

Leipzig University, Institute of British Studies, Linguistics

Guidelines for term papers and final theses (BA/MA/“Wissenschaftliche Arbeit” as part of the state examination for teacher trainees)

Please note that these guidelines are non-exhaustive; in cases of doubt, you should consult your instructor or supervisor and additional literature (see section 12).

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1. Purpose and Topic

In the term paper or thesis, you are supposed to show

- that you are able to apply the knowledge of linguistic theories and methods acquired in lectures and seminars
- that you can identify an interesting research topic and develop a research question/hypothesis related to it

- that you can collect relevant academic literature about the topic, understand and discuss its content
- that you are capable of conducting a linguistic analysis, and depending on instructions given in the seminar or on the goal of your thesis, that you can conduct a (small) empirical investigation yourself
- that you can follow the practices of academic writing, i.e. concerning text organisation, style (terminology), layout and formatting, citation etc.

It is important to note the difference between the general research topic or area (e.g. Second Language Acquisition) that you are interested in and the specific research question or problem that you intend to address in your paper (e.g. L1-interference in the use of collocations by native-German learners of English). “[N]ever just ask the question. Always imagine the possible answers and how you find them out” (Wray and Bloomer 2006: 1). It is generally advisable to consult the lecturer, instructor or supervisor(s) before you start collecting material or outlining the paper, let alone writing. They will be able to judge whether your research question or problem is suitable for the respective seminar or a final thesis and manageable time-wise or if it needs to be narrowed down. For a final thesis, you should prepare an abstract (‘Exposé’) with notes.

All members of the Linguistics department list their personal research interests on their pages of the institute website (<http://anglistik.philol.uni-leipzig.de/de/institut/linguistik>). This should help you when you are trying to find the “best” supervisor for your BA/MA thesis (see also document “Themenvorschläge für Abschlussarbeiten” ‘suggested topics for BA/MA theses’: [http://anglistik.philol.uni-leipzig.de/files/anglistik/media/downloads/Informationen%20zum%20Studium/BA_themen_ling\(1\).pdf](http://anglistik.philol.uni-leipzig.de/files/anglistik/media/downloads/Informationen%20zum%20Studium/BA_themen_ling(1).pdf)).

2. Submission

Your submission should consist of the following parts:

- cover page with the following information (see appendix for examples):

Term papers:

- top left corner: Leipzig University, Institute of British Studies, module and seminar title, name of instructor, semester (all in 12 pt font)
- centre: title of term paper (in 20-24 pt font)
- bottom right corner: date of submission, your name, your student number, your semester, your study programme, your studserv email address (all in 12 pt font)

Theses:

- top left corner: Leipzig University, Institute of British Studies, names of supervisors (all in 12 pt font)
- centre: “BA Thesis”/“MA Thesis”/“Wissenschaftliche Arbeit”, title of thesis (in 20-24 pt font)
- bottom right corner: date of submission, your name, your student number, your semester, your study programme (teacher trainees: subjects), your studserv email address (all in 12 pt font)
- table of contents with numbered sections and page numbers; page numbering starts on the first page of the introduction and stops before the affidavit
- the actual paper, i.e. the text (see sections 3 to 8.1)
- bibliography/references (see section 8.2)
- appendix (see section 9)
- affidavit (‘Eigenständigkeitserklärung’; see section 11)

Term papers: You submit **one printed copy of your paper** into the mailbox (“pigeon hole”) of your instructor in the Institute of British Studies in the GWZ (opening hours: Monday - Friday 7am - 9pm) **and one digital copy** (e.g. CD), either along with the printed copy or as an email attachment directed to the instructor. Use a paperclip or a punched pocket (‘Prospekthülle’) to hold the printed pages together; do NOT file the pages in a folder and do NOT staple the pages together. Term papers may be submitted exclusively by email ONLY in case of emergency (and still need to contain a signed affidavit). See further information in the examination regulations (‘Prüfungsordnung’; <http://anglistik.philol.uni-leipzig.de/de/studium/studiengaenge/studien-und-pruefungsordnungen>).

