



Student Writing Guide

Writing Style and Referencing

Chicago/Turabian Author-Date Citation Style

All fields of research agree on the need to document scholarly borrowings, but documentation conventions vary because of the different needs of scholarly disciplines.

In the Gender Equality and Social Justice department at Nipissing, the standard style and reference guide that students should use while writing their essays is **Chicago/Turabian Author-Date system** (also known as parenthetical or in-text citation) keyed to an alphabetical list of works cited that appears at the end of the work.

This is a very easy system: (Author date, pages) or (Ndunga 1998, 45)

When referencing a work in general, as opposed to referencing a specific page within a work: (Author date) or (Ndunga 1998).

Below follows a condensed guide to the formatting of your list of works cited. See more complete guides at: http://www.chicagomanualofstyle.org/tools_citationguide.html or http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Or, as outlined directly below, if you use RefWorks, you can generate a bibliography that is automatically in the correct format.

If you are more familiar with another style of citation and would prefer to continue citing within that style, please ask your professor if this is acceptable.

Referencing

What kinds of sources do I document?

- direct quotations from a book, article, film, letter, etc.
- references to a book or article
- ideas you draw from a source but present entirely in your own words
- paraphrases and summaries of books, journal articles, pamphlets
- governments publications, video recordings, web sites, emails
- single words, short phrases, sentences and longer passages quoted from books or articles used
- statistics

When in doubt, add a citation. It is better to over-reference than to be accused of plagiarism.

Citing sources in the text:

Your reference should appear within the text of paper immediately after a quotation or reference to a work. It should indicate the author and page of the work to which you are referring. Your reader will be able to find the full citation in your Works Cited.

In-text referencing can be cited in the following ways:

Author's name in text:

“Townsend (2005, 10) believed that Medieval Europe was a place of active markets in grain and of traveling merchants.”

Author's name in reference:

“Medieval Europe was a place of "traveling merchants and active markets in grain" (Townsend 2005, 10).

Authors' names in text

“Others like Jakobson and Waugh (1999, 210-15) hold the opposite point of view.”

Quoting from Secondary Sources:

“It seems highly irregular to argue that “people need television for happiness” as does Evelyn Long (quoted in Smith 2003, 21).”

“Some people have gone so far as to insist that “people need television for happiness” (Long quoted in Smith 2003, 21).”

Preparing the Works Cited Page:

This appears at the end of a research paper and lists all sources consulted to write the paper including books, articles, personal interviews, etc. It is arranged alphabetically by the author's surname or by title if no author exists. The second and subsequent lines of each entry are indented five spaces (hanging indent). Single space each reference with a double space between entries.

SAMPLE ENTRIES FOR WORKS CITED AND IN-TEXT REFERENCES

Book One Author

Works Cited:

Johnson, Charles Richard. 1990. *Middle Passage*. New York: Atheneum.

In text:

(Johnson 1990, 176)

Two or Three Authors

Works Cited:

Leakey, Mary D., and Louis S. B. Leakey. 1949. *Some String Figures from North East Angola*. Lisboa: Museu do Dundo.

In text:

(Leakey and Leakey 1949, 92)

Corporate Author

Works Cited:

Battelle Institute. 1960. *Land Use: West Central Ohio, Dayton Power and Light Company*. Columbus: Battelle Institute.

In text:

(Battelle Institute 1960, 78)

Anthology

Works Cited:

McNally, John, ed. 2002. *Humor Me: An Anthology of Humor by Writers of Color*. Iowa City: University of Iowa Press.

In text:

(McNally 2002, xv)

Work in an Anthology

Works Cited:

James, Henry. 1994. "The Friends of the Friends." In *The Norton Book of Ghost Stories*, edited by Brad Leithauser, 40-60. New York: Norton.

In text:

(James 1994, 47)

Journal Article

One Author

Works Cited:

Myerson, Joel. 1972. A Calendar of Transcendental Club Meetings. *American Literature* 44: 197-207.

In text:

(Myerson 1972, 199)

Two Authors

Works Cited:

Brown, Cecelia M., and Lina Ortega. 2005. Information-seeking Behavior of Physical Science Librarians: Research and Practice. *College & Research Libraries* 66: 231-247.

