University of Cologne

Department of English II

Name of Student

Matriculation Number

E-mail Address

How to Write a Term Paper (Your Title)

Module

Name of Course

Name of Instructor

Date of Submission

Contents

1.   Preliminary Considerations

A term paper is a form of academic, scholarly argumentation and analysis written according to specific formal and structural standards of academic discourse. Make sure you follow the instructions outlined here. Contact our teaching staff whenever you have a question – but read these pages carefully first, they will already answer many of your questions. All information provided here is formatted according to our requirements and thus may help to get a sense of the required layout.

2.   Formal Requirements

Term papers as MAPs (*Modulabschlussprüfungen*) are always written in English. You can use British or American English but stay consistent within the respective linguistic and formal conventions. Set your computer to the respective language (e.g. to 'English (United Kingdom)').

2.1   Formatting

Font and font size: 12 point, 1.5 line spacing (1 line spacing for indented quotations, font size 10 point), use standard fonts such as Times New Roman.

Page layout: leave a margin of 3 cm left and right; flush left and right (*Blocksatz*).

Pagination: starts with your introduction (excluding cover and table of contents).

Indentation: indent every first line of a new paragraph (except for the very first one or one following an indented quotation).

2.2   Length of Term Papers

Note: The following page/word counts are based on the above formatting specifications.

- **Essay as Studienleistung**: 3 pages (c. 1200 words)
- **Lehramt GS and SF:**

    BM2 MAP: 5 pages for LCSP I (c. 2000 words)

    AM 1 MAP: 12–15 pages (c. 4800–6000 words) (LCSP II or ALing)

    AM 2 MAP: 12–15 pages (c. 4800–6000 words) (TLMC or TFELT)

- **Lehramt HRGe**:

    BM 2 MAP: 10 pages (c. 4000 words) Introduction to Linguistics/SLA

BM 3 MAP: 10 pages (c. 4000 words) (LCSP I)

AM 2 MAP: 12–15 pages (c. 4800–6000 words) (LCSP II or ALing)

- **Master-level term papers**: 15–20 pages (c. 6000–8000 words)
- **Bachelor thesis**: 35–40 pages (c. 14.000–16.000 words)
- **Master thesis**: 50–60 pages (c. 20.000–24.000 words). For further information on Bachelor and Master theses, see our extra style sheet on the website and the ZfL website.

2.3 Sources

The minimal number of (**secondary) sources** is 5–10 for **BM 2, BM 3, AM 1, AM 2** papers; 15 sources are the minimum for **Bachelor theses** – there is no maximum. For information on working with sources, see section 6.

3. Finding a Topic

Bear in mind that your choice of topic is meant to demonstrate your ability to cover some aspects of the respective module. Do not choose too broad a topic – 'The Representation of Gender in Anglophone Fiction', 'First Language Acquisition' or 'Inclusion' will necessarily lead to a superficial paper, while 'Gender Subversion in Select Short Stories by Angela Carter', 'The Universal Listener in First Language Acquisition' or 'Inclusive Education in Primary School: Working with Open Tasks' gives you a better orientation and focus. In other words, a good paper addresses a *specific* research thesis. Developing an appropriate research question will help you narrow down your topic to a manageable scope, create a structure for your paper (which should be reflected in your table of contents) and also serve as a guiding thread during the writing process. A good research question cannot be answered by a simple 'yes' or 'no' but requires you to engage with different ideas and perspectives, from which you then develop your (hypo)thesis.

If you have already decided on a broader topic but are unsure how to start developing a research thesis, having a look at the articles others have written about your novel or author, for example, or the tables of contents and introductions of books on your topic can be a good way to get some inspiration. Articles can best be found if you browse databanks like MLA or JSTOR while tables of contents and introductions are often available online (e.g. the USB Portal of the USB Cologne or via Amazon or Google Books).

Once you have found a topic and developed a research thesis, contact your supervisor to get the go-ahead before you start writing. Some supervisors will expect you to hand in a table of contents before you start writing while others may request a short abstract outlining your research thesis. Both should make your argumentative build-up visible. Keep your title short – you can give all the necessary explanations and specifications in your introduction. Capitalise all words in your title except articles, prepositions and conjunctions.

