnet, C. (Director), Monnet, C. and Watchorn, D. (Screenwriters). (2021). *Bootlegger* [Fiction film]. Microclimat Films.

6.4.17 Cartographic record

The general rules for citing cartographic records are:

- For photographs and images, indicate the year of publication or the year it was taken;
- Include the day and the month if it is a record related to an event that has been documented (the satellite image of a forest fire, for example);
- For a map in a series, the title of the series' sheet is equivalent to the title;
- For an aerial photograph, indicate the flight title and/or line number followed by the frame number in parentheses;
- For a satellite image, indicate the title or scene ID, as well as the name of the satellite and sensor, where applicable;
- Indicate the horizontal and, if needed, vertical scale (for a profile, diagram, etc.).

Map

Last name of author(s), First name initial. (Year). *Title of document* [Map]. Scale. Publisher. URL (when found on the Web)

Example

Veillette, J. J., & Thibaudeau, P. (2007). *Géologie des formations en surface et histoire glaciaire, Rivière Wawagasic, Québec* [Map]. Scale 1 : 100 000. Series 1995 A. Ressources naturelles Canada. <http://publications.gc.ca/pub?id=9.627664&sl=0>

Map in a publication

Last name of author(s), First name initial. (Year). Title of document [Map]. Scale. In First name initial. Author's Last Name. Title of publication (first page of article – last page of article). *Publisher*. URL (when found on the Web)

Example

Bordeleau, S., Asselin, H., Mazerolle, M. J., & Imbeau, L. (2016). Figure 1: Snowshoe hare sampling areas in western Québec, Canada [Online map]. In Bordeleau, S., Asselin, H., Mazerolle, M. J., & Imbeau, L. "Is it still safe to eat traditional food?" Addressing traditional food safety concerns in aboriginal communities. *Science of the Total Environment*, 565, 529-538. <https://doi.org/10.1016/j.scitotenv.2016.04.189>

6.4.18 Cultural document**Concert or event**

Artist's Last Name, First name initial. (Artist). (Year/Year, Month Day). *Title of event* [Event type]. Place: Producer.

Examples

Loring, K. (Artist). (2023). *Little Red Warrior and His Lawyer* [Play]. Ottawa, ON, Canada: Belfry Theatre and Savage Society.

Pow Wow Abitibiwinini [Pow Wow]. (2023, June 10-11). Pikogan, QC, Canada: Conseil de la Première Nation Abitibiwinini.

Tipatshimushtunan [Concert]. (2022, September 3). Rouyn-Noranda, QC, Canada: 117 Records & Festival de musique émergente en Abitibi-Témiscamingue.

Picture or illustration

Images – like literary, musical or dramatic works – are protected by copyright. An image, whether found on the internet or in a book, may not be free of copyright. The Copyright Act (R.S.C., 1985) defines the rules governing the use of images. Whether free or not of copyright, you **must indicate the image's source in a caption below the image and include its complete reference in the reference list.**

The caption

The caption is located under the image, aligned left and single-spaced. It contains the elements needed to find the complete reference in the list of references. The figure number, in boldface type, is indicated on the caption's first line, and the title or the [description of the image] is indicated in boldface type on the caption's second line. Other elements are indicated in the lines that follow, the font size reduced by one point, and preceded by the heading "Source:"

The caption includes the following items:

Figure number

Title of image or [Description of image]

Source: First and Last Name of image creator (Year) in Title of Book or article by First name initial. Last name of Author or journalist, p. X (in the case of an image taken from a book or article). Permission to reproduce or adapt the image (in the case of an image protected by copyright, available to a wider audience).

Rules according to the source of an image in a work:

Image on a website

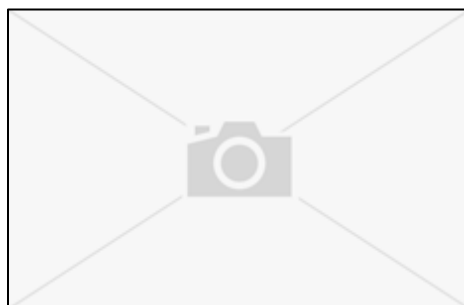


Figure X

Title of image or [Description of image]

Source: First and Last name of image creator (year).

Reference List

Last name of image creator(s), First name initial. (Year). *Title of image* [Online image]. URL

Example

Figure X

Porter la vie [Installation view]

Source: Sophie Kurtness (2022).