In text:

(Brown and Ortega 2005, 237)

Magazine Article

Works Cited:

Cook, Mariana. 2001. *Cousin Kay*. Victoria, Nov.

In text:

(Cook 2001, 28)

Newspaper Article

Works Cited:

Johnston, David Cay. 2003. Got Game? Got Old Game? *New York Times*, 11 July, late ed., F1+.

In text:

(Johnston 2003, F1)

Article in an Online Journal

Works Cited:

Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. 2002. Quality-of-life and depressive symptoms in postmenopausal women after receiving hormone therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) trial. *Journal of the American Medical Association* 287, no. 5 (February 6), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo> (accessed January 7, 2004).

In text:

(Hltaky et al 2002,)

Thesis or Dissertation (digital)

Works Cited:

Ryals, Douglas Wesley. 2007. Renaissance Speculation Shakespeare and the Prehistory of Liberalism. PhD diss. University of California, Irvine.

In text:

(Ryals 2007, 251)

Electronic Book

Works Cited:

Hartog, Hendrick. 2002. *Man and Wife in America: A History*. <http://quod.lib.uumich.edu> (accessed 27 June 2005).

In text:

(Hartog 2002)

Web Site

Websites should be cited in running text e.g. "In the Edith Wharton Society website, Donna Campbell argues that..."

Works Cited:

Campbell, Donna. 5 Aug. 2003. *The Edith Wharton Society*. Gonzaga University, <http://guweb2.gonzaga.edu/faculty/campbell/wharton/indexa.html> (accessed 7 July 2009)

In text:

(Campbell 2003)

Audiovisual Materials and Sound Recordings

Such materials are best mentioned in running text and grouped in the reference list under a subhead such as "Sound Recordings".

Works Cited:

Copeland, Aaron. 1994. *Long Time Ago: American Songs*. Saint Paul Chamber Orch. Cond. Hugh Wolff. Teldec.

"Popularity of Fur on Rise Again." 9 Feb. 2003. Narr. Virginia Cha. 2003. *Sunday Today*. NBC. WNBC, New York.

Managing Sources through RefWorks

Students are well advised to avail themselves of the online Write-N-Cite and bibliography generating capabilities of RefWorks (available through the Education Centre Library). This is especially advised for students undertaking a major research project such as an honours essay. To create an account, click on the RefWorks link on the Library website which will take you to the sign in screen. From there click on the link "Sign up for an individual account".

RefWorks starts in the research stage: when using online databases (e.g. Scholars Portal, CSA Sociology full-text, etc) simply export the marked citations to your RefWorks account. Once in RefWorks, you can additionally organize references into various folders, for example, according to course or topic. You may also put a reference into multiple folders. When you return to your folders, simply click on the “get it” button to access the article. You may also manually add references not found through the databases. You can also make your own notes on individual articles in Refworks.

You must download Write-N-Cite capabilities from RefWorks into Word. Follow RefWorks instructions. While writing, use the write-n-cite button to enter any references. Later, when you select “generate bibliography,” (from within the write-n-cite window) the software will format all references and create a bibliography. When choosing an output style, select “Chicago 15th edition author-date system.”

If you do not wish to use the write-n-cite function, you can still generate a standalone bibliography by selecting references from your Refworks folders and going to the “generate bibliography” toolbar. Again, output style is “Chicago 15th edition author-date system.” For more on using RefWorks, see the tutorials under the Help tab or ask at the Information Desk in the Library.

Writing an Essay

One of the most important expectations of a student in a Humanities course is the writing of a research essay. For this reason, it will be essential that you can perform this task well. There is no foolproof system for writing a good essay, but an overview of some important steps to take when writing an essay can help get you on the right track.

1. Start with a topic. Choose a topic early in the course and well before the paper is due. You will write a better essay if you choose a topic you are interested in but make sure that the topic is relevant to the course and fits the parameters of the assignment.
2. Narrow your topic down to a question or theme. Most topics are far too broad to be covered adequately in a short paper. Then focus this question or theme on a specific example. Questions need to be anchored in concrete examples, texts, or thinkers. You might want to restrict the historical period or geographical area you deal with or discuss the topic only as it appears in one or two texts or authors.
3. Do preliminary research. Begin to do some reading on the topic. Read to give yourself background information and to make sure you understand the topic and its importance. As you read, ask yourself what you think might be the answer to the question you are asking.
4. Formulate the answer to your question as a thesis statement. A thesis statement is the answer to the question you are asking. It is the conclusion of your argument. This might

be the most important step in the entire process. A clear thesis statement will give focus and clarity to your paper and allow you to organize it coherently.