4. Finding Literature

Whatever your choice of topic might be, you are expected to work with 'proper', i.e. academic secondary sources (see section 6). Secondary literature comprises a wide range of scholarly publications from monographs and anthologies to essays, book chapters or studies in research journals. It does not include term papers written by other students, reviews or similar material. You are expected to be able to situate your research thesis within the field of research you are exploring: know what others have already said (for example about female vampires and the fear of overly powerful women in the 19th century with respect to *Dracula* or about the importance of interaction in the EFL classroom). Ideally, you might be able to think further and point out aspects that have not been mentioned yet by other scholars.

You are required to find the appropriate literature, and you need to learn how this is done. Random online search is useless and will, in most cases, only lead you to low-quality sources or to school-level essays that you even have to pay for. Unfortunately, good-quality academic publications are not always available for free and for everyone, which is why we – as members of the university – have access to databanks and online libraries that usually need a subscription. For full access from outside the university's network, you have to use a VPN client (for instructions, see the website of the RRZK). Start with our own library and check what we have available, then move on to the databases, books and e-media available via the USB Portal (the library also offers guided tours and tutorials). If you already have a publication dedicated to the topic of your choice, check the list of works cited there. If you need more support, contact your supervisor.

5.   Writing a Term Paper

5.1 General Information

In a term paper, you prove that you know how to express yourself academically, use the appropriate analytical terminology and that you have a comprehensive knowledge of primary and secondary sources and their relevant contexts. It is often advisable to start your paper by presenting the theoretical background on which your thesis is founded and to then go into some detailed, exemplary analyses. In this way, you can integrate the various aspects of the respective module as well as linking your topic and argument to the larger field of studies.

Your task is to critically discuss or analyse your thesis. Your paper needs a clear and logical structure: explain your overall aims in the introduction and describe the contextual background. In the main body of your paper, preferably start with offering a general theoretical framework and then move on to sample analyses or specifics of your topic. In literary and cultural studies, this requires you to focus more on the *how* than the *what* – in other words, less recapitulation of the plot, more analysis of how atmosphere or certain impressions are created. In linguistic and educational contexts, this implies critically analysing ideas, theoretical points or data, and providing and discussing suitable examples. Break down your work into coherent paragraphs. Use the conclusion to briefly recapitulate your findings and contextualise them on a more abstract level or provide an outlook, but try not to repeat everything again. Make all the information you give relevant – author biographies, for example, are hardly ever necessary.

Avoid subjective statements: there is nothing wrong with using the first-person singular, but personal opinions do not belong in an academic text (note the difference between 'My main interest is in redesigning task formats, which is why I will first discuss task-based approaches…' and 'I liked the film a lot' – the former is perfectly acceptable while the latter is irrelevant). The more personal and individual your approach ('I think it is a very good film…'), the less the reader will feel included in your argumentation. The more neutral and high-register your expressions, the more of an authority you will seem to be. The more precise your expressions, the more convincing you are. The more you manage to mention other scholars in a meaningful way – to support or contrast your own thesis –, the more easily your reader will feel convinced.

Precision in writing means you express your ideas with clarity – sometimes this includes defining certain terms. However, you do not need to explain set terminology in

your field of research – in other words, you can expect your reader to know what a metaphor or what focalisation is; simply apply the terms. Do not use terminology that you are not entirely familiar with (for example, there is a grave difference between image and imagery).

We expect your writing to be respectful in terms of inclusion and diversity. This means, for example, that you can use the [nonbinary singular pronoun](#) 'they' instead of 'he or she'. Example: 'Each student should be allowed to write about a topic they like.'

What to avoid:

Your style of writing should be formal. Avoid contractions (use 'cannot' rather than 'can't'), substitute phrasal verbs and aim for a high register (you can recognise the respective words by their Greek or Latin origin, e.g. 'When Tess **returns** to her family…' instead of 'When Tess **gets back**'). Do NOT use:

- empty phrases ('basically', 'it can be said')
- fuzzy, imprecise or ambiguous expressions ('kind of', 'anyway')
- generalisations ('everybody knows that...')
- exaggerations (use exclamation marks sparingly)
- subjective, judgmental or conversational expressions ('totally', 'really', 'horrible')
- self-explanatory or obvious statements ('The essay will end with a conclusion')
- repetitions (use synonyms or antonyms if you want to stress the content)

5.2   Term Papers on Linguistic Topics

In a linguistic term paper, your task is to extensively describe, analyse and discuss research concerning a specific statement or question. Usually, you start by explaining the theories or concepts your thesis/question refers to. In the main body of your paper, you make use of this explanation of the topic to introduce possible advantages, controversies or challenges. You should make use of arguments and examples from other sources as well as data from (empirical) studies to form an objective, expert opinion on the issue. Try to include descriptions, explanations and examples to strengthen the different arguments. Do not only focus on the *what* – the *why* and *how* are even more important.

