

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

<b>1. Preliminary Considerations .....</b>	<b>1</b>
<b>2. Formal Requirements.....</b>	<b>1</b>
2.1 Formatting .....	1
2.2 Length of Term Papers .....	1
2.3 Sources .....	2
<b>3. Finding a Topic .....</b>	<b>2</b>
<b>4. Finding Literature .....</b>	<b>3</b>
<b>5. Writing a Term Paper .....</b>	<b>3</b>
5.1 General Information .....	3
5.2 Term Papers in Linguistics.....	5
5.3 Term Papers on English Language Teaching (ELT, <i>Fachdidaktik</i> ).....	5
5.4 Term Papers on Literary and Cultural Studies .....	6
5.5 Writing about Films.....	6
<b>6. Working with Literature and Sources .....</b>	<b>7</b>
6.1 Referencing in Literary and Cultural Studies.....	8
6.1.1 In-Text Citation in Literary and Cultural Studies Papers .....	8
6.1.2 Works Cited List in Literary and Cultural Studies Papers .....	9
6.1.3 Film and TV.....	11
6.2 Referencing in Linguistics.....	12
6.2.1 In-Text Citation in Linguistics Papers.....	12
6.2.2 Works Cited in Linguistics Papers .....	13
6.3 Documenting the Use of a Large Language Model Like ChatGPT .....	14
<b>7. Submitting Your Term Paper.....</b>	<b>15</b>
<b>8. Declaration of Authorship.....</b>	<b>16</b>
<b>9. How to Avoid Plagiarism .....</b>	<b>17</b>

## 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 your tutor 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 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, use standard fonts such as Times New Roman.

**Page layout:** leave a margin of 3 cm left and right plus 2.5 cm top and bottom; text format justified (*Blocksatz*). No page break between chapters.

**Pagination:** page count starts with your 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

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

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

- **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 8–10 for **AM 2** and **AM 3** term papers; 15 sources are the minimum for **Bachelor** and **Master 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 specific 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 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 can help you narrow down your topic to a manageable scope, create a structure for your paper (reflected in your table of contents) and 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 general 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 check the tables of contents and introductions of books on your topic to get some inspiration. Articles can best be found if you browse databanks like MLA or JSTOR; 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. Your tutor might ask for a table of contents before you start writing, or 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 peer-reviewed 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 19<sup>th</sup> 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 appropriate literature. Random online search is useless and can lead you to low-quality sources (typical for ChatGPT) or to school-level essays that you even have to pay for. Good-quality academic publications are not always available for free, but members of the university have access to specialist databanks and online libraries. For full access from outside the university’s network, you need 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 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. If you need more support, contact your supervisor.

## 5. Writing a Term Paper

### 5.1 General Information

In a term paper, you express yourself academically, use the appropriate analytical terminology and prove your comprehensive knowledge of primary and secondary sources and their relevant contexts. It is a good idea 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 module/class you are writing this paper for as well as linking your topic and argument to the larger field of studies.

Your task is to critically discuss or analyse a thesis. To be convincing, 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 offering a general theoretical

framework and then move on to sample analyses or specifics of your topic. 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 do not repeat everything. Make all the information you give relevant.

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 use the [nonbinary singular pronoun](#) ‘they’ instead of ‘he or she’. Example: ‘Each student should be allowed to write about a topic they like.’

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’)

## 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. 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 be 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.

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). 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 worked with in the Academic Writing bachelor classes.

## **5.5 Writing about Films**

If you write a term paper about one or more films, 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 sample work.

Your reader knows the films at hand and the basic terminology (for example, field sizes and shots), so you can simply apply 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). 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. This section covers the basics of both styles, but we encourage you to have a look online 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. 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, paraphrase the essence of a text 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). Choose 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. This is also vital when it comes to questions of 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 text, 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 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, put them 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" (qtd. in Marcus 86).' If you find a mistake 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 Works Cited List in Literary and Cultural Studies Papers

The works cited list includes every source you quoted from in your paper in the edition that you 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, etc. to indicate the different texts. Add indications to what kind of medium you used (for example, **Print or Web**). If you have several primary sources, it is advisable to distinguish between primary and secondary sources in two separate lists. The primary sources are listed first. If you only work with one primary source, incorporate primary and secondary sources in one list. 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. Example:

Byrnes, Christina. *Sex and Sexuality in Ian McEwan's Work*. Paupers' Press, 1995. 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 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. 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 and edited by a scholar, 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 and AI-Generated Large Language Models**

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. Neither can you use an AI like ChatGPT without previously talking to your tutor and then fully documenting this. For more details on documenting your inclusion of AI-generated material, see section 6.3.

Internet sources:

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](http://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 List:

'How Government Addresses the Climate Emergency.' n.a. Climate Manifesto. 2019. [www.greenpeace.org.uk](http://www.greenpeace.org.uk). (accessed 7 Oct. 2019)

### 6.1.3 Film and TV

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](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](http://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](#)).

