University of Cologne
Department of English II
Name of Student
Matriculation Number
S-mail Address

How to Write a Term Paper (Title)

Module: (AM...)
Name of Course
Date of Course (summer/
winter term 20...)
Name of Instructor
Date of Submission

Contents

1. Preliminary Considerations

A term paper is an academic, scholarly argumentation and analysis written in accordance with 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, as they will answer many of your questions. All information provided here is formatted according to our requirements and is intended to help you 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: 12 point, 1.5 line spacing, use standard fonts (Albert Sans, Times New Roman).

Page layout: margins: 3 cm left and right; 2.5 cm top and bottom; format justified (*Blocksatz*). Do not start every new chapter on a new page but leave two blank lines.

Pagination: page count starts with the introduction (excluding cover page 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 (on indented quotations, see 6.1.1).

2.2 Length of Term Papers*

- **Essay as Studienleistung**: as indicated by your tutor, usually 3 pages (c. 1200 words)

  - **Lehramt GS / SF**:
AM 2 MAP (A-Ling or A-LCS):	10 pages (c. 4000 words)
AM 3 MAP (T-ALC or T-Lang):	10 pages (c. 4000 words)

- **Lehramt HRGe**:
AM 2 MAP (A-Ling or A-LCS):	12 pages (c. 4800 words)
AM 3 MAP (T-ALC-HG or T-Lang-HG):	12 pages (c. 4800 words)

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

- **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   References

The minimal number of (**secondary) sources** is 8–10 for **AM 2** and **AM 3** term papers and **at least 15** sources for **Bachelor** and **Master theses**. For information on working with sources, see section 6.

3.   Finding a Topic

Your choice of topic is meant to demonstrate your ability to cover chosen aspects of the respective module. A good paper addresses a **specific** research thesis. A broad topic like 'The Representation of Gender in Anglophone Fiction', 'First Language Acquisition' or 'Inclusion' will lead to a superficial paper; topics like 'Gender Subversion in Select Short Stories by ...', 'The Universal Listener in First Language Acquisition' or 'Inclusive Education in Primary School: Working with Open Tasks' give you a better orientation and focus. Your paper must refer to content discussed in class.

To find a thesis, first develop an appropriate research **question,** which will help you narrow down your topic, create a structure for your paper (reflected in your table of contents) and can serve as a guiding thread during the writing process. A good research question cannot be answered by a simple 'yes' or 'no' but asks for the 'how, why and to what effect'. It requires you to engage with different ideas and perspectives, from which you then create causal relations and develop your thesis.

If you have already decided on a topic but are unsure about your research thesis, take a look at existing academic publications addressing your topic, novel or author, or read the tables of contents and introductions of books on your topic. Appropriate scholarly articles can be found in databanks like MLA or JSTOR (not just with Google or the like); tables of contents are widely available online .

Before you start writing, contact your supervisor to get the go-ahead for your topic and research thesis. Some supervisors will expect a table of contents while others may request a short abstract outlining your main research aims and argumentative build-up. 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 Appropriate Sources

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, 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. 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 need a subscription. For full access from outside the campus, you need a VPN client (for instructions, see the website of the RRZK). Check what publications we have in our own department library, then move on to the databanks, books and e-media available via the USB Portal. If you already have a publication dedicated to the topic of your choice, check the list of works cited there. For 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 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 course you took as well as linking your topic and argument to the larger field of studies.

Your task is to present, contextualise and critically discuss 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, start with the 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. Make all the information you give relevant – author biographies, for example, are hardly ever necessary. In linguistic and educational contexts, this implies critically analysing ideas, theoretical points or data, and providing and discussing suitable examples. Organise 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 do not repeat everything again.

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 latter is irrelevant). The more personal and individual your approach ('I think it is a very good poem…'), 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 – 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 ('My paper will end with a conclusion')
- repetitions (use synonyms or antonyms if you want to stress the content)

5.2   Term Papers in Linguistics

In a term paper in Linguistics, your task is to extensively describe, analyse and discuss research concerning a specific thesis statement or question. Typically, you start by explaining the theories or concepts that are relevant to your thesis statement/question. In the main body of your paper, you then avail of these explanations in your discussion of the issues, controversies and challenges surrounding your topic. In doing so, you are expected to draw on, and work with, the arguments and ideas of published scholars in the field, 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 your different arguments. Do not only focus on the *what* – the *why* and *how* are even more important. 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.

Most, if not all, of your arguments will be taken from published sources, i.e., you are using the ideas of other researchers. It is, therefore, advisable to refer to the original works of the researchers you are concerned with. 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. Whilst not forbidden, it is not standard practice to use direct quotes in papers in Linguistics. If direct quotes have to be used, their relevance and implications have to elaborated on and clearly explained.