BA/MA theses: You submit **two printed copies and two digital copies** (e.g. CDs) of your thesis to the examination office (‘Prüfungsamt’) during their office hours; see further instructions in the documents “Allgemeine Hinweise zur Bachelor/Master-Arbeit” (‘general information concerning BA/MA theses’; <http://anglistik.philol.uni-leipzig.de/de/studium/pruefungen/abschlussarbeiten>) and the examination regulations (§ 19 Prüfungsordnung für den Bachelorstudiengang/ Masterstudiengang Anglistik an der Universität Leipzig; <http://anglistik.philol.uni-leipzig.de/de/studium/studiengaenge/studien-und-pruefungsordnungen>). Theses may never be submitted by email.

Wissenschaftliche Arbeit as part of the state examination for teacher trainees: You submit **one printed and bound and one digital copy** (e.g. CD) of your thesis **to the LaSuB** (formerly SBA) during their office hours and **two printed and bound copies and two digital**

copies (e.g. CDs) to your supervisors; see further instructions in the examination regulations for teacher training programmes (§ 11, Lehramtsprüfungsordnung/LAPO I; https://www.revosax.sachsen.de/vorschrift/_12561-Lehramtspruefungsordnung-I). Theses may never be submitted by email.

If you should fall ill during the processing time of your paper, it is advisable to notify your instructor or supervisors. If you are writing a term paper or BA/MA thesis, you must submit your original doctor's certificate to the examination office ('Prüfungsamt', see <http://anglistik.philol.uni-leipzig.de/de/studium/pruefungen/ansprechpartner-im-pruefungsamt>) and submit a copy of the certificate along with the paper. If you are writing your final thesis as a teacher trainee, you must send your application for an extension along with your original doctor's certificate to the LaSuB (formerly SBA) and, once the extension is granted, submit a copy of the certificate along with the thesis.

3. Structure

Generally, every term paper and thesis consists of an introduction, a body and a conclusion. Apart from empirical research papers which have a relatively fixed overall structure (see 3.4 below), only the main points contained in the introduction and conclusion are similar across different types of term papers and theses. The structure of the body part largely depends on the length of the submission, the approach, methodology, and goals of the paper and the research topic; it should therefore be tailored to the individual submission.

In term papers, you should NOT use more than three sublevels for chapter headings (up to 1.1.1), in a thesis NO more than four sublevels (up to 1.1.1.1). Note that solitary headings (2.2.1 and 3.1 in the example below) must be avoided:

- 1. First grade heading
- 2. First grade heading
- 2.1 Second grade heading
- 2.1.1 Third grade heading
- 2.1.2 Third grade heading
- 2.2 Second grade heading
- ~~2.2.1 Third grade heading~~
- 2.3 Second grade heading
- 3. First grade heading
- ~~3.1 Second grade heading~~
- 4. First grade heading

As concerns paragraphs, you should remember from your Written Academic Discourse classes that they have an internal structure and should always start with a topic sentence (cf. Aczel 2007: chapter 3). Check for *orphans* and *widows*. An orphan is a single line which appears at the bottom of one page, while the rest of the paragraph is on the next

page. Avoid widow lines as well, i.e. the last line of a paragraph should not be placed on the next page.

3.1 Introduction

In the introduction of every term paper and thesis, you should

- describe the research area and **narrow it down** to your research question, i.e. the problem you want to address
- explain the **relevance** and **purpose** of the paper
- if applicable (empirical research paper), specify the **predictions/hypotheses** you will test
- specify which **method** you will apply and mention what kinds of **material** you will use, e.g. a discussion of different explanations of the actuation of sound change, comparing the accounts of authors X, Y and Z; a corpus study based on the spoken component of the BNC; an interview with high school teachers of English about non-standard language as a subject matter
- give a brief **outline** of how the paper will be structured

The following points may be part of the introductory chapter (they should be in an empirical research paper, as separate subsections if necessary), but in a term paper discussing different linguistic explanations of a phenomenon or in a final thesis (owing to its greater length), the following points should be treated in one or several separate main chapters:

- summarise and discuss relevant(!) **previous research and literature** on the specific topic you have chosen
- clarify **terminology**: terms are not always used consistently by different researchers, so state which definitions you follow or whether you adapt them to your needs

3.2 Conclusion

In the concluding chapter,

- summarise briefly the **goals** of your study and the data and method(s) you employed
- summarise your **findings** (and which aspects you may not have been able to discuss)
- you may give an outlook to open questions that can be addressed in future research

Remember that the introduction and conclusion form the “frame” of your paper. Their contents should thus match very closely; in other words, you should not promise something in the introduction which you cannot keep in the conclusion.