Most, if not all of your arguments will be taken from sources, i.e. you are using the ideas of other researchers. In doing so, you should use as many indirect quotes as possible: by paraphrasing arguments, concepts and theories you can show your

understanding of the content. Direct quotes, whilst rare in papers in linguistics, are, of course, not forbidden, but you always have to explain their relevance and implications. It is always advisable to refer to the original works of the researchers you are concerned with, however, you should also always find current sources. A paper on bilingualism from the 70s, for example, will most likely not be a useful source as much research has been conducted since then, theories have been criticised or adapted, researchers have changed their views.

Every claim that you make needs to be based on a source, even ideas that seem to be common knowledge. 'English becomes increasingly important in a globalised world' without a reference is just a blanket statement. Also, linguistic papers do not need any 'interest catcher' in the beginning. You do not have to convince the reader of the relevance of your thesis/question – every linguistic topic is relevant and should, hence, be discussed.

5.3   Term Papers on English Language Teaching (ELT, *Fachdidaktik*)

If you are writing about teaching practice, please refrain from imagining some classroom setting for which you devise tasks and games and instead concentrate on the theoretical aspects, using the appropriate terminology (see also the glossary for educational terms provided on our website under 'Studium und Lehre' → 'Glossar'). Alternatively, you can also summarise and comment on data of studies conducted by others. Especially if you are going to write about current methodological topics and empirical research in the context of ELT, make sure you use as many recent texts (i.e. from c. 2005 onwards) as possible as you want your paper to be topical.

The structure of the paper follows the standard requirements outlined in section 5.1 but may include a detailed synopsis and discussion of data and empirical research. Eliciting data yourself will almost always be impossible due to time constraints; contact your supervisor if you are interested in doing so and discuss your options. If you quote figures, images or graphs, make sure to state the source correctly below the image. It is advisable to also provide a list of figures at the beginning of the paper if you are using more than one or two such illustrations.

5.4   Term Papers on Literary and Cultural Studies

Your paper can be expository or persuasive. In other words, it either aims to explain or describe phenomena neutrally (expository), or its goal is to present a certain idea or your

understanding of an issue, and thus you try to convince the reader by bringing facts and information that support your idea (persuasive). Topics can be derived directly from our work in class, but you are also welcome to bring in new ideas or media if they fit into the overall context of the respective module.

When it comes to finding and citing sources, information that is considered common knowledge need not be credited: this can be something that you find repeated in several different sources, or that you could have taken from any kind of dictionary or encyclopaedia (e.g. the German background of Queen Victoria's husband).

5.5   Writing about Films

If your write a term paper about one or more films, remember that your focus should be on combining form and content: how do particular cinematographic devices like colour coding, montage or camera work contribute to showing a certain character's crisis or development; how do they play with or refute the viewers' expectations; how do they address certain issues?

A film analysis should start with a section on the underlying theoretical framework (for example, explaining Laura Mulvey's concept of the male gaze before looking at how a filmmaker fetishizes women on screen). Make sure that in your close analysis, which follows the theoretical framework, you refer back to the main ideas from that first section of your paper and apply them to your sample work.

Your reader knows the films at hand and the basic terminology (for example, field sizes and shots), so you can simply use the terms without explaining them and you also need not recapitulate the plot of the film. If you do a scene analysis, you might want to briefly explain the context by summarising what happened before or what will follow. When you describe the action of the film, use verbs in present tense. When you refer to a particular scene, give the exact time frame in parentheses (58:45 – 1:01:12).

6.   Working with Literature and Sources

There are many different systems of source referencing. For papers written for the Department of English II, use *this* style sheet. It is crucial that you adhere to the formal framework that is required as it can lead to downgrading if you do not. The Department of English II uses two different citation styles: APA, most commonly used in behavioural and social sciences, for papers in **linguistics** and **language pedagogy** (see section 6.2);

MLA, the most common style in the humanities and liberal arts, for papers in **literary and cultural studies** and **literature/culture pedagogy**. Please do not use any other citation styles without first speaking to your instructor. This section covers the basics of both styles, but we encourage you to have a look at the websites of the Purdue Online Writing Lab for additional information and examples (→ APA guide; MLA guide).