Reference list

Kurtness, S. (2022). *Porter la vie* [Online image]. <https://salledepression.uqam.ca/communiqués-de-pression/la-galerie-de-luqam-accueil-lexposition-eshi-uapatakau-ishkueuatsh-tshitassinu-regards-de-femmes-sur-le-territoire-des-le-10-fevrier/>

Image in a book

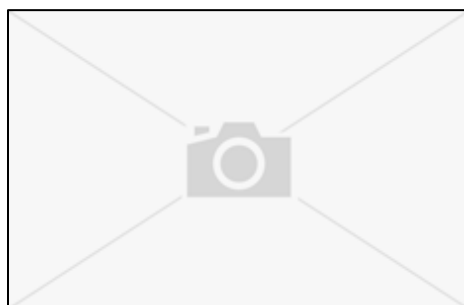


Figure X

Title of image or [Description of image]

Source: First and Last name of image author in *Title of Work* by First initial. Last name of author (Year), p. X.

Reference List

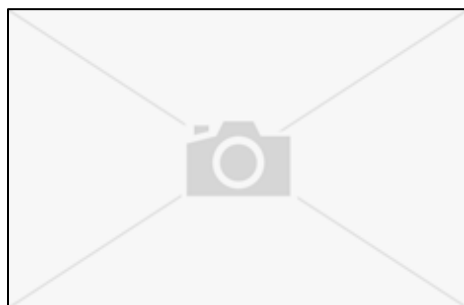
Last name of author(s), First name initial. (Author) and Last name of image creator, First initial. (Photographer/artist/painter/other). (Year). *Title of book*. Publisher. URL (when found on the Web)

Example**Figure X****[Photograph of Attatsiaq and her daughter, Kautaq]**

Source: Richard Harrington in *Uninvited: Canadian women artists in the modern moment* by S. Milroy (2021), p. 72-73.

Reference list

Milroy, S. (Author) & Harrington, R. (Photograph). (2021). *Uninvited: Canadian women artists in the modern momen*. Figure.1.

Image in an article**Figure X****Title of image or [Description of image]**

Source: First and Last name of image creator in *Title of article* by First Initial. Last name of author (year).

Reference List

Last name of article author(s), First name initial. (Journalist) and Last name of image creator, First initial. (Photographer/artist/painter/other). (Year, month/year, month day). Title of article. *Title of magazine, volume*(Issue), first page of article – last page of article. DOI or URL (when found on the Web)

Example**Figure X****[Sage]**

Source: Yawinonh and Maude Collin in *Wild plants: Beneficial to the body and mind* by Indigenous Tourism Quebec (2023-2024).

Reference list

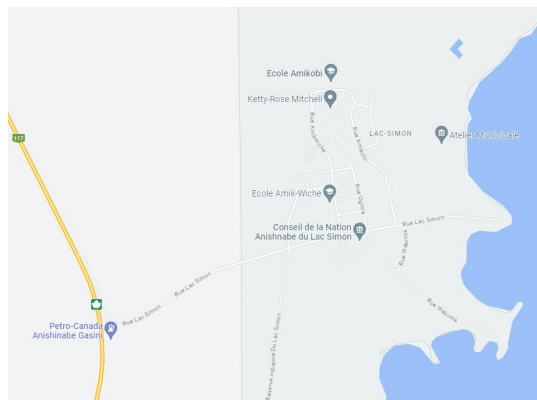
Indigenous Tourism Quebec. (Journalist) & Yawinonh and Collin, M. (Photographers). (2023-2024). Wild plants: Beneficial to the body and mind. *Origin(e)*, 20-21.
https://indigenousturismquebec.com/media/2501/taq_mag_2023.pdf

Screenshot**Figure X****Title of image [Screenshot] or [Description of image, Screenshot]**

Source: First and Last name of image creator (year).

Reference List

Last name of image creator(s), First name initial. (Year). *Title of page* [Screenshot]. URL



Example

Figure X

[Map of the community of Lac-Simon, Screenshot]

Source: Google Maps (2023).

Reference list

Google Maps. (2023). [Map of the community of Lac-Simon, Screenshot].
<https://www.google.com/maps/place/Lac+Simon/@48.0573382,-77.3620087,14.25z/data=!4m6!3m5!1s0x4cdf328eb3fec1d:0xc2b107832a69c63a!8m2!3d48.0534806!4d-77.3363824!16s%2Fg%2F11cjjz6rj9>

Artificial intelligence

Figure X

Title of Image or [Description of image]

Source: Name of the company that developed the tool (Year).