### 6.2.1 In-Text Citation in Linguistics Papers

Most of your quotes will be indirect, i.e. the ideas taken from sources 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 that 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 the works cited as well as the DOI where available. 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 works cited, 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<sup>1</sup>. Publisher.

Cook, V. (2004). *The English Writing System*. Routledge.

Joseph, J. E. (2018). *Language, mind and body: a conceptual history*. 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.

Mitchell, R., Myles, F. & Marsden, E. (2013). *Second Language Learning Theories*. 3rd edition. Routledge.

### 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.<sup>2</sup>), *Title of the book in italics* (page numbers of the article). Publisher.

---

<sup>1</sup> If there is only one edition, you do not have to name it.

<sup>2</sup> Use 'ed.' if there is only one editor and 'eds.' if there are two or more editors.

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). John Benjamins.

Schmidt, R. (1993). Consciousness, learning and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage Pragmatics* (pp. 21–42). Oxford University Press.

### 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.

**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

## 6.3 Documenting the Use of a Large Language Model Like ChatGPT

### Using AI:

If you use Artificial Intelligence (AI) for any part of your work (from generating ideas to text creation and editing), you must ask for permission from your tutor and explain how you plan to use the tool. Once you have your tutor's permission, you must properly cite the AI tools (for papers in Literary and Cultural Studies, see MLA guidelines (<https://style.mla.org/citing-generative-ai/>) and for papers in Linguistics, see APA website for policy on AI use ([APA policy on generative AI](#))).

The full output of the AI has to be provided as supplementary material (e.g., add link to the AI conversation). You must clearly document whenever you paraphrase, quote or incorporate any content (text, image, data, other) that was created by a generative AI, either in your text or as a footnote. All functional uses of the tool (for example, editing your prose) must be acknowledged. See example below. Also make sure to carefully check the secondary sources



it cites. Failure to adhere to these guidelines is considered a violation of copyright and academic integrity.

### How to quote an AI tool:

“Wording of your prompt“ prompt. **Title of Container** (e.g., *ChatGPT*) **version** (e.g. 3.5), **name** of the company that created the tool (OpenAI), **date** (when you prompted the content), URL for the tool.

### Example:

In-text:

‘While the green light in *The Great Gatsby* is said to symbolize four main things, i.e., optimism, the unattainability of the American Dream, greed and covetousness (AI prompt: “Describe the symbolism”), arguably the most important one is greed.’

Works-Cited-List Entry for this Prompt:

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald” prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

Further guidelines:

<https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq>

Official UzK guidelines:

[https://verwaltung.uni-koeln.de/stabsstelle02.1/content/faq/data/chatgpt/index\\_ger.html](https://verwaltung.uni-koeln.de/stabsstelle02.1/content/faq/data/chatgpt/index_ger.html)

## 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 (‘Terminatum’). **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. 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 @smaill.uni-koeln.de account. **Papers from private email addresses cannot be**

**accepted.** When sending your paper from your email 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)

### **NEW: Submitting your sources with your term paper**

Alongside your actual paper, we also expect you to provide direct links to all the sources you used. This means that **all sources need to be submitted as pdf documents on Sciebo** upon submitting your term paper. If you worked with a print copy (which we appreciate), please scan the pages you refer to (direct and indirect quotations).

- Label documents as:
  - **author(s)\_year** / if more than two authors: **author et al.\_year**
  - e.g. Dewaele\_2012 / Griffiths & Slavkov\_2019 / Bialystok et al.\_2014

All documents should be in one Sciebo folder. Share the link to this Sciebo folder with your examiner in the same email with which you are submitting your term paper. Make sure that the link to the folder is valid for one year.

- **Name your Sciebo folder as follows:**

Last name\_First name\_Name of exam\_Month and year of Klips deadline\_Sources used

**Example:**

Mustermann\_Max\_SM1\_March 2025\_Sources used

Here are instructions of how to use and share folders on Sciebo:

<https://zfl.uni-koeln.de/sites/zfl/Dokumente/Abschlussarbeiten/sciebo-abgabe-abschlussarbeit-anleitung.pdf>

Once your paper has been marked (i.e., your grade is visible on Klips), you can make an appointment with your supervisor to receive personal feedback (some supervisors may send you an evaluation via email). We want you to improve your writing and argumentative competence and are happy to 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.

## 9. How to Avoid Plagiarism

Plagiarism (the copying and pasting of copyrighted material as well as using other sources like AI-generated texts) is a *serious crime* in academia. All attempts at plagiarising will lead to your failing the assignment. Plagiarism and ghost writing are reported to the *Prüfungsamt*; the *Täuschungsversuch* is then 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 or where you are using an AI tool, and double-check your works cited list for missing references.