An academic text qualifies as such not only because of your choice of topic and your linguistic register, it also needs to engage with what others have written on the topic. Whether you agree or disagree with how others have for example interpreted a film, it is important that you acknowledge these other contributions. We want to see that you can handle both primary sources (novels, poetry, diaries or other 'first-hand' documents) and secondary sources (academic literature), but do not repeat what others say. Rather, give the essence of a passage *in your own words*. Even if you are only using a few words written by somebody else without referencing the source, this is already plagiarism and a violation of copyrights. Do not let the quotations do the talking; only use very strong ones as extra proof to support your arguments and mark these quotations carefully, adding all vital source information such as page numbers (more on this below). Do not add one quotation after another; focus on the ones that are most convincing. Embed all quotations into your analysis: explain and evaluate them. ('This passage shows how the author uses negatively connoted words like "sharp" and "cold" to visualise the protagonist's feelings towards his mother…').

We strongly advise you to include secondary sources in your argumentation by way of reporting verbs and phrases. This is also vital when it comes to questions of slovenly work or even plagiarism (see section 9). For example, look at the difference here:

> *Bad:* It has been pointed out that not all women in the Victorian Age were suppressed by men. – *You need to tell us where you got this information.*
> *Better*: Not all women in the Victorian Age were suppressed by men (Clive 12).
> *Perfect*: As Clive (12) has pointed out, not all women in the Victorian Age were suppressed by men.

Both MLA and APA style consist of two corresponding elements: *in-text citation* refers to the way in which citations are integrated into your running text; the *bibliography* refers to the list of sources included at the end of each academic text, which contains full bibliographical information for every source that you have used or cited throughout your text.

6.1   Referencing in Literary and Cultural Studies

This section covers the basics of MLA; if you need further information, consult the explanations online (→ MLA guide).

6.1.1 In-Text Citation in Literary and Cultural Studies Papers

Quotations are included in the running text if they are less than three lines long. When you quote from a source, use the short form by mentioning the name and page number in parentheses (full indications are given in the bibliography at the end of your paper). If you quote a source written by two authors, you name both in your citation. If you quote a source written by three or more authors, you only name the first name and add 'et al.'.

> (Said 44)
> (Adair and Yelling 89)
> (Miller et al. 123-124)

When you have to indicate an already cited source again and no other was mentioned in between, use (ibid.). If you prefer footnotes in a paper on literary or cultural studies, provide the full source reference in the first footnote[1] and from then on give a shortened reference.[2]

Quotations longer than three lines are indented (1cm left and right) and come without quotation marks. If you want to omit (parts of) sentences, you need to use an ellipsis – a set of three spaced periods – to indicate the omission.

> If Matthiessen continued his public denunciation of capitalism and his public praise for international Marxism after 1948, he would . . . be ostracized. He also was threatened by the cold war consensus that identified all homosexuals as major enemies of the nation. These were terrible burdens to add to his history of clinical depression. (Noble 105)

If a direct quotation is embedded in one of your sentences, adapt it grammatically but indicate every change you have made by [square brackets]. There is no need to translate German quotations but you could paraphrase them briefly. Especially with educational topics, you might have to translate passages to avoid too much mixing; if you do translate a quote, add 'my translation' to the reference.

When quoting from your primary source in literary analysis, watch out for

---

[1] Said, Edward W. *Culture and Imperialism*. Knopf, 1994, 44.

[2] Said, 44.

keywords, unusual metaphors etc. Very often, text passages are not given the detailed attention they deserve. We usually give the page numbers of prose quotations in parentheses in the running text and only add footnotes when we would like to add extra information. Do not give the page indications in the running text but in parenthesis: 'Lizzie Bennett warns her father again and again (see pp. 57, 123, 187)' instead of 'Lizzie Bennett warns her father on page 57'. When working with prose texts, we do not count lines. When analysing poetry, we indicate the exact line, when we write about drama, we indicate act and scene. When we quote from films, we give the exact times (hour:minutes:seconds).