5. Form an argument to support your thesis. Ask yourself why you think your answer to the question is the right one. Make a list of the reasons you think this. Make a note of facts or texts or ideas that support it. Don't ignore counter-arguments because they undermine your thesis. Instead, respond to them and demonstrate why your thesis is still true despite them. Ask yourself whether your arguments really demonstrate your thesis adequately. If not, you can either revise your thesis or try to find new and better arguments.
6. Do further research. Now that you know the points you want to make you can do more focused research to fill out your argument and to fill in any gaps you may have in your argument.
7. Write an introduction. Your introduction should give background information on your topic and will usually end with a clear statement of your thesis. Avoid vague, general or melodramatic opening statements like "From the dawn of time humans have..." or "All people at all times have..." Provide enough information that the reader can understand your topic but don't get into the argument of the paper.
8. Write the body of the paper. Organize your paper point by point and paragraph by paragraph. Link each point to the previous one. Stick to each point you make and draw clear links between the point you are making and the thesis you are arguing. Demonstrate explicitly how each point supports your thesis.
9. Write your conclusion. Use your conclusion to restate your thesis and to describe how you've demonstrated it. Don't introduce new evidence or arguments here. You may perhaps suggest the consequences of your thesis or reasons why it is important.
10. Proofreading is incredibly important. Ideally, leave your paper for 24 hours and return to it. Don't rely on spell check or grammar check to proofread for you.

Of course, following these steps can't guarantee that you will write a good essay or get a good mark. But they are a good place to begin if you aren't sure how to write an essay or if you want to improve your essay writing.

Very Common Word Errors

Below is a list of words students consistently confuse. Keep this list handy when you are proofreading. It will be very helpful in catching these very common problems. It is also worth you reading it through a couple of times before you start writing just to familiarize yourself with them. For our purposes, when you see the term 'non-standard' in the list below, it means.....it's NOT a word, don't use it!

A note about Dictionaries

Students are tempted to refer to dictionary definitions in essays. This is typically not necessary and whatever definitions are relevant are likely to be best drawn from your course materials, readings and or lecture notes. At this level of learning, it is likely that the definitions you are working with are complex and highly specific to the discipline you are in. Typically this specificity and complexity are not captured well by a standard dictionary. However, if you must refer to a general dictionary use only the OED (Oxford English Dictionary), which is available electronically through the Nipissing University e-resources.

accept / except

Accept is a verb meaning “receive.” *Except* is usually a preposition or conjunction meaning “but for” or “other than”; when used as a verb it means “to leave out.”

affect / effect

Affect is a verb meaning “act upon or influence.” *Effect* is most commonly used as a noun meaning “result” or “impact”; *effect* can also be used as a verb meaning “to bring about.”

alot

Alot is not a standard English word, and even *a lot* is rather unbecoming in formal prose. Don't use *A lot* and try to think of a different word if you are tempted to use *a lot* in reference to amount or frequency. The sound-alike word *allot* is a verb meaning “to assign or distribute a portion of something.”

alright / all right

Perhaps because we tend to pronounce *all right* as though it were one word, the *alright* spelling has appeared. While the familiar words *altogether* and *already* were once two words, the spelling of *alright* for *all right* is still considered unacceptable by most dictionaries, though the single-word spelling is widely used. You should not use *alright* in formal, academic writing.

amount / number

Use *amount* with a singular noun that names a quantity that you cannot count (confidence, food, work, gold). Use *number* with a plural noun that names a quantity that you can count (cars, shoes, accountants, children).

between / among

Use *between* when referring to two things (“between a rock and a hard place”) and *among* when referring to more than two persons or things (“among the members of her class”).

beside / besides

Beside is a preposition meaning “next to.” *Besides* is a preposition meaning “except” or “in addition to,” as well as an adverb meaning “in addition.”

complement / compliment

Complement with an *e* refers to things that fit together and is related to the word *complete*; *compliment* with an *i* is something I give to someone who is deserving praise.

continual / continuous

Continual means that something recurs constantly: “His dinner was continually interrupted by phone calls from telemarketers.” *Continuous* means that something never stops: “The continuous re-booting of her computer was a sure sign of a virus.”

******could of / would of / should of (this is a very very common mistake!!)**

We might say these phrases when speaking, or it may sound as if we say these, we shouldn't. They are incorrect and the more correct form is *could have*, *would have*, and *should have*.

******different from / different than (and this is another very common mistake!!)**

Different from is the correct usage. Things differ *from* each other. However, in a comparison of many differing items, one item might be *more different than* the others, but in this case “than” is connected to the word “more” (as in “more than”) not the word “different.”

discrete / discreet

A *discreet* person is tactful, shows good judgement, or is able to keep a secret: “Before accepting the proposal, the millionaire made discreet inquiries into her fiancé's personal history.” *Discrete* refers to something that is separate and distinct: “The resulting report was divided into three discrete sections: former marriages, bankruptcies, and criminal activity.”

disinterested / uninterested

Disinterested means “impartial” or “having no bias.” *Uninterested* means “bored.”

eminent / imminent

An *eminent* person is someone of distinction. An *imminent* disaster is likely to occur at any moment.

etc.

Some usage commentators state that *etc.* should not be used in formal writing, that it is the sign of a lazy writer. Other usage commentators suggest that *etc.* be used only when a list could include several other items that are reasonably obvious, and that it should never be used in reference to people. If and when you use *etc.* – an abbreviation of the Latin phrase *et cetera*, meaning “and so forth” – it should always be accompanied by a period, regardless of where the word appears in the sentence.

everyday / every day

Everyday is an adjective meaning “ordinary.” *Every day* is a two-word phrase (the adjective *every* modifies the noun *day*) meaning “daily” or “each-day.”

fewer / less

Fewer refers to a quantity that you can count (cars, shoes, accountants, children). *Less* refers to a quantity that you cannot count (confidence, food, work, gold).

hopefully

Consider the meaning of the following sentence: “Hopefully, Bidwell ran for city council.” It could be that the writer means to imply that Bidwell was such a fine upstanding individual with

evident leadership qualities that the writer hopes she ran for city council. Or, perhaps the sentence makes a statement about Bidwell, who, with a hope for a purposeful and adventurous future, ran for city council. The problem with *hopefully* is that in form it is an adverb meaning “in a hopeful manner.” Yet since the early 1930s the word has been used to mean something like “let’s hope,” or “it is hoped that,” as in the sentence, *Hopefully, the soccer game won’t be rained out tonight*. In conversation and in informal writing, *hopefully* is frequently used in this way. To avoid ambiguous statements such as the first sample sentence, in formal writing you should restrict the use of *hopefully* to contexts in which it means “in a hopeful manner,” and use “I hope” or “It is hoped that” to express the more general “let’s hope.”

imply / infer

A speaker or writer *implies*, “hints at,” or “suggests” an intended meaning; the listener or reader *infers* from what is said or written, and “comes to a reasoned conclusion or deduction.”

in / into

In generally refers to a location within: “She sat in the car all day.” *Into* refers to the action of going toward the location: “The cyclist ran into the car.”

into (for “interested in”)

If you are into using *into* to mean “interested in,” get out of it. This is a 60s colloquialism that does not belong in formal writing, and which should be dropped from casual speech as well. No dictionary or language expert is *into* this usage.