3.3 Body

Any paper should be **argumentative**; that means you should never simply give a summary of, for example, different theories of or approaches to a particular linguistic phenomenon but always contrast and discuss their assumptions, evidence etc.

In the body of the paper, you **develop your argument**. Depending on the goal of the paper, you discuss works by different authors on your research topic, you present case studies, you conduct linguistic analyses etc. The main body should be structured into meaningful subchapters, as in the following term paper with the title “Features of Child-directed Speech” (submitted by a sixth-semester BA student in the seminar “First Language Acquisition”).

1. Introduction
2. Features of Child-Directed Speech
 - 2.1 Prosodic Features
 - 2.2 Grammatical Features
 - 2.3 Lexical Features
 - 2.4 Phonological Features
 - 2.5 Discourse Features
3. Evidence in the Corpus
 - 3.1 Description of the Corpora and Speakers
 - 3.2 Analysis of the Data in the Corpus
 - 3.2.1 Thomas Corpus
 - 3.2.2 Forrester Corpus
4. Results of the Analysis
 - 4.1 Findings
 - 4.2 Notes of Caution
5. Conclusion

3.4 Empirical investigations

As mentioned above, empirical research papers have a relatively fixed structure which you should follow if you conduct a (small) empirical investigation in a term paper or thesis. The introduction and conclusion follow the guidelines given above; the remaining chapters are outlined below and may be divided into subsections if necessary.

Introduction (see above)

Method & Data / Data & Method

In general, for the sake of “reproducible research”, you should specify enough information to enable the reader of the paper to replicate the same study. The order of the “Method” and “Data” parts is free, but depending on the method you employ, e.g. corpus-linguistic study vs. survey or experiment, one order makes more sense than the other.

Experiments/Surveys/Questionnaire studies/Interviews etc.

- **method**/"operationalisation" first: describe which method you employ in order to test your hypothesis and how it works in practice, e.g. a self-paced reading experiment in which participants i) read sentences with ambiguous syntax (what kind?) in centred self-paced reading, ii) answer questions about the content of a stimulus sentence immediately after it was displayed, and iii) fill in a background questionnaire with meta-information like age, gender etc.
- then **data**: provide information on how many participants took part, how many stimulus sentences or questions were displayed and which conditions they represented, how many fillers or distractor items were used etc.

Corpus-based studies/Conversation analysis etc.

- **data** first: describe the database/corpus (and search interface) you used (size, text type(s) represented in it, speaker sample etc.) and explain why you used it
- then **method**/"operationalisation": describe how you translated your hypothesis into a query (e.g. word-level or POS), whether you inspected or annotated the search hits manually, if you drew a sample of search hits for manual inspection or annotation (how big is the sample?)

Results (& Discussion)

In a term paper, results can be presented and discussed in the same chapter; in a thesis, you should devote separate chapters to the presentation (description) of the results and to their discussion (interpretation).

- explain how many **data** points you have obtained and how these are distributed, e.g. 2,000 corpus hits of which 70% were produced by female and 30% by male speakers; 2,000 reading-time data points which show that, on average, unambiguous sentences are read 50 msec faster than ambiguous sentences
- present **tables and figures** to summarise and illustrate the results (see section 7 below)
- not all investigations require the use of statistical methods (consult your instructor or supervisors with regard to your paper), but if you ran **statistical tests**, present the results here, following the established conventions:
 - mean/average: always report mean and standard deviation, e.g. $M = 22$; $SD = 3.4$
 - chi-squared tests: $\chi^2(\text{degrees of freedom}) = \text{value}$; $p = \text{significance value}$
e.g. $\chi^2(3) = 69.22$, $p < 0.001$
 - t-tests: $t(\text{degrees of freedom}) = \text{value}$; $p = \text{significance value}$
e.g. $t(20) = 5.37$, $p < 0.001$

— correlations: $r(\text{degrees of freedom}) = \text{value}$; $p = \text{significance value}$

e.g. $r(78) = 0.78$; $p = 0.0078$

- then **discuss** the results against the background of your hypothesis/hypotheses
- if possible, discuss the **theoretical implications** of your results, e.g. do differences in reading times between your experimental conditions have implications for the theory of language processing?