If you want to refer to a source that you are not actually quoting by word, use 'cf.' or 'see'. If you quote someone but you did not read the original, rather, you found the quotation in another scholar's publication, both need to be mentioned, for example:

> As Marcus points out, 'Head states that "McEwan employs the post-Einsteinian conception of the plasticity of time"' (qtd. in Marcus 86).

If you find a mistake or weird expression in the quoted material, use [sic] directly following the mistake:

> According to Davies, 'Joe does not reallise [sic] that Clarissa fears he is going mad.' (Davies 54)

6.1.2 Bibliography in Literary and Cultural Studies Papers

The bibliography includes every source you quoted from in your paper in the edition that you actually worked with. List authors and works alphabetically, starting with the most recent publications. If you use several texts by the same author published in the same year, use a, b, c,… to indicate the different texts. Below are some of the most common types of sources. If your paper includes types of sources not listed here, consult the MLA guide.

Book

A scholarly book that is written by one or more authors is called a *monograph*.

Format: Last name, first name. *Title in italics*. Publisher, year.

> Byrnes, Christina. *Sex and Sexuality in Ian McEwan's Work*. Paupers' Press, 1995.
>
> Said, Edward W. *Culture and Imperialism*. Knopf, 1994.

If a source has an original publication but you are using a different version, indicate both,

the first publication date in square brackets behind the title.

> Erdrich, Louise. *Love Medicine*. [1984]. Perennial-Harper, 1993.

Book with more than one author

Format: Last name, first name; (semicolon) first name last name. Then as above. If there are *three or more* authors, only the name of the first author is listed and the phrase 'et al.' (Latin for 'and others') is added after their name.

> Portes, Alejandro; Rubén G. Rumbaut. *Immigrant America: A Portrait*. 3rd ed., University of California Press, 2007.
> Tourse, Robbie W. C., et al. *Systemic Racism in the United States*. Springer, 2018.

Edited volume

If an author/a group of authors did not write all of the book but collected articles from other authors, they are called *editors*. In this case, we add an (ed.) or (eds. plural) behind their name(s) to indicate this.

> Childs, Peter (ed.). *The Fiction of Ian McEwan: A Reader's Guide to Essential Criticism*. Palgrave, 2006.

Note, however, that you will usually quote individual authors/articles from an edited volume rather than the volume itself (see next entry).

Article in edited volume

Format: Last name, first name. 'Article title in quotation marks.' *Book title in italics,* edited by first name last name of editor(s), publisher, year, pages.

> Bauder-Begerow, Irina; Carolin Lusin. 'Der englische Roman zu Beginn des 21. Jahrhunderts: Ian McEwan.' *Der zeitgenössische englische Roman*, edited by Vera Nünning, Wissenschaftlicher Buchverlag Trier, 2007, pp. 243–58.

If we have an edition of various shorter works by one or more authors edited by a scholar, the order is slightly different. First of all, we name our author and the poem or story (in quotation marks!), then we add the editor's name.

> Kincaid, Jamaica. 'Girl' *The Vintage Book of Contemporary American Short Stories*, edited by Tobias Wolff, Vintage, 1994, pp. 306–7.

Journal article

Format: Last name, first name. 'Article title in quotation marks.' *Name of Journal in*

italics, volume, issue, year, pages. Note: use dashes, not hyphens, between the page indications.

> Finney, Brian. 'Briony's Stand against Oblivion: The Making of Fiction in Ian McEwan's *Atonement.*' *Journal of Modern Literature*, vol. 27, no. 3, 2004, pp. 68–82.

Internet sources

We expect you to work with academic, peer-reviewed material. This means you cannot use Wikipedia, Grin or any similar open platforms where anyone can upload whatever they want to. Give the full link (URL) of your source, the title of the article/document and author/organisation and state the date when you last accessed the article. If you do not know the name of the author, start with the title of the contribution:

> Wise, DeWanda. 'Why TV Shows Make Me Feel Less Alone.' *NAMI,* 31 May 2019, www.nami/org/Blogs…full url. Accessed 7 Oct. 2019.

> 'MLA Formatting and Style Guide.' *The Purdue OWL,* Purdue U Writing Lab. Accessed 20 Oct. 2019.

The abbreviation n.a. (no author) and n.d. (no date) can be used when indications are missing.

In-text citation:

> In its manifesto, Greenpeace insists that all actions must be 'underpinned by a legislative framework requiring delivery of "net zero" greenhouse gas emissions' before 2045 ('How Government Addresses Climate Emergency').

