Style Sheet

Guidelines for writing and formatting a term paper in

English Linguistics

(July 2024)

1. Basics

All term papers in this department must be written in English. They must be submitted on time, in printed <u>and</u> electronic form, to 1) the lecturer's office or university postbox (the date of arrival being the official reception date, rubber-stamped by a lecturer from our department or the university post room), and 2) an e-mail address specified by the lecturer. Form and contents must meet the guidelines specified below. Term papers must be accompanied by a signed declaration of authorship ('Selbständigkeitserklärung', see 3.9).

Including footnotes, but not counting the cover page, table of contents, references and appendix, term papers must meet the requirements specified in the examination regulations. Papers which are too short or too long will not be accepted. The general guideline for papers in the new BA/MA programmes is as follows; for further details, please refer to Appendix C.

Proseminar:	3,800–4,600 words (10–12 pages, max. +10%)
Hauptseminar:	c. 6,000 words (15 pages, ± 10%)

2. Form

Before you start writing, in Microsoft Word or OpenOffice Writer, format your document according to the following guidelines. Alternatively, you may use our term paper template, but note that other sections of the department may expect a different format.

TIP: If you print your paper elsewhere, e.g. at a copyshop, save it as PDF to avoid undesired alterations in other programme versions.

2.1 General formatting

- o Paper size: DIN A4, one-sided.
- o Page margins: 3 cm each left and right, 2.5 cm each top and bottom.
- o Font: 12 pt Times New Roman (or any other comparable font and size) for the text, 10pt Times New Roman (or any other comparable font and size) for footnotes.
- o Line spacing: in running text 1.5, in footnotes 1.0
- o Spacing before and after headings: same spacing for headings of the same text level, e.g., two 12 pt spaces before sections 2, 3, 4, … but only one 12 pt space before subsections such as 2.1 and 2.2.
- o No page break between sections.
- o The text must be justified ('Blocksatz'). If needed, use a hyphenation programme or hyphenate manually at the right-hand margin to avoid loose lines.
- o Indention: The first paragraph after a heading is not indented; all other paragraphs begin with a 0.5, 0.75 or 1.0 cm indent which sets them apart from the previous paragraph (use 'tab stops').
- o Remember that paragraphs are sense units and typically consist of more than one sentence. Start a new paragraph to introduce a new aspect, idea or perspective.
- o Avoid leaving the first line of a new paragraph at the bottom of a page, or the last line of a paragraph at the top of a page.
- o The page count starts with section 1; there are no page numbers on the cover page, the table of contents or the declaration of authorship.

2.2 Italics, quotation marks and brackets

Use the correct style and typographical conventions right from the start.

Use of *italics:*
- o Foreign words

Greek *prãgma* means 'act'.

- o Words or sentences used as linguistic examples (metalinguistically) within the text

In the sentence *It is interesting to see what he meant*, the verb *see* is used metaphorically for *understand.*

- o Linguistic terms and concepts when first introduced

Austin proposes a fundamental distinction between *constative* and *performative* utterances.

- o Titles of independent publications (books, journals, but not articles in journals or edited volumes, see 3.7)

Conboy, Martin. 2010. *The Language of Newspapers. Socio-Historical Perspectives*. London: Continuum.

Use of quotation marks

Please use English, not German quotation marks.

Use of 'single quotation marks':
- o Translations

OE *fugol* 'bird'

- o Quotations within quotations

In Chaucer's *Tale of Melibee*, Prudence argues that "[…] of swiche wommen seith Salomon that 'it were bettre dwelle in desert than with a woman that is riotous'" (Chaucer, *Tale of Melibee*, 1087).

- o Semantic meanings

The adjective *sesquipedalian* means 'having many syllables'.

Use of "double quotation marks":
- o Short verbatim quotations (shorter than 3 lines, see 2.4)
- o Titles of articles in journals, edited volumes, handbooks

Use of brackets in linguistic description:
- o Phonology: Phone [l]   Phoneme /l/   Allophone [l], [ɫ]
- o Orthography: Graph \<l\>   Grapheme \<l\>   Allograph \<l\>, \<L\>
- o Morphology: Morph {for}   Morpheme {for}   Allomorph /fɔ:/, /fə/

2.3 Citation practices

All sources must be specified clearly, not just at the end of your paper in the bibliography, but by a reference in the body of the text. However, do not insert a reference after each sentence.

Bear in mind that using information without acknowledging it is **plagiarism**, which is intellectual theft and a criminal offence. Any student found engaging in it will automatically fail the course in question, with possible further consequences as stated in the 'Selbständigkeitserklärung' (see sections 1 and 3.9). The university's guidelines can be found here: https://www.uni-due.de/de/gute-wissenschaftliche-praxis/plagiate.php

Short verbatim quotations (less than three lines, as in example (1a)) are set in double quotation marks and are incorporated in the running text. They are accompanied by a short reference to the author and year (*name-date system*), along with the page number if the source is a book or article. **Do not put these references in footnotes.** Footnotes are reserved for additional information.[1] Reformulated and paraphrased ideas must also be indicated by giving the reference (as in (1b)).

(1a)	The corpus-driven approach is distinguished from the corpus-based approach, the latter availing itself of corpus data "mainly to expand, test or exemplify theories" (Tognini-Bonelli 2001: 65).
or:	
	According to Tognini-Bonelli (2001: 65), the corpus-driven approach is distinguished from the corpus-based approach, the latter availing itself of corpus data "mainly to expand, test or exemplify theories."
(1b)	The field of psycholinguistics incorporates language acquisition because the latter is closely connected with the early cognitive development of the child (Steinberg 1993: 23–7).

Longer quotations are separated from the text and indented, without quotation marks, as seen in (2a). Here, you can use single line spacing, but do not forget to return to 1.5 pt afterwards.

(2a)	The claim that monolingualism is the norm is wrong, not least because:
	all humans possess the capacity to learn several languages. An adequate theory of language competence, use and acquisition must be able to account for this, treating multilingualism, rather than monolingualism, as the default cause. (Hammarberg 2010: 92)

If you quote the same source repeatedly in the same paragraph – without any other source in between – use 'ibid.' as an abbreviation (< Latin *ibidem* 'