

## **STYLE SHEET** (term papers)

Plagiarism is not only handing in someone else's work as your own. Even if you merely forget to insert a citation or reference, you commit plagiarism!  
You must give credit any time you make use of other people's writings or ideas in quotations, paraphrases or when simply referring to them.

Every term paper consists of a cover page, a table of contents, an introduction, the main body text (LingF4: 3000 words / LingA1/A2: 5000 words), a conclusion and a list of references.

### **Cover page**

The following items should appear on your cover page: university, department, course, instructor, winter/summer term and year, your name and student number (Immatrikulationsnummer), contact details (your e-mail address / phone no.) and the title of your paper.  
e.g.

Leibniz Universität Hannover  
Englisches Seminar  
Construction Grammar  
Prof. Dr. Carl Carlson  
SoSe2013

Light Verb Constructions in PdE

Julia Müller  
0000001

### **Table of contents**

The table of contents lists all sections of your paper in sequence (Arabic numerals), with page numbers. Start page numbering with your introduction.

e.g.	
1. Introduction	1
2. Light Verb Constructions	2
2.1 The formal makeup	3
2.2 Functional criteria	4
2.3 Motivation vs. dialectal preference	6
(...)	
3. Conclusion	12
4. References	13

### **Text**

For your main body text use 1.5 line spacing, and a size 12 font, with a left margin of 3 cm and a right margin of 2.5-3 cm. Also, use full justification ('Blocksatz').

### **Citations**

Do not use foot- or endnotes! Use in-line citations in "author-date" style: Your sentence (Author's last name Year of publication: page number(s))

e.g.

The term 'occupational dialect' has long been used for the distinctive language associated with a particular way of earning a living. However, such varieties are not like regional or class dialects (Crystal 1995: 370).

If the author's name appears in the text already, do not repeat it in the quotation.

e.g.

Crystal explains that it is important not to confuse occupational dialects with either regional or class dialects (1995: 370).

If you refer to a whole book or article in general, do not provide page numbers.

e.g.

Trask (1995) gives a very general overview of basic concepts in the study of language.

## Quotations

Your quotation needs to correspond exactly to the original in spelling, punctuation and format. Reproduce words in *italics* and **bold print** as well as underlined items precisely as they appear in the text. You can mark changes to the original text by [square brackets], omitted parts of the original appear as [...]. If you want to add emphasis (**bold print**, *italics* or underlining) to the original indicate this by [my emphasis] at the end of the quote. If you change the wording / spelling, put these changes in square brackets, e.g. [T]he for 'the'; [the respondents] for 'they'. Mark mistakes in the original by [sic].

Short quotations up to three lines are incorporated into the text, have to be put in quotation marks and are directly followed by the relevant citation.

e.g.

It is important to remember that "[t]he attitudes engendered or symbolized by a language are its **social meaning**" (Downes 1998: 65, my emphasis).

Quotations that are longer than three lines should be set off from your text by beginning a new paragraph that is indented on the left and right margin by 1.25 cm each and single spaced. In this case,

do not use quotation marks.

e.g.

According to Trudgill,

**Traditional Dialects** are what most people think of when they hear the term dialect [...] They are most easily found, as far as England is concerned, in the more remote and peripheral rural areas of the country, although some urban areas of northern and western England still have many Traditional Dialect speakers. These dialects differ very considerably from Standard English, and from each other, and may be difficult for others to understand when they first encounter them (2000: 5).

## Paraphrasing and referring to a text

The amount of direct quotations in your text should be restricted to the most significant ones. More often you will have to paraphrase parts of your secondary sources or refer to them more generally. Be aware that both direct quotation and paraphrase are ways of presenting ideas that are not yours and you always need to provide citations of your sources. These citations have the same format as those used for quotations.

Remember that a paraphrase consists of your own words and should be significantly different from the original text except in technical terms.

The following sentence is an example of **plagiarism** of the first sentence in the quotation above:

When people hear the term dialect they mostly think of what Trudgill (2000: 5) calls "Traditional Dialects".

A possible correct paraphrase of this sentence would be,

e.g.

In every-day usage, 'dialect' refers to what Trudgill calls 'traditional dialects' (2000: 5).

If you want to refer to the whole passage quoted above, you could write

e.g.

The term 'traditional dialects' is often used to refer to the more rural varieties of spoken British English (Trudgill 2000: 5).

## Footnotes / Endnotes

Do not use endnotes. Footnotes should only be used for comments, cross-references and acknowledgements that are not part of your text. They consist of a superscript reference number, which directly follows the text passage your footnote comments on and the correspondingly numbered footnote text. This text appears at the bottom of the *same* page as the reference number and it should be set in the same font style as the main body text at 10 pts. Your first footnote will be introduced by 1, the second by 2 etc., throughout your term paper.

e.g.