4. Formatting, layout, and typography

Depending on the type of submission, papers have a **length** of

- term papers: 10 “norm” pages of running text
- BA theses: 30-40 “norm” pages of running text
- MA theses: 50-60 “norm” pages of running text
- “Wissenschaftliche Arbeit” for teacher trainees: 40-60 pages, more precisely:
 - Grundschule: ca. 40 “norm” pages of running text;
 - Mittelschule/Sonderpädagogik: ca. 50 “norm” pages of running text;
 - Gymnasium: ca. 60 “norm” pages of running text

This page count includes all text from the introduction to and with the conclusion (incl. tables and figures) and excludes the cover page, the table of contents, the bibliography, (if applicable) appendices, and the affidavit. **Norm pages** have the following **format**:

- 12 pt Times New Roman, 1.5 line spacing, justified (‘Blocksatz’)
- margins: top, left, right: 2.5 cm; bottom: 2 cm

Within each chapter, every **paragraph** after the first is indented by ½ inch/1.25 cm (do NOT use spaces or empty lines to separate paragraphs).

In general, avoid the use of **footnotes**: their content is very often either central to the text (then it should be in the text) or it is superfluous to the content of the paper (and can thus be omitted altogether). For similar reasons, avoid the use of **parentheses** other than for quotation: material in brackets will probably be treated by your instructor or supervisor as an irrelevant side remark, while you might in fact consider it only slightly less important than the content of the matrix sentence.

There are widely-used conventions in linguistics as to the use of **typography** for different purposes because it must be possible to tell apart the language produced by the author of a paper from language that is subject to elaboration or quoted from other sources:

- *italics* for i) book titles, ii) scientific terms (at the first mention) and iii) for linguistic examples; if the latter are complete sentences, quoted from a corpus or other source

and/or referred to several times in the text, they should be numbered and if applicable, the source should be provided (in square brackets if taken from a corpus), e.g.

In their groundbreaking work *Metaphors We Live By*, Lakoff and Johnson describe LOVE IS WAR as one example of *conceptual metaphors* (2003: 62). Expressions like *fighting for one's relationship* or *winning someone's heart* and sentences (1) and (2) serve as examples for this type of metaphor:

(1) *Acute marriage conflict occurs to all kinds of people* [BNC: CGE].

(2) *It was a year since her wedding, and on that bright cold morning her unspoken hope was to win over her husband's family and so persuade him back to her* [BNC: GW8].

- avoid the use of **bold print** and underlining; if absolutely necessary, use bold print for emphasis only in examples (e.g. the word *win* in sentence 2 above) and underlining only for emphasis in quotes (see section 8 below)
- double quotation marks “...” are for i) direct citation (see section 8 below) and ii) quoting terminology that you do not intend to use yourself or do not agree with
- single quotation marks ‘...’ are for i) quotes within quotes and ii) translations of non-English linguistic examples and terms, e.g. *the German verb geben* (‘give’)
- square brackets [] are for phonetic transcription, slashes // for phonemic transcription, curly brackets { } for morphemes, angle brackets < > for graphemes
- if you use special symbols (or borrow them from the literature or a corpus), for example, square brackets [] for marking simultaneous speech in conversation transcripts, briefly explain them

5. Style

The style of your paper must be **academic**. On the one hand, this means that you should avoid the use of any colloquial language (slang terms) or language features, including contractions like *don't* (replace by *do not*) and *can't* (*cannot*). On the other hand, academic style means writing in an **objective** way (both content-wise and with regard to style). First-person pronouns should be avoided and can be replaced by, among others,

- references to the submission, e.g. *In this paper, I will present arguments ...* by *This paper will present arguments ...*
- formulations in passive voice, e.g. *I have searched the corpus for all occurrences of ...* by *The corpus was searched for all occurrences of ...*

- reformulations and different syntactic structures, e.g. *We witness a change in English verb morphology during Middle English* by *English verb morphology is subject to change during Middle English*

Do not overuse one of these above strategies but try to strike a balance between them and, more importantly, find the most suitable formulation in the given context.

Aiming for a higher register includes **lexical variation**. Do not overuse words like *show* and *get*, but try to find synonyms or more appropriate wording, e.g. *get* > *turn*, *grow*, *become*; *show* > *illustrate*, *indicate* etc. However, be consistent in the use of **terminology**: do not search for synonyms for technical terms and established terminology because they may not describe the intended concept. For example, there are fundamental differences between i) a *metaphor* and a *metaphorical expression*, ii) the phenomena referred to by *priming*, *recency* and *persistence*, and iii) a linguistic *development* is not necessarily a linguistic *change*.

6. Language, spelling and punctuation

Note that **term papers** must always be written in English. **Final theses** may be written in either German or English; consult your supervisor(s) with questions regarding the appropriateness and (dis-)advantages of writing your thesis in either language. The remaining points in the present section are only concerned with papers submitted in English, whereas all remarks in other sections apply to papers written in German and English.

You are expected to be consistent in using either **British or American English** spelling variants (e.g. *neighbour* or *neighbor*, *organisation* or *organization*) and date formats (British DD/MM/YYYY vs. American MM/DD/YYYY, e.g. *04/07/2017* or *07/04/2017* to refer to the 4th of July, 2017).

Remember that, while the comma is used in German, the decimal mark in English is the full stop/period (.), e.g. *1.57*. There are no strict rules concerning the use of commas, semicolons and other **punctuation** marks, but following the established conventions will add to the professional impression of your paper and, more importantly, enhance its comprehensibility. The following conventions are adapted from *Merriam-Webster's Collegiate Dictionary* (Mish 1997).

Commas are used to:

- separate main clauses joined by conjunctions like *and*, *or*, *but*, *for*:
MC, conj MC. *The correlation is weak, and it is not significant.*
- set off adverbs and adverbial clauses preceding or interrupting a main clause:

Adv, MC. *Therefore, the analysis will focus on differences in the use of the two constructions.*

MCpart1, Adv, MCpart2. *The analysis will, therefore, focus on differences in the use of the two constructions.*

AdvC, MC. *While gender differences cannot be observed, the use of the construction seems to be associated with a particular social status.*

MCpart1, AdvC, MCpart2. *The use of the construction, while restricted to formal contexts, does not seem to be associated with a particular social status.*

Note that commas are NOT used when adverbial clauses follow the main clause!

MC AdvC. *A Fisher's exact test was used because the expected frequencies were below 5.*

- set off transitional words and expressions like *on the one/other hand, by contrast, for example, however, moreover*
- separate words, phrases and clauses that are part of an enumeration
- set off non-restrictive/non-defining relative clauses (restrictive/defining relative clauses are NOT set off from the matrix clause by commas)
- divide digits in numbers into groups of three, e.g. *173,000,000* = 173 million

Semicolons are used to:

- separate main clauses not joined by a conjunction
MC; MC. *The correlation is weak; it is not significant, either.*

- link clauses joined by an adverb like *consequently, therefore*

MC; Adv, MC. *A close reading of all 1,939 corpus hits would go well beyond the scope of the present paper; therefore, a random sample of ten percent of the hits will be analysed.*

7. Tables & figures

You are welcome to summarise and illustrate your results with the help of tables and figures. Tables present information in rows and columns; figures include graphs, line drawings, photographs, maps etc. If you use them, however, always **describe** the findings summarised/illustrated in them - NEVER just insert the table or figure! NEVER use both a table and a figure for representing the same data; instead, decide on the more effective illustration.

All tables and figures must be **numbered** consecutively and have a caption (title), e.g. *Fig. 1 Frequency of the get-passive construction in the BNC and COCA*. Place captions consistently either below or above the respective illustration. If you **copy** tables and figures

from a publication, provide the source and continue the numbering for your own tables and figures. Tables and figures should be set apart from the running text by **indenting** both the object (table/figure) and its caption. Respect the conventions for decimal mark (.) and thousands separator (,) in tables and figures.