Reference List

Name of the company that developed the tool. (Year of version). *Name of the Artificial Intelligence tool*
 (Version used) [Type of artificial intelligence]. URL



Example**Figure X****Dream library**

Source: Vuzen Infotech (2023).

Reference list

Vuzen Infotech. (2023). *DeepAI* (Version May 2, 2023) [Image generator]. <https://deepai.org/>

Work of artOriginal work of art**Figure X****Title of work or [Description of work]**

Source: First and Last name of creator (year).

Reference List

Last name of image creator(s), First name initial. (Year). *Title of work* [Photograph or type of artwork].
Place: Museum, location, or organization holding the work.

Example**Figure X****INNDAHUJUU/ Grow**

Source: Claudette Happyjack, Cree Nation artist (2021). Reproduced by permission of the author.

Reference list

Happyjack, C. (2021). *INNDAHUJUU/ Grow* [Paint]. Val-d'Or, QC, Canada: Université du Québec en Abitibi-Témiscamingue.

6.4.19 Course notes**Printed course notes**

Name of teacher resource, First name initial. (Year session). Session Number: Session title if applicable
[Document type]. In *Course Acronym: course title*. Name of University, department.

Example

Bérubé, J.-A. (2012). Class 3: Reading strategies and mind mapping [PowerPoint slides]. In *ANG2020: Reading*. Université du Québec en Abitibi-Témiscamingue, Education's department.

Online Course Notes

Name of teacher resource, First name initial. (Year session). Session Number: Session title if applicable [Document type]. In *Course Acronym: Course Title*. Name of University, department. Digital learning environment. The URL of the home page

Presentation by an invited speaker

Last name of speaker, First name initial. (Year session). Title of session if applicable [Document type, presentation by an invited speaker]. In *Course Acronym: Course Title*. Name of University, department. Digital learning environment. Home page URL

Example

Ferrarini, H. (2023 winter). Indian Homes, the Little-Know Story of Indian Residential Schools in Guyana [Online video, presentation by an invited speaker]. In *SOC2401: Sujets de pointe en études autochtones*. Université du Québec en Abitibi-Témiscamingue, School of Indigenous Studies. <https://youtu.be/-KiDmVUf1Co>

If the professor provides different articles on Moodle or a printed course pack for you to read, you can refer directly to the original articles according to their types. Add them to the reference list.

6.4.20 Personal communications

- Private letters
- Memos
- Electronic communications from non-archived discussion groups (e-mail or Facebook)
- Your personal notes from a course
- Personal interviews

When citing personal communications within your text, give the initials and the complete last name of your communicator, and provide the most exact date.

Example 1 - Personal conversation

My yoga teacher, J. Théberge (personal communication, February 16, 2015) puts forward that when we see change as the only constant in life, we have no choice but to embrace it.

Example 2 - Individual e-mail

Metacognition workshops help learners gain insights that are significant for their personal and academic development (L. Lavallée, personal communication, May 11, 2015).

Example 3 - Unretrievable class lecture

K. Brousseau (personal communication, January 17, 2015) mentioned that the Cree language is polysynthetic. A particular feature of this type of language is that a word is often equivalent to a whole sentence in English.

Because information from personal communications cannot be recovered by the reader, they are not included in the reference list. Cite them in the text only.

6.4.21 Quotations from Indigenous Knowledge or Knowledge from Oral Traditions of Indigenous Peoples

These citation standards are the work of a proposal by Suzy Basile, Ioana Radu, and Emmanuelle Piedboeuf at the School of Indigenous Studies, who drew upon the work done by Lorisia MacLeod (James Smith Cree Nation) together with NorQuest College.

Respect for Indigenous Peoples. It is essential to work closely with First Nations, Inuit, and Métis people. Carefully analyze the information found in publications or comments collected, making sure this information is always appropriate and accurate. Ensure that your material and wording accurately reflect the integrity of Indigenous Peoples' perspectives.

Use the term “First Peoples” or “Indigenous Peoples” when referring to the Inuit, Métis, and the First Nations. When referring to specific nations (see table below), communities, or groups (Lac Simon Anishnabe Nation, Timiskaming First Nation Community, or others) use the name they use themselves. Keep in mind that Indigenous nations are named in a variety of ways, and that those names can be written in different ways (the table below does not list them all). It is important to use the name and spelling preferred by the Indigenous people or communities you are referring to in your work. Ask them for guidance.