*****irregardless / regardless (a very common mistake!!)**

Regardless means “without regard to” (the suffix *-less* conveys negation.) *Irregardless* is a non-standard word that by its appearance would mean, illogically, “without regard” (the prefix *ir-* conveys negation as well). **The most widely used illiteracy in English, *irregardless* is likely a blend of *irrespective* and *regardless*. Do not use it.**

is when / is where

Neither of these phrases is considered grammatical in English. Do not write something like “Absolute zero *is when* all the atoms in a molecule stop moving.” Rather, re-write the sentence by inserting a noun after *is*, or, if appropriate, by replacing *is* with *occurs* (“Absolute zero occurs when ...”). Better still, change the sentence altogether: “Absolute zero is the theoretical temperature at which all the atoms in a molecule stop moving.”

its / it’s

Like *yours* or *hers*, *its* is a possessive pronoun that indicates possession without an ‘s. It is often confused with *it’s*, a contraction for “it is” or “it has.” The apostrophe indicates the missing letter(s) and that is the ONLY time the word *its* has an apostrophe!! There is no such word form as *its’*. Moreover, it is best not to begin sentences with *its* or *this*.

militate / mitigate

To *militate* against something means “to work or operate (usually) against it.” To *mitigate* a circumstance means “to reduce its severity, make it less serious.”

phenomena / phenomenon

Phenomena is the plural form of singular *phenomenon*. It is incorrect to use *phenomenas* or *phenomenons*. The clipped form *phenom* is sportswriter's slang.

principle / principal

As an adjective, *principal* means "first or most important." The most important person to a grade-schooler is the school *principal* (noun), who wants to be considered a *pal*. The homophone *principle* is a noun meaning "a rule of conduct or law." Principals are usually people of principle, we hope.

quote / quotation

Quote is a verb; *quotation* is a noun. In formal writing you should not use *quote* to mean *quotation*.

reason is because / reason why

In both of these commonly used phrases, one word is redundant. The word *because* means "for the reason that." So, when you use *the reason is because* you are saying, "the reason is for the reason that," most certainly an unnecessary repetition. The same goes for the equally popular *the reason why*, where *why* in context means "for that reason." Do not write, "The *reason* I did not submit my essay on time is *because* I had to take my housemate to the Emergency Room." Rather, make the sentence tidier and avoid the redundancy: "I did not submit my essay on time *because* I had to take my housemate to the Emergency Room."

systemic / systematic

Something that is *systemic*, like racism or discrimination, operates within a system and is hard to detect. A *systematic* approach to a task is carried out in a thorough, orderly way.

unique (really, very, somewhat)

Unique is an absolute term meaning "one of a kind." Therefore it cannot sensibly be modified with words like *rather*, *really*, *very*, *somewhat*, *quite*, *most*, or *more*. How can a thingamajig be *very* one of a kind or the *most* one of a kind? If the thingamajig is one of a kind, it is unique. If, however, there are other thingamajigs like it – though few to be found – use words such as *rare*, *uncommon*, or *unusual* to describe it.

******than / then (Watch this one. It's very common and the spell check/grammar check won't always catch it, but we will!)**

Than is used when making a comparison: *She is wiser than me*; *then* refers to time, indicating when or in what order an action or event occurred. Because these words sound alike, *than* is frequently misspelled as *then*.

who / whom

Who is a pronoun that is used as the subject of a sentence or clause. *Whom* is the object form of the pronoun. A *who* can be sensibly replaced with *he* or *she*, a *whom* with *him* or *her*.

Who/That/Which

People, and all things to do with them should be referred to as who; things should be referred to as that or which.

***For example, one does not say “Frida Kahlo was an artist **that** gained in reputation over time.” One does say: “Frida Kahlo was an artist **who** gained in reputation over time.”

Woman/Women

Woman and women are NOT interchangeable. The word woman is a singular noun, the word women is plural.

Symbols for Common Errors

Often faculty use abbreviated notes to indicate grammatical problems. Here is a list of the symbols used for common errors.

agr: agreement of subject and verb in terms of tense

amb: ambiguity, the meaning of the sentence is not clear

awk: awkwardness, choice of words and sentence structure lack fluency

cap: capitalization

cs: comma splice, improper use of or lack of comma

dang: dangling participle, such as ending a sentence with “of” or “by”
Eg. It was a problem that everyone was aware of.

