Style Sheet for Term Papers in English Linguistics

STRUCTURE See template (*Formatvorlage*) for headings, sub-headings (p. 4) and general structure. Follow instructions given by teaching staff.

MARGINS 2.5 cm top and bottom
3.0 cm left and right

FONT Arial, Calibri, Cambria, Noto (fonts.google.com/noto), Times New Roman
12 pt (for longer examples/quotations: 10pt)
Use *italics* for object language (i.e. examples), meta language (i.e. terminology) and foreign words. For example:

In the present paper, the term *text* is used to refer to natural language used for communication, whether it is realized in speech or writing.

You are the sunshine of my life is an example for a metaphor.

SPACING 1.5 line spacing

PARAGRAPHS Use paragraphs in your assignment; format by indenting the first line of each new paragraph (1 cm) except for the first paragraph in a (sub-)section. No blank lines between paragraphs.
Use justified alignment (*Blocksatz*).

EXAMPLES Make use of examples to illustrate your points. Short examples (a word) can be quoted directly in the text (and have to be italicised). Longer examples should be indented and numbered consecutively. For example:

The dative alternation is illustrated in (1) and (2):

(1) He gave Mary a present.
(2) He gave a present to Mary.

FIGURES & TABLES Provide consecutively numbered captions for all figures and tables:
Figure 1. Comparison of correct answers by language learners in grade 2
Table 1. Background on participants

Figures and tables may be numbered according to the section in which they occur, e.g. figures in Section 2 (lit. review) are labelled 2.1, 2.2 etc.; figures in Section 3 (Methodology) are labelled 3.1, 3.2 etc.

FOOTNOTES Footnotes are used for additional information (e.g., definitions, clarifications, etc.), *not* for references. Keep to a minimum.

QUOTING	We use the <u>author-date in-text</u> referencing system:
Short quotes	It is important to remember that a "distinction can be made between the transcription of phonemic transcripts and phonetic transcripts" (Mullany & Stockwell, 2010, p. 3).
Long quotes (> 3 lines)	Indent, no quotation marks: Regarding equivalence in translation it needs to be considered that a particular source text will have many different translation texts that can be called 'equivalent' to the source text in different ways depending on how similarity of message or function is interpreted; this will have to take into account varying pragmatic factors, the difference between the two language systems involved and so on. (House, 2009, pp. 29-30)
Paraphrases	Whenever other authors' ideas are paraphrased in new words, this is made explicit as an indirect form of quotation as follows: Hampe (cf. 2011, p. 212) emphasizes that complex-transitive argument structures express a range of related meanings, not only those referred to as resultative. Original source by Hampe (2011, p. 212): > The strong focus on expressions with resultative meanings has eclipsed a fact that is well-documented in major reference grammars, viz. that the cxtr. patterns also code for a range of non-resultative meanings.
Secondary sources	Quotes included as quotes in another text: Fraser (1990 in Leech 2014, p. 38) thinks that politeness involves "getting on with the task in hand in light of the terms and conditions of the CC". Original source by Leech (2014, p. 38): > Politeness is not seen as "strategic" or "rhetorical" but simply as "getting on with the task in hand in light of terms and conditions of the CC" (Fraser 1990: 233). Politeness according to Fraser and Nolen is attributed to the speaker, [...]

REFERENCES	List all your references alphabetically in the following format, print the titles of journals, books and edited books in *italics*:
Journal articles	Hampe, B. (2011). Discovering constructions by means of collostruction analysis: The English Denominative Construction. *Cognitive Linguistics* 22(2): 211-245.
Books (one author)	Leech, G. (2014). *The pragmatics of politeness*. Oxford University Press.
(several authors)	Mullany, L. & Stockwell, P. (2010). *Introducing English language: A resource book for students*. Routledge.
(later/revised edition)	Schmid, H.-J. (2011). *English morphology and word-formation. An Introduction*. 2nd, revised and translated edition. Erich Schmidt Verlag.

Chapters in edited books	Schauer, G. A. (2010). Study abroad and its effect on speech act performance. In A. Martinez Flor and E. Uso Juan (Eds.) *Speech act performance: Theoretical, empirical and methodological issues* (pp. 91-108). John Benjamins.
Inacceptable references	- Wikipedia articles - lecture scripts and seminar materials - general websites (unless otherwise instructed) - general purpose dictionaries (for definition of linguistic terminology) - popular science books and magazines
SUBMISSION	Follow instructions given by teaching staff. Please make sure you include the confirmation of authorship which can be found in the template.