The question whether this approach is useful for linguistic analysis remains a controversial issue

...

A thorough discussion of advantages and disadvantages can be found in...

## Format of linguistic examples

In general, linguistic examples are set in *italics*,

e.g.

The words *writer* and *houses* consist of two morphemes each.

If more than one linguistic example is used in the text, they should be consecutively numbered throughout the whole paper. The list numbers should be bracketed: (1), (2), etc.

(1) *Okay, well let's have a listen to your chest.* (GYC 28)

(2) *As long as you don't mind me having a little smoke?* (GOA 1164)

'Single quotes' are used to express the meaning of a word or passage, as in translations.

e.g.

In Germanic languages, future tense is often expressed by modal verbs, as in English *will* or Swedish *ska* 'shall'. German, however, uses the lexical verb *werden* 'become'.

**Phonemic** transcriptions are enclosed by /slashes/ e.g.

/teɪk/.

**Phonetic** transcriptions are enclosed by [square brackets], e.g.

[t<sup>h</sup>eɪk].

{Curly brackets} are used to identify **morphemes**, e.g. {writ} {-er}.

<Angular brackets> indicate **graphemes**; use these if you want to refer explicitly to the spelling of a linguistic item,

e.g.

Both <write> and <right> are pronounced /raɪt/.

## References

In your list of references include every secondary source you cited in your term paper. Sort the entries in alphabetical order by the authors' last names. Since there are different – equally valid – formats possible (e.g. Chicago Manual, MLA, etc.), **it is most important to be consistent**. We suggest that you use the following format for which examples for different kinds of entries are provided:

### Books /Monographs:

Last name, first name. Year. *Title*. Place: Publisher.

McArthur, Tom. 2003. *Oxford Guide to World English*. Oxford: Oxford University Press.

Skandera, Paul and Peter Burleigh. 2005. *A Manual of English Phonetics and Phonology*. Tübingen: Narr.

If a book (article, edited volume) has more than three authors, 'et al.'

follows the first author's name:

Quirk, Randolph et al. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

If your reference list contains more than one entry from the same author published in the same year, use small letters to differentiate.

Sinclair, John. 2004a. *How to Use Corpora in Language Teaching*. Amsterdam/Philadelphia: Benjamins.

Sinclair, John. 2004b. *Trust the Text: Language, Corpus and Discourse*. London/New York: Routledge.

#### Edited volumes

Follow the format for books and monograph and simply insert 'ed.' for one or 'eds.' for more than one editor.

Barcelona, Antonio, ed. 2000. *Metaphor and Metonymy at the Crossroads*. Berlin: Mouton de Gruyter.

Trudgill, Peter and Jack K. Chambers, eds. 1991. *Dialects of English: Studies in Grammatical Variation*. London: Longman.

#### Book articles or chapters:

Last name, first name. Year. Article title. In: first name last name, ed. *Book title*. Place: Publisher, Pages of article.

Langacker, Ronald W. 1988. Autonomy, agreement, and cognitive grammar. In: Diane Brentari, Gary Larson and Lynn MacLeod, eds. *Agreement in Grammatical Theory*. Chicago: Chicago Linguistic Society, 147-180.

If more than one article / chapter of one book appears in your reference list, the book should be listed independently, so that you can refer to this independent entry:

Beal, Joan. 1993. The grammar of Tyneside and Northumbrian English. In: James Milroy and Lesley Milroy, eds., 187-213.

Cheshire, Jenny and James Milroy. 1993. Syntactic variation in non-standard dialects: Background issues. In: James Milroy and Lesley Milroy, eds., 3-32.

Miller, Jim. 1993. The grammar of Scottish English. In: James Milroy and Lesley Milroy, eds., 99-138.

Milroy, James and Lesley Milroy, eds. 1993. *Real English: The Grammar of English Dialects in the British Isles*. London: Longman.

Harris, John. 1993. The grammar of Irish English. In: James Milroy and Lesley Milroy, eds., 139-184.

#### Journal articles:

Last name, first name. Year. Article title. *Journal title* Volume, Pages of article.

Bailey, Richard W. 2002. Teaching sound change. *Journal of English Linguistics* 30, 310-317.

#### Internet sources / URLs:

Title. URL: <http://...> Access date.

Oxford English Dictionary Online. URL: <http://www.oed.com>. Accessed May 13<sup>th</sup>, 2009.