D: diction, clumsy or inappropriate choice of words

frag: sentence fragment, fragments are incomplete sentences
Eg. I need to find a new roommate. Because the one I have now isn't working out too well.

gr: grammar

it: italics

¶: new paragraph necessary

P: punctuation

quot: quotation marks

ref: pronoun reference, antecedent of pronoun is unclear

rep: repetition

RO: run-on sentence. A run-on sentence is one which has two or more independent clauses (that is, complete sentences) are joined without punctuation or conjunction. A recommended rule of thumb would be a maximum of 3 independent clauses contained in one sentence.

sl: slang: casual and non-academic language

source: citation for information being presented

sp: spelling

sp inf: split infinitive, an infinitive that has an adverb between the “to” and the verb.
Eg. *To boldly go where no one has gone before.*

ss: sentence structure

T: verb tense

trans: transition between sentence, ideas or paragraphs is awkward or abrupt.

~ : transpose (change the order of the words)

wdy: wordy

ww: wrong word

The Nipissing University Policy on Academic Dishonesty

Source:

<http://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=133&topicgroupid=528&loaduserredits=False>

****This policy is enforced by the Department of Gender Equality and Social Justice. It is EVERY students' responsibility to understand this policy.**

The University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

- a. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;
- b. parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author;
- c. the whole work (e.g. an essay) is copied from another source; and/or
- d. a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

Penalties

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, of which those listed below shall be exemplary:

- a. assignment of a grade of zero in the assignment, test, or exam;
- b. assignment of a grade of zero in the course in which the offence is committed;
- c. suspension from attendance in all courses in which the student is registered at the time the offence was committed, and loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offence was committed;
- d. suspension from the Faculty;
- e. expulsion from the Faculty;
- f. suspension from the University; or
- g. expulsion from the University. Withdrawal from a course will not preclude proceedings in respect of academic offences committed in the course, and the right to withdraw may be refused where an academic offence is alleged.

Instructor's Action

The initial responsibility for punitive action lies with the Instructor. The Instructor may assign a grade of zero for that particular assignment, test or exam, or may assign a grade of zero in the course. The Instructor will advise the Department Chair, the Dean, and the Registrar of the action taken.

Suspension or Expulsion by Dean

The Dean of the Faculty may exercise his or her authority to suspend or expel the student from the Faculty. The suspension or expulsion will be confirmed in writing to the student by registered mail and the Department Chair and the Registrar will be notified.

Suspension or Expulsion by President

If, upon suspending or expelling a student from a Faculty, the Dean determines that the severe sanction of suspension or expulsion from the University is warranted, such a recommendation may be made to the President who may act to expel or suspend the student from the University.

Appeals

1. A student who is assigned a grade of zero in an assignment, test, or examination may appeal the grade to the Senate Appeals Committee.
2. An undergraduate student who is suspended or expelled from the University may appeal that decision to the Senate Subcommittee on Undergraduate Standing and Petitions. A graduate student who is suspended or expelled from the University may appeal that decision to the Graduate Studies Committee of Senate.
3. The final appeal in all cases shall be the appropriate Senate Committee.

Transcript Notation

1. The symbols AD (Academic Dishonesty) will be entered on the student's Academic Transcript.
2. The notation "suspended (or expelled) from the Faculty (or University) for academic dishonesty" will be entered on the student's Academic Transcript and Grade Report upon receipt of such a notice by the Registrar and Institutional Analyst from the Dean.
3. The symbols RW (Required to Withdraw) will be entered in the grade column on the student's Academic Transcript or Grade Report in the courses in which he or she was registered for that session except for the courses in which a "0" was given as a penalty or which have already been completed and a grade assigned.
4. The record of a student will be cleared of the notation "suspended (or expelled) for academic dishonesty" upon re-admission to and successful completion of a degree program. The zero grades given because of cheating will remain but the symbol AD will be changed to F. The symbol RW will remain as such.

Re-admission

1. A student who has been placed under suspension from a Faculty is conditionally eligible to apply for readmission or registration in the same Faculty at either the end of a specified time or thereafter.
2. A student under suspension from a Faculty may not apply or be considered for readmission to the University in another Faculty until at least after the next regular Fall/Winter Session has passed.
3. A student who is expelled from a Faculty is dismissed permanently from the Faculty with no right to apply for readmission.
4. A student who is expelled from the University is dismissed permanently from the University with no right to apply for readmission.

Note: Suspension does not imply automatic readmission. An interview and subsequent positive recommendation from the Dean must satisfy eligibility for re-admission.