Table 1
Self-designation of Indigenous nations in Quebec to be preferred²

Colonial or commonly used name and spelling	Self-designation in Indigenous languages – Singular	Self-designation in Indigenous languages – Plural
Abenaki(s) or Wabanaki(s)	W8banaki or Waban-Aki	W8banakiak or Waban-Akis
Algonquin(s)	Anicinape or Anicinabe or Anishnabe or Anishinaabe	Anicinapek or Anicinabek or Anishnabeg or Anishinaabek
Atikamek(s) or Atikamekw(s)	Atikamekw Nehirowisiw	Atikamekw Nehirowisiwok
Cree(s)	Eeyou or Eenou	Eeyouch or Eenouch
Huron(s)-Wendat(s) or Wendat(s)	Wendat	Wendat or Wendats
Inuk or Inuit(s) or Innu(s)	Inuk	Inuuk (two people) or Inuit (three or more people)
Maliseet(s) or Malecite(s)*	Wolastoqi	Wolastoqiyik
Micmac(s) Mi'kmaw or Mi'kmaq(s) Mi'gmaw or Mi'gmaq(s)	Mi'gmaw	Mi'gmag
Mohawk(s)	Kanien'kehà:ka or Kanien'kehá:ka	Kanien'kehà:ka or Kanien'kehá:ka
Innu(s)	Innu or Ilnu	Innus, Innuat, Ilnus, or Ilnuat
Naskapi(s)	Naskapi	Naskapi or Naskapis

* Colonial names marked with an asterisk are outdated and frequently offensive names.

Copyright. Since the cultural heritage of Indigenous Peoples belongs to them in perpetuity, paternity and copyright issues may arise depending on the nature and scope of the material presented.

Indigenous Traditional Knowledge or Knowledge from Oral Traditions. Indigenous Traditional Knowledge or Knowledge from Oral Traditions may be described as belonging to two separate categories:

² Adapted from the Recherches autochtones au Québec Publication Policy together with the UQAT School of Indigenous Studies, UQAT's Service Mamawi Mikimodan service, and UQAT's Continuing Education Service.

- collective knowledge passed down from generation to generation (e.g., techniques for building modes of transport, knowledge about territory, toponymy, languages, plants, governance, raising children, and more);
- knowledge connected to the experiences of Indigenous people (e.g., learning an Indigenous language, travelling across the territory, time spent in residential schools, experiences with public service entities, and others).

These types of knowledge will be cited in different ways, depending on which of the various types of media they were recorded on, if any. The act of citing Indigenous Knowledge that belongs to oral traditions in scientific works, alongside its initial value, provides it with recognition in scientific literature.

Citing Indigenous Traditional Knowledge or Oral Traditions recorded on media

If the information has been recorded and published or is available online, quote in the text and add the full reference to the list of references according to document type (video, audio, transcript, book, article, etc.).

For a printed book

In-text citation

(Last name, Year)

In the reference list

Last name of author, First name initial. (Year). *Title: Subtitle*. Publisher.

Example

Shaheen-Hussain, S. (2020). *Fighting for a Hand to Hold: Confronting Medical Colonialism against Indigenous Children in Canada*. McGill-Queen's University Press.

► **In text:** Many situations illustrate the systemic racism experienced by Indigenous people in the health care system, whether it's the story of Morningstar Mercredi, who was forcibly sterilized at the age of 14, or the story of an Atikamekw woman testifying before the Viens Commission that, despite her explicit refusal, her daughter's body underwent an autopsy and organ removal (Shaheen-Hussain, 2020, pp. 175 and 211).

Citing Indigenous Traditional Knowledge or Knowledge from Oral Traditions communicated directly (e.g., by email, telephone call, face-to-face interview, or text message)

To describe Indigenous Knowledge, or Knowledge from Oral Traditions that does not exist on any media, include a citation in the text, and add the reference to the reference list. The full reference includes several pieces of information (Nation to which they belong, people or community, place of residence if different from the community, treaty territory [if relevant]), along with the remark: "Indigenous Oral Traditions".

In-text citation

(Last name, Year)

In the reference list

Last name, First name initial. Nation, People or Community, Place of residence if different from the community. (Year, Month Day). *Subject of communication*. Indigenous Oral Traditions.

Examples

Papatie, M. Lac Simon Anishnabe Nation. (2021, May 25). *Indigenous Toponymy in Abitibi-Témiscamingue*. Indigenous Oral Traditions.

► **In text:** Indigenous toponymy in Abitibi-Témiscamingue (Papatie, 2021) features...

O'Bomsawin, M. & O'Bomsawin, H. W8banaki Nation of Odanak. (2023, October 2). *Approaches to Reclaiming Language and Culture*. Indigenous Oral Traditions.