Bibliography:

> 'How Government Should Address the Climate Emergency.' n.a. Climate Manifesto. 2019. www.greenpeace.org.uk. (accessed 7 Oct. 2019)

Film and TV

Some people list all the primary sources first, others mix primary and secondary – if you only work with one film, the second option might be easier. If you have several primary sources, it is advisable to distinguish between primary and secondary sources. The primary sources are listed first. As the time code can be very different, you need to indicate whether you watched the DVD version or streamed the film, e.g. on YouTube. In that case, indicate the URL and date of access.

> *Fight Club*. David Fincher. 1999. DVD.
> *The Snake Pit*. Anatol Litvak. 1948. https://www.youtube.com/watch?v=pMeD7D sq5Kk (accessed 8 November 2019)

TV series:

Give the title of the episode in quotation marks, then the name of the series in italics. Indicate network name where possible, then the date of the first broadcast, your access to it and the URL. Say whether you used a DVD or an online access:

'The Blessing Way.' *The X-Files*. Fox, Atlanta, 19 Jul. 1998. (DVD)

Streaming:

'94 Meetings.' Parks and Recreation, season 2, episode 21, NBC, 29 Apr. 2010. Netflix, www.netflix.com/watch/70152031.

6.2 Referencing in Linguistics

This section covers the basics of APA; if you need further information, consult the explanations online (→ APA guide).

6.2.1 In-Text Citation in Linguistic Papers

Most of your quotes will be indirect, i.e. the ideas are taken from different sources and will be paraphrased in your own words. According to APA guidelines, you are supposed to include the author's name and the year of publication in your in-text citation. For your term papers at the English Department II, however, we expect you to additionally include the page number, so the reader can easily find the information you provide in the quoted source. Name, year and page are put in parentheses. If you quote a source written by two authors, you name both names in your citation. If you quote a source by three or more authors, you only name the first name and add 'et al.'):

(Pienemann, 2011, p. 44)
(Pienemann & Keßler, 2011, p. 23)
(Pienemann et al., 2006, p. 57)

Make use of 'cf.' to indicate that you are paraphrasing (cf. Pienemann, 2011, p. 5). This indication is, however, seldomly used in English linguistic papers.

Direct quotes are rather rare in linguistic papers. If you choose to quote directly, the indication in the running text is the same. Direct quotes of less than three lines are put in 'quotation marks'. As a direct quotation might become part of one of your sentences, you will have to adapt it grammatically. Every change you make has to be indicated by [square brackets]. If the direct quote is three lines long or longer, it is indented and you use a smaller font size. Quotation marks are not necessary. If you want to omit (parts of)

sentences, use an ellipsis – a set of three spaced periods – to indicate the omission (for more information, see the APA style blog).

> Müller rejected the two best-known explanations for the origin of language, the onomatopoeic theory and the interjectional theory – or, as he enduringly renamed them, the "bow-wow" theory and the "pooh-pooh" theory. According to the former theory, language began when people started to imitate sounds in the natural world. . . . According to the latter theory, language began when people started to use the sounds accompanying certain emotional states to refer to those states. (Radick, 2007, p. 22)

'Cf.' is never used for direct quotations. Direct quotations should be quoted accurately, including any orthographic and grammatical mistakes. Those should then be marked by adding [sic] after the incorrect word/form.

6.2.2. Bibliography in Linguistic Papers

At the end of your paper, give the full indication of the source in your bibliography. This includes every source you quoted from in your paper. Your sources are listed alphabetically. In the following, you will find some examples of the typical sources:

Book

If a book is written by one or more authors, it is called a *monograph*.

Format: Last name, initial letter of first name. (year). *Title in italics.* Edition[3]. Place of Publication: Publisher.

> Cook, V. (2004). *The English Writing System*. London: Arnold.
>
> Joseph, J. E. (2018). *Language, mind and body: a conceptual history*. Cambridge: Cambridge University Press.

Book with more than one author

Format: Last name, initial letter of first name; last name, initial letter of first name; […] and last name, initial letter of first name. (year). *Title in italics.* Edition. Place of Publication: Publisher.

> Gass, S.M. and Selinker, L. (2008). *Second language acquisition: an introductory course*. 3rd edition. Abingdon: Routledge.
>
> Mitchell, R.; Myles, F. and Marsden, E. (2013). *Second language learning theories*. 3rd edition. London: Routledge.