8. Quotation/ Referencing

For the bibliography and in-text citation, you may choose from the following formats:

- Publication Manual of the American Psychological Association (APA 6th ed., e.g. <https://katalog.ub.uni-leipzig.de/Record/0000561729>)
- Unified Style Sheet for Linguistics (USS, <https://www.linguisticsociety.org/resource/unified-style-sheet>)
- MLA Handbook (7th ed. or later, e.g. <https://katalog.ub.uni-leipzig.de/Record/0017363794>)

8.1 In-text citation

In general, citation in linguistics follows the author-date convention, but punctuation in the three formats is slightly different (underscores are used to highlight components):

- APA 6th ed.:
last_name(s)_of_author(s) year_of_publication, p./pp. page_number(s)
e.g. (Knowitall 2016, pp. 60-61; Lakoff & Johnson, 2003, p. 62)
- USS:
last_name(s)_of_author(s) year_of_publication: page_number(s)
e.g. (Knowitall 2016: 60-61; Lakoff & Johnson 2003: 62)
- MLA Handbook (8th ed.):
last_name(s)_of_author(s) year_of_publication: page_number(s)
e.g. (Knowitall 2016: 60-61; Lakoff and Johnson 2003: 62)

Note: MLA style does not usually include the year of publication in in-text citation and places it last in a bibliographical entry, but linguistics is a science “where timeliness of research is crucial” (MLA 2009: 127). Please see a style sheet on the institute website where MLA guidelines have been adapted to author-date conventions (http://anglistik.philol.uni-leipzig.de/files/anglistik/media/downloads/Informationen%20zum%20Studium/author_date_style_sheet.pdf).

If the name/s of the author/s is/are given in the running text, it is/they are omitted in the quotation bracket (see italics example in section 4). When there are more than two authors, only the name of the first author is given in brackets; the names of the other authors are abbreviated by *et al.*, e.g. (Beckner et al. 2009).

Direct quotations of up to three lines are incorporated into the running text, marked with double quotation marks and followed by a bracket with the source, before the clause-final punctuation (comma, semicolon, or full stop). If **emphasis** from the original source is retained, this is marked in the quotation bracket (emphasis original); if emphasis is added to a quotation, this is likewise marked in the quotation bracket, (emphasis added), e.g. fixed in

Baayen explains that “[a] factor is repeatable if the set of possible levels for that factor is fixed, and if, moreover, each of these levels can be repeated” (2008: 260; emphasis added). He also describes that ...

Direct quotations of more than three lines are inserted as a **block** without quotation marks (!), indented on both sides (1 inch/1.25 cm) and followed by a bracket with the source. Single spacing of block quotes and smaller font size is acceptable. If the line following the block quote is part of the paragraph above it, it is not indented. If the original content of a **quotation is adapted** to the syntax of the target sentence or if material is inserted, this is marked by the use of square brackets (see [a] above and [highly frequent] below). Ellipses, i.e. omissions from the original source, are likewise marked by square brackets [...]. **Errors** in the original source must be retained and marked immediately after they occur by [sic] (Latin ‘thus’, ‘in this way’).

Of these verbs, three, *creep*, *leap*, and *weep*, all may have, at least marginally, a past forms [sic] with a tense vowel, *creeped*, *leaped*, and *weeped*. The other three [highly frequent] verbs are in no way threatened by leveling; past forms **keeped*, **leaved*, **sleeped* are clearly out of the question. [...] Again the hypothesis that less frequent forms are leveled first is supported. (Hooper 1976: 99-100)

Do not overuse direct quotation, but try to use **paraphrases** of the original content instead; these paraphrases also need to be followed by a bracket with the source. If the **same source** is quoted more than once in a paragraph, the abbreviation *ibid.* (short for Latin *ibidem* ‘in this place’) may be used in the following way:

- (*ibid.*) if the following citation refers to the same page(s) as the previous citation
- (*ibid.*, page_number(s)) if the following citation refers to different pages of the previous source

This method should be used rarely; you should rather use (several) paraphrases and provide the source after the last paraphrase.

Do not quote your **lecture or seminar**; it is assumed that the knowledge provided in them is now also your knowledge.

8.2 Bibliography

All works referred to in the paper must be acknowledged in the bibliography, and all works listed in the bibliography must be referred to in the paper. Regardless of which format is chosen, entries in the bibliography appear in **alphabetical** order by the last/family name of the first author. Be consistent in either providing all authors' full **first names** (recommended) or only initials of first names for all authors. **Several works by one author** are listed in chronological order (starting with the earliest). If there are multiple works by one author from the same year of publication, they are numbered consecutively with the help of lower case letters after the year of publication, e.g. 2013a, 2013b. If you quote from any **edition** of a book after the first, give the year of publication of this edition and provide the edition after the title of the book (see sample bibliography below). If an entry runs over more than one line, all lines after the first are **indented** by 1 inch/1.25 cm.