► **In text:** Two W8banakiak women explained to us what they did to reclaim their language and cultural traditions (O'Bomsawin and O'Bomsawin, 2023).

Mckenzie, P. Innu Nation of Uashat Mak Mani-utenam. (2022, August 17). *Life on the Land*. Indigenous Oral Traditions.

► **Narrative:** Paul Mckenzie told us how his family travelled across Nitassinan when he was a child. Each person had a specific role to play and was the keeper of specific knowledge (2022).

Sam, E. Eeyou Nation of Nemaska, Ottawa. (2022, June 7). *Experience as a Witness at the Royal Commission on Aboriginal Peoples*. Indigenous Oral Traditions.

► **Narrative:** For Emilie Sam, the Royal Commission on Aboriginal Peoples was a significant event in her life. She shared her experience as a witness at the Commission with us, describing the Traditional Teachings about women's roles in decision making and governance (2022).

Laforêt, J. Anicinape Nation of Pikogan, Val-d'Or. (2022, August 17). *Mino Pimatisi8in*. Indigenous Oral Traditions.

► **Narrative:** Jenny Laforêt explained to us that the Anicinape concept of health, *Mino Pimatisi8in*, refers to an overall state of well-being, and to quality of life for Indigenous Peoples, and to their connections to humans, to living things, and to the universe (2022).

Authorization and privacy. Also make sure that every person sharing Indigenous Traditional Knowledge or Oral Traditions authorizes you to include their name in your work, and that they confirm the accuracy and the relevance of the information presented.

If a person agrees to share their knowledge, but does not want their name to appear in the publication, identify them as "Anonymous". If a number of people do not wish to be identified, number the contributors according to the order of their appearance in the text: Anonymous 1, Anonymous 2, etc.

Example

Anonymous. Eeyou Nation of Waskaganish. (2022, June 7). *Indigenous Legend*. Indigenous Oral Traditions.

► **In text:** (Anonymous, 2022)

If your work is published, these Oral Histories become an integral part of scholarly literature and can now be cited by other authors.

Factual knowledge expressed by an Indigenous individual

Information that refers to factual knowledge that is not part of Indigenous Oral Traditions (for example, the practices or operating procedures of an Indigenous body) must be cited using a variation on the rule for personal communications (see section 6.4.20 Personal Communications). The indication of the nation, and the place, and any potential additional details follow the name.

(First name initial. Last name, Nation, People, or Community, Place of residence if different from the community, additional details where needed, personal communication, Date or date ranges).

Examples

The Val-d'Or Native Friendship Centre is developing a culturally safe service offering (J. Laforêt, Anicinape Nation of Pikogan, Val-d'Or, personal communication, August 18, 2022).

Kateri Rodgers explained the pedagogical practices used by the teachers in the Amo Ososwan school, which are... (Long Point First Nation, Val-d'Or, personal communication, May 25, 2023).

Sharing personal experiences and Indigenous Knowledge of your Nation or community

If you are an Indigenous Peoples and you share in your work your own experiences or knowledge of those of your Nation or community, describe yourself in the text (for example, your Nation or community, where you live, etc.) in a way that contextualizes the origin of the information you share. Since this is personal information (not from a communication with another person), do not insert a personal communication quote in the text or a complete reference in the reference list.

Example

As an Anicinape person growing up in the community of Pikogan, I learned to take a holistic view about health, which is reflected in the language. The Anishnabe concept of health, *Mino Pimatisi8in*, refers to an overall state of well-being, and to quality of life for Indigenous Peoples, and to their connections to humans, to living things, and to the world.

6.4.22 Presentation at a conference

Last name of the presenter, First name initial. (Year, Month). *Title of communication*. Communication presented at Title of the Conference, Location. URL (when found on the Web)

Example

Absolon-King, K. E. & Kennedy-Kish Bell, B. (2016, November). *Path makers, path making and getting ready for changes in the academy*. Communication presented at the Maamwizing – Indigenous Conference: Indigeneity in the Academy, Sudbury.