---

[3] If there is only one edition, you do not have to name it.

Article in edited volume

If an author/a group of authors did not completely write the book but collected articles from other authors, they are called editors. In your running text, you always quote the author of the article, i.e. the person, who actually wrote the text.

Format: Author's last name, initial letter of first name. (year). Title of the article. In initial letter of editor's first name, last name (ed./eds.[4]), *Title of the book in italics* (page numbers of the article). Place of Publication: Publisher.

> Pienemann, M. (2011). Developmental schedules. In M. Pienemann and J.-U. Keßler (eds.), *Studying Processability Theory* (pp. 3-11). Amsterdam: John Benjamins.

Journal article

Format: Last name, initial letter of first name. (year). Title of the article. *Name of the Journal in italics* Volume (Issue), page numbers of the article.

> Nassaji, H. (2014). The role and importance of lower-level processes in second language reading. *Language Teaching* 47 (01), 1-37.

Online sources should be indicated like monographs. Instead of the place of publication and the publisher, add the URL and the (date of your last access) in parentheses. Concerning internet sources, you should always make sure the source is valid and reliable. Sources that can be accessed and changed by everyone, e.g. Wikipedia, are neither academic nor reliable. Please note, however, that most of the sources used in Linguistics are published monographs and articles.

7.   Submitting Your Term Paper

Before you hand in your paper, lay it to the side for a day or two. Run a spellcheck on your computer, then revise it with a special focus on the overall logical and argumentative structure. Does everything you say really contribute to your central thesis? Sometimes we can add relevance to passages by showing how they connect to the overall issue; we tend to assume that our reader can read not only the text, but our thoughts, too. It is better to be explicit a bit too often than to imply too much. Finally, read your text out loud. This is the final step to notice a possible glitch both in style and content.

---

[4] Use 'ed.' if there is only one editor and 'eds.' if there are two or more editors.

The deadline for handing in a MAP term paper is the KLIPS date of the MAP ('Termindatum'). Later submissions will not be accepted. Please note that your results can only be seen on KLIPS once *all* candidates who enrolled have been graded, so it might take up to two months.

Ask your instructor whether you need to hand in a print and/or a digital version of your paper. Most instructors expect a paper version, which you hand in at our seminar office or leave in the letter box, and a pdf file, which you send via mail (please make sure to name your pdf file as follows: family name_given name_matriculation number_module, e.g. Duck_Donald_7654321_AM1). Looks matter! Securely place the paper version in a folder (*Schnellhefter*) – the carton versions use too much space, loose leaves or unprotected stapled paper gets too scruffy.

Once the print version of your paper has been scanned and digitally archived, you can collect it from the front office (for papers in linguistics, make an appointment with your supervisors). Read your supervisor's annotations and contact them if you wish personal feedback (instead of annotating your paper, some supervisors may send you a brief evaluation document via email). We want you to improve your writing and argumentative competence and are happy to talk you through your assignment to help you improve.

8.   Statement of Authorship

In addition to the term paper itself, you have to hand in the signed statement of authorship form (*Eigenständigkeitserklärung*), which can be downloaded as a PDF file from the English Department II website ('Studium und Lehre' → 'Formularschrank'). By signing this, you declare yourself liable for any cases of plagiarism.

9.   How to Avoid Plagiarism

Plagiarism is a serious ***crime*** in academia, and all attempts at plagiarising will lead to your failing the assignment, in which case you will have to choose a new or substantially altered topic. In particularly serious cases, plagiarism can lead to your being expelled and prosecuted. Quote every source you have used fully and correctly, indicate where you are using other scholars' research and thoughts, and double-check your bibliography for missing references. When you begin to read academic literature, immediately note down the main ideas of each text – to avoid unconscious plagiarism, take notes in German if the

original is in English; try to paraphrase or just note the key words – do not copy out long passages unless you intend to quote them, in which case you need to add all necessary indications (name, year, page). When you're in doubt as to who the originator of an idea was (you think it is your idea but someone else has already published about this) refer to this source by using 'see also Bradbury 2008, 23–4'. If there are several more pages relevant for this, add 'et passim' (it means: here and other parts of the source). This can help keep you out of trouble. We regularly check both online and print sources for copy and paste!