You may use **software** like Citavi (<https://www.urz.uni-leipzig.de/dienste/beschaffung/softwarebeschaffung/software-fuer-studierende/>) or Zotero (<https://www.zotero.org>) and the inbuilt bibliography applications of your word processor. However, you should always manually countercheck the bibliography produced by the software (remember that you write the paper, not your computer).

Differences between bibliography formats are sometimes subtle but noticeable. The following is a **sample bibliography** in the three available styles with a monograph, a chapter in an edited volume and an article in a scientific journal.

APA 6th ed.:

Knowalot, Brian, & Martin Knowitall. (2016). *All about syntax* (2nd ed.). Babel: Language Press.

Knowitall, Martin. (2016). Word formation: Compounding and less well-known processes. In Brian Knowalot (Ed.), *The ultimate truth about morphology* (pp. 66-78). Babel: Language Press.

Wiseneimer, Brad. (2017). There is no ultimate truth in linguistics. *Latest news in linguistics*, 30(1), 65-80.

USS:

Knowalot, Brian & Martin Knowitall. 2016. *All about syntax*, 2nd edn. Babel: Language Press.

Knowalot, Martin. 2016. Word formation: Compounding and less well-known processes. In Brian Knowitall (ed.), *The ultimate truth about morphology*, 66-78. Babel: Language Press.

Wisenhaimer, Brad. 2017. There is no ultimate truth in linguistics. *Latest news in linguistics* 30(1). 66-78.

MLA 8th ed.:

Knowalot, Brian, and Martin Knowitall. 2016. *All about Syntax*. 2nd ed., Language Press.

Knowitall, Martin. 2016. "Word Formation: Compounding and Less Well-Known Processes." *The Ultimate Truth about Morphology*, edited by Brian Knowalot, 2nd ed., Language Press, pp. 56-108.

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9. Appendices

Material is included in an appendix if it is too long or elaborate for the main text. Thus, an appendix typically contains supplementary and further illustrative material like sample concordances, stimulus sentences used in an experiment, lists of corpus queries (e.g. of adverbs used in a search for occurrences of the split infinitive in the phrase *to ADVERB VERB*), and other lists, for example of modern acronyms and alphabetisms in a paper about shortenings.

10. Plagiarism

Plagiarism is defined as any unacknowledged use of another's ideas, information or expressions, whether willingly or unwillingly. If plagiarism is detected in your submission, this will be punished by marking the paper as "failed" (mark "5,0"). Please be aware that you risk being disqualified from the award of a degree, regardless of whether plagiarism is detected in a term paper or thesis (cf. §§13, 15 Prüfungsordnung für den Bachelorstudiengang/ Masterstudiengang Anglistik; § 19 LAPO I; §14 Prüfungsordnung für den Lehramtsstudiengang mit dem Abschluss Erste Staatsprüfung für das Höhere Lehramt an Gymnasien/ das Lehramt an Grundschulen/ das Lehramt an Mittelschulen/ das Lehramt Sonderpädagogik, Erster Teil: Allgemeine Vorschriften).

11. Affidavit

You must abide by the terms of the following affidavit and include it on a separate, signed sheet in your submission:

I hereby certify that the submitted work is wholly my own work, and that all quotations and lines of reasoning from primary and secondary sources have

been acknowledged. I further certify that the work has not been submitted previously, in the present or a modified form, including submission in a different language, by myself or any other person. Plagiarism and other unacknowledged debts will be penalised and may lead to failure in the whole examination and degree.

12. References, sources and further reading

(formatted according to USS)

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Appendix: Sample cover pages

Leipzig University

Institute of British Studies

Module: 04-002-1304 “English Linguistics II”

Seminar: First Language Acquisition

Instructor: Guy Incognito

summer term 2017

Features of Child-directed Speech

submitted on 29/09/2017

by Jane Doe

Student number: 123456789

BA British Studies, 6th semester

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Appendix: Sample cover pages

Leipzig University

Institute of British Studies

First Supervisor: Guy Incognito

Second Supervisor: Average Joe

MA Thesis

Towards a Systematics of Simultaneous Speech

submitted on 29/09/2017

by Jane Doe

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