6.4.23 Legal materials

Judgement

Name of plaintiff v. name of defendant. (Year). Tribunal, decision number. URL

Example

Queen v. Cognos. (1993). SCC, 1 SCR 87.
<https://www.canlii.org/en/ca/scc/doc/1993/1993canlii146/1993canlii146.html>

Law and bills

- Citation standards pertaining to legal and legislative documents are based on the Canadian Guide to Uniform Legal Citation rather than on APA Style, which is less suited to these types of documents. However, APA typographical rules have been retained.
- To cite a law, write the title of the law in italics, followed by its unique identifier and URL. Each element is separated by a period.
- To cite a bill, follow the same rule, but include "Bill" as the descriptor.
- Laws and bills in Quebec and Canada are identified by their title and by a unique identifier. The formatting of the unique identifier can vary based on the sources consulted. Record the identifier as it is formatted in the cited source. To locate identifiers:

- For laws (both federal and provincial): <https://www.canlii.org/?noCache=en>
- For consolidated federal (RSC) or annual (SC) Acts: <https://laws-lois.justice.gc.ca/eng/laws-index.html>
- For laws in Quebec:
 - included in the *Recueil des lois et des règlements du Québec* (RLRQ): <https://www.legisquebec.gouv.qc.ca/fr/chapitres?corpus=lois&langCont=en>
 - annual (LQ): <https://www.publicationsduquebec.gouv.qc.ca/lois-et-reglements/recueils-annuels/>
- For bills in Quebec: <https://www.assnat.qc.ca/fr/travaux-parlementaires/projets-loi/projets-loi-43-3.html>
- For federal bills: <https://www.parl.ca/legisinfo/en/overview>

The manner in which key Canadian constitutional documents are cited is described in the following examples.

Federal (Canada) or Provincial Law (Quebec)

Title of the law. Unique alphanumeric identifier. URL

Example

Civil Code of Québec. CQLR c CCQ-1991. <https://canlii.ca/t/555wt>

Indian Act. R.S.C. 1985. c. I-5. <https://laws.justice.gc.ca/eng/acts/I-5/FullText.html>

Immigration and Refugee Protection Act. SC 2001, c 27. <https://canlii.ca/t/7vwq>

Federal (Canada) or Provincial Bill

“Bill” Unique alphanumeric identifier: *Title.* (Year). Session number, Parliament number. URL

Example

Bill 2: *An Act to tighten the regulation of cannabis.* (2018). 1st session, 42 Parliament. <http://www.assnat.qc.ca/en/travaux-parlementaires/projets-loi/projet-loi-2-42-1.html>

Bill C-15: *An act respecting the United Nations Declaration on the Rights of Indigenous Peoples.* (2020). 2nd Session, 43 Parliament. <https://www.parl.ca/documentviewer/en/43-2/bill/C-15/first-reading>

Constitutional Law

Examples

Constitution Act, 1867. UK 30 & 31 Vict., c. 3. <https://laws.justice.gc.ca/eng/const/page-1.html>

Canadian Charter of Rights and Freedoms. Part I of the Constitution Act, 1982, UK. (1982). c. 11. <https://laws.justice.gc.ca/eng/const/page-12.html>

Indigenous Law

Title of the law. Unique alphanumeric identifier. (Year). URL

Example

Kahnawà:ke Animal Control Law. K.R.L. c. A-2. (1964). <https://www.kahnawakemakingdecisions.com/legislation/laws/docs/2024-06-19-KACL%20Enacted%20June%2010%202024.pdf>

Regulations

- The term CQLR, in provincial regulations, refers to the Recueil des lois et des règlements du Québec.
- For federal regulations not included in the 1978 Consolidation of The Regulations of Canada (CRC), enter the abbreviation SOR (which refers to orders and regulations) followed by the year, regulation number, and article number, if applicable.
- The year corresponds to the date of adoption.

Federal

Regulation included in the 1978 codification

Title of regulation. CRC. (1978). c. chapter number, art. article number. URL

Example

Food and drug regulations. CRC. (1978). C.870, art. 3. https://laws-lois.justice.gc.ca/eng/regulations/C.R.C.%2C_c._870/FullText.html

Regulation not included in the 1978 codification

Title of regulation. SOR/year-number of regulation, art. Article number. URL

Example

Aboriginal communal fishing licences regulations. SOR/93-332. <https://laws-lois.justice.gc.ca/eng/regulations/SOR-93-332/FullText.html>

Provincial (Quebec)

Title of regulation. CQLR. (Date of adoption). c. chapter number, r. number of the regulation, art. article number. URL

Example

Regulation respecting the distribution of information and the protection of personal information. CQLR. (2015). c. A-2.1, r. 2. <https://canlii.ca/t/52fbn>

Municipal

Title of regulation. Instance. (Date of adoption). Collection or r. number of the regulations, art. article number. URL

Collective Agreement

Last name of author, First name initial and Last name of author, First name initial. (Year of signature). *Title of Collective Agreement.* URL