It is also important to try and find the most recent studies/publications that deal with your topic of interest. A paper on bilingualism from the 1970s, for example, might not be a useful source since it is highly probable that more research has been conducted in the field

since then, theories have been criticised or adapted, and researchers might have changed their views.

Avoid redundant, blanket statements in your paper, for example, "English has become increasingly important in a globalised world" or "All around the world people are learning English". Also refrain from stating assumptions - note that every claim that you make needs to be based on a published source.

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; 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. 2015 onwards) as possible.

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. A direct link to seminar content must be visible.

When it comes to finding and citing sources, information that is considered common knowledge is not 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).

When you describe the action or character development within a story, use verbs in present tense.

For more general information concerning how to find a topic and develop a research thesis turn to the Academic Writing 101 handout that you work with in the Academic Writing bachelor classes.

5.5   Term   Papers   on   Films

If your write a term paper about one or more films or TV shows, remember that your focus should be on combining form and content: how do 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 analysis.

Your reader knows the films at hand and the basic terminology (for example, field sizes and shots), so you please just apply the terms without explaining them and also do not recapitulate the plot. 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 stamp in parentheses (58:45 – 1:01:12). For more details on this, see section 6.1.3.

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, film studies** and **literature/culture pedagogy**. Please do not use any other citation styles without first speaking to your supervisor. This section covers the basics of both styles, but we encourage you to have a look at other university websites for additional information 9

and examples (for example, the Purdue Online Writing Lab→ [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 (see section 9). Do not let the quotations do the talking; only use very strong quotes 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). 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…'). 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. 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; *Works Cited* 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.

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

When you quote from a source, mention the name and page number in parentheses, like this: (Said 44) or (Miller et al. 123–4). If you already mention the author in your sentence, just give the page number in parentheses. If you quote a source written by two authors, name both (Adair and Yelling 89).

Quotations are included in the running text if they are less than three lines long. If they are longer than three lines, indent by ca. 1cm – press the Tab key in Microsoft Word – and do not use any quotation marks. If you omit (parts of) sentences, 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. (When you omit an entire sentence or more, the … are put in parentheses). 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 – paraphrase them briefly. Especially with educational topics, you might have to translate passages; if you do translate a quote, add 'my translation' within the parentheses.

When working with a primary source, give the page numbers in parentheses; do not mention the page numbers in the running text. Good example: 'Lizzie Bennett warns her father again and again (57, 123, 187)'. Bad example: '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.

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 sees that "McEwan employs the post-Einsteinian conception of the plasticity of time" (Head 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 realise [sic] that Clarissa fears he is going mad.' (54).

6.1.2 The List of Works Cited in Literary and Cultural Studies Papers

The list of works cited includes every source you mentioned in your paper, in the edition you worked with. List authors and works alphabetically, if an author has written several, start with the most recent publication. If you use several texts by the same author published in the same year, use a, b, c, etc. to distinguish the different texts.

Add indications to what kind of medium you used (for example, Print or Web). If you have several primary sources, distinguish between primary and secondary sources in two separate lists. The primary sources are listed first. If you only work with one source, incorporate primary and secondary in one list.

When you are exploring an idea and realise that someone else has already published about this, refer to this other source by using 'see also' and then name the author and page, like this: 'see also Bradbury, 23–4'.

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. Medium.

> Byrnes, Christina. *Sex and Sexuality in Ian McEwan's Work*. Paupers' Press, 1995. Print.

> Said, Edward W. *Culture and Imperialism*. Knopf, 1994. Print.

If a source has an original publication but you are using a different version, indicate both. The first publication date is added in square brackets behind the title.

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

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 name the first author and add 'et al.' (Latin for 'and others').

> Portes, Alejandro; Rubén G. Rumbaut. *Immigrant America: A Portrait*. 3rd ed., University of California Press, 2007. Web.

> Tourse, Robbie W. C., et al. *Systemic Racism in the United States*. Springer, 2018. Print.

Edited volume

If an author/a group of authors did not write all of the book but collected articles by 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. Print.

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

Article in an 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. Medium.

> 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, 243–58. Print.

If we have a collection of primary sources by one author, edited by someone, the order is slightly different. First, we name the 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, 306–7. Web.

Journal article

Format: Last name, first name. 'Article title in quotation marks.' *Name of Journal in italics,* volume.issue (year): pages. Medium. Note: use dashes, not hyphens, between page indications.

> Finney, Brian. 'Briony's Stand against Oblivion: The Making of Fiction in Ian McEwan's Atonement.' *Journal of Modern Literature*, 27.3 (2004): 68–82. Print.

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 University 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 the Climate Emergency').