Example

Public Service Alliance of Canada and Treasury Board. (2023). *Education and Library Science (EB) agreement.* <https://www.canada.ca/en/treasury-board-secretariat/topics/pay/collective-agreements/eb.html>

APPENDIX A - SUMMARY TABLE OF CITATIONS WITHIN THE TEXT AND IN THE REFERENCE LIST

TYPE OF CITATION	CITATION WITHIN THE TEXT	IN THE REFERENCE LIST
One author	Dickason (1997, p. 50) states that... It was believed that... (Dickason, 1997, p. 50)	Dickason, O. (1997). <i>Canada's First Nations. A history of founding peoples from earliest times</i> . Oxford University Press.
Two authors	Jaccard and Jacoby (2009, p. 252) state that... It was mentioned that...(Jaccard & Jacoby, 2009, p. 252)	Jaccard, J. & Jacoby, J. (2009). <i>Theory construction and model-building skills. A practical guide for social scientists</i> . Guilford.
Three or more authors	McGregor et al. (2010, p. 125) believe that... It is believed.... (McGregor et al. 2010, p. 125).	Yarbrough, D.B., Shulha, L.M., Hopson, R. K. & Caruthers, F.A. (2010). <i>The program evaluation standards: A guide for evaluators and evaluation users</i> . Sage.
Source without authors	("Abitibi-Témiscamingue", 2021, para. 2) (<i>Teaching children to read</i> , 2002, p. 36)	Abitibi-Témiscamingue. (2021, November 15). In Wikivoyage. https://en.wikivoyage.org/w/index.php?title=Abitibi-T%C3%A9miscamingue&oldid=4328876 <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i> . (2002). National Institute of Child Health and Human Development.
Work whose author is an organization or institution	(Canada Transportation Act Review Panel, 2001) (Statistics Canada, 2009)	Canada Transportation Act Review Panel. (2001). <i>Vision and balance: Report of the Canada Transportation Act Review Panel</i> . Public Works and Government Services Canada. Statistics Canada. (2009). <i>School-age population living in low-income circumstances</i> .
Several sources simultaneously	(Viscogliosi et al., 2020, p. 671; Gerlach, A. J., 2012, p. 153)	Gerlach, A. J. (2012). A critical reflection on the concept of cultural safety. <i>Canadian Journal of Occupational Therapy</i> , 79(3), 151-158. Viscogliosi, C., Asselin, H., Basile, S., Borwick, K., Couturier, Y., Drolet, M.-J., Gagnon, D., Obradovic, N., Torrie, J., Zhou, D., & Levasseur, M. (2020). Importance of indigenous elders' contributions to individual and community wellness: results from a scoping review on social participation and intergenerational solidarity. <i>Canadian Journal of Public Health</i> , 111(5), 667–681. https://doi.org/10.17269/s41997-019-00292-3
Secondary sources	(Bishop 2003, as cited in Goulet & Goulet, 2014, p. 212)	Goulet, L. M., & Goulet, K. (2014). <i>Teaching each other: Nehinuw concepts and indigenous pedagogies</i> . UBC Press.
Personal communication	The Val-d'Or Native Friendship Centre is developing a culturally safe service offering (J. Laforêt, Anicinape Nation of Pikogan, Val-d'Or, personal communication, August 18, 2022).	No reference.
Two works : same author, same year	(Koriat, 2008a) (Koriat, 2008b) In this study, Koriat (2008a) examines... Also, Koriat (2008b) found that...	Koriat, A. (2008a). Easy comes, easy goes? The link between learning and remembering and its exploitation in metacognition. <i>Memory and Cognition</i> , 36, 416–428. Koriat, A. (2008b). Subjective confidence in one's answers: The consensuality principle. <i>Journal of Experimental Psychology: Learning, Memory and Cognition</i> , 34(4), 945–959.

APPENDIX B – RULES AND EXAMPLES FOR REFERENCES WITH MISSING INFORMATION

	RULES	EXAMPLES
No author		
In the text	(<i>Document title</i> or "Document title", Year of publication, page)	(Teaching children to read, 2002)
In the reference list	Document title or <i>Document title</i> . (Year). Publisher. DOI or URL	<i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i> . (2002). National Institute of Child Health and Human Development.
No date (n.d.)		
In the text	(Last name of author(s), n.d., page)	(Goulet, L.M. & Goulet, K.N. n.d., p. 10)
In the reference list	Last name of author(s), First name initial. (n.d.). <i>Title</i> . Publisher. DOI or URL	Goulet, L.M. & Goulet, K.N. (n.d.). <i>Teaching each other: Nehinuw concepts and indigenous pedagogies</i> . UBC Press
No title		
In the text	(Last name of author(s), year of publication, page)	(Pexels, 2016)
In the reference list	Last name of author(s), First name initial. (Year). [Description of document].	Pexels. (2016). [Online picture, Fox]. https://pixabay.com/images/id-1284512/
No publisher (self-publishing)		
In the text	(Last name of author(s), year of publication, page)	(Girard, 1904, p. 15)
In the reference list	Last name of author(s), First name initial. (Year). <i>Title</i> .	Girard, R. (1904). <i>Marie Calumet</i> .

APPENDIX C – LAYOUT VERIFICATION TOOL

Layout rules		Done
Alignment and indentation	Text (body) is justified. The first line of paragraphs is not indented.	☐
Line spacing	Text uses 1.5 line spacing.	☐
Margins	Left and right: 3.18 cm; top and bottom: 2.54 cm.	☐
Paging	Page numbers (in Arabic numerals) are placed in the upper right-hand corner. Title page is counted, but not paginated.	☐
Paper and size	Paper size is 8.5" in. x 11.0" in. or 21.59 cm x 27.94 cm. The document is printed on plain white paper. The digital document is in .docx (Word) or .pdf (Acrobat Reader) format.	☐
Paragraphs	A spacing of 12 points is required after paragraphs.	☐
Font and font size	One of the following fonts is used throughout the document: - Arial 11 points; - Verdana 11 points; - Times New Roman 12 points.	☐
Binding	The printed document is stapled in the upper left corner.	☐

APPENDIX D – TEXT STRUCTURE VERIFICATION TOOL

Follow the order of presentation of the following components.

	Done
Title page	☐
Table of contents	☐
List of tables (optional)	☐
List of figures (optional)	☐
Body text	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐
Appendices (optional)	☐
Reference list	☐
Bibliography (optional)	☐

APPENDIX E – TEMPLATE FOR THE PRESENTATION OF ASSIGNMENTS

Download the *Template for the presentation of assignments* at
<https://www.uqat.ca/en/downloads/template-for-the-presentation-of-assignements>.

REFERENCE LIST

American Psychological Association (dir.). (2020). *Publication manual of the American Psychological Association* (7th ed.).

Regulation on Academic Plagiarism or Fraud for Université du Québec en Abitibi-Témiscamingue Students. Université du Québec en Abitibi-Témiscamingue. (2024). r.489-S-CA-5420. <http://www.uqat.ca/en/downloads/regulation-12/>

Université du Québec en Abitibi-Témiscamingue. (n.d.a). *Five-step approach to careful, critically thought out, safe, and ethical use of GAI technologies*. <https://monsymbiose.uqat.ca/services/intelligence-artificielle-apprentissage>

Université du Québec en Abitibi-Témiscamingue. (n.d.b). *Guidelines for the Use of AI in Educational and Research Activities at UQAT*. https://graph.uqat.ca/resources/documents/services/decanat-aux-etudes/D%C3%A9canat-aux-%C3%A9tudes-2.0/IA/UQAT_Guidelines-for-the-Use-of-AI-in-Educational-and-Research-Activities.pdf?_gl=1*sbt3cw*_ga*MTk5OTI4NzM0NS4xNzQ5MDU0Mjly*_ga_P9CTV6TEWX*czE3OTE1NzA4NzkkbzExMjUkZzEkdDE3OTE1NzU3MjckajUyJGwwJGgw

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MacLeod, L. (2021). More than personal communication: Templates for citing Indigenous Elders and Knowledge Keepers. *KULA: Knowledge Creation, Dissemination, and Preservation Studies*, 5(1).
<https://doi.org/10.18357/kula.135>

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<http://www.uqat.ca/en/downloads/regulation-12/>

Université du Québec en Abitibi-Témiscamingue. (n.d.). *Academic integrity and plagiarism*.
<https://monsymbiose.uqat.ca/services/integrite-intellectuelle-et-plagiat>

Université du Québec en Abitibi-Témiscamingue. (n.d.). *Écriture inclusive : lignes directrices*. Dumais, H et Bouchard, E. <https://www.uqat.ca/uqat/edi/doc/guide-redaction-inclusive.pdf>

Université du Québec en Abitibi-Témiscamingue. (2021). *Guide de présentation des travaux écrits : guide méthodologique institutionnel pour la communauté étudiante*.
<https://www.uqat.ca/telechargements/guide-de-presentation-des-travaux-ecrits>