Works Cited:

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

6.1.3 Referencing in Film Studies

When we quote from films, we give the exact time stamp (hour:minutes:seconds). 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 Linguistics 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) or (Pienemann, 2011: 44)
>
> (Pienemann & Keßler, 2011, p. 23) or (Pienemann & Keßler, 2011: 23)
>
> (Pienemann et al., 2006, p. 57) or (Pienemann et al., 2006: 57)

Whilst you can use 'cf.' to indicate that you are paraphrasing (cf. Pienemann, 2011, p. 5), this indication is seldom used in Linguistics papers published in English.

Try to avoid using direct quotes in Linguistics papers. However, if you have 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 has to be indented and a smaller font size used. 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 Works Cited in Linguistics Papers

At the end of your paper, give the full indication of the source in your list of works cited. This includes every source you referred to in your paper. Your sources are listed alphabetically. Whilst in your paper lines are spaced at 1.5, when listing references in the bibliography 1.15 line spacing is used. In the following, examples are given:

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[1]. 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, […] & last name, initial letter of first name. (year). *Title in italics.* Edition. Place of Publication: Publisher.

> Gass, S.M. & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. 3rd edition. Abingdon: Routledge.
>
> Mitchell, R., Myles, F. & Marsden, E. (2013). *Second Language Learning Theories*. 3rd edition. London: Routledge.
>
> Singleton, D. & Ryan, L (2004). *Language Acquisition: The Age Factor*. Clevedon: Multilingual Matters Ltd.

Article in edited volume

If an author/a group of authors did not write the whole book but collected contributions 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.[2]), *Title of the book in italics* (page numbers of the article). Place of Publication: Publisher.

> Pienemann, M. (2011). Developmental schedules. In M. Pienemann & J.-U. Keßler (eds.), *Studying Processability Theory* (pp. 3-11). Amsterdam: John Benjamins.
>
> Russell, J. & Spada, N. (2006). The effectiveness of corrective feedback for the acquisition of L2 grammar. In J. D. Norris & L. Ortega (eds.), *Synthesizing Research on Language Learning and Teaching* (pp. 133–64). Philadelphia: John Benjamins.
>
> Schmidt, R. (1993). Consciousness, learning and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka (eds.), *Interlanguage Pragmatics* (pp. 21–42). New York: Oxford University Press.

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

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

Taguchi, N. (2010). Longitudinal studies in interlanguage pragmatics. In A. Trosborg (ed.), *Handbook of Pragmatics.* Vol. 7 (pp. 333–361). Berlin: Mouton de Gruyter.

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.

Abutalebi, J., Tettamanti, M., & Perani, D. (2009). The bilingual brain: Linguistic and non-linguistic skills. *Brain and Language* 109 (2), 51–54.

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

Yilmaz, Y. (2016). The effectiveness of explicit correction under two different feedback exposure conditions. *Studies in Second Language Acquisition*, 38, 65–96.

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 that most of the sources used in Linguistics are published monographs and peer-reviewed articles published in journals

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 contribute to your central thesis? Sometimes we can add relevance to passages by showing how they connect to the overall issue. Finally, read your text out loud to help you notice a possible glitch in style and content.

The deadline for handing in a MAP term paper is the KLIPS date of the MAP: usually 15 March, 15 June, 15 September, 15 December ('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, which might take up to two months. The paper is to be submitted as a pdf which includes a signed declaration of authorship (*Eigenständigkeitserklärung)* (see 8. below). This has to be sent to your examiner from your @smail.uni-koeln.de account. **Papers from private email addresses cannot be accepted.**

When sending your paper from your smail account, label your pdf document as follows:

Family name_Given name_Matriculation number_Module_Month of Klips deadline and Year (Example: **Mustermann_Max_7654321_AM2_March 2024**) Once your paper has been marked and your grade is visible on Klips, you may make an appointment with your supervisor to receive additional feedback (some supervisors may send you a brief evaluation document via email). We want you to improve your writing and argumentative competence and will gladly talk you through your assignment.

8.   Declaration of Authorship

In addition to the term paper itself, you have to hand in the signed declaration 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 and other forms of deception, such as using large-language writing apps like ChatGPT and the like.

9.   How to Avoid Plagiarism

Plagiarism (the copying and pasting of copyrighted material) and ghostwriting (using AI or other writing support) are a serious ***crime*** in academia. All forms of deception will lead to your failing the assignment. You will be reported to the *Prüfungsausschuss*; the attempted fraud (*Täuschungsversuch)* will be recorded in your transcript of records; you may even have to pay a fine or be expelled.

Quote every source you have used fully and correctly, indicate where you are using other scholars' research and thoughts, double-check your works cited list for missing references.

The university does not accept texts generated with an AI writing app like ChatGPT. Note that these have an easily recognisable writing style and also very often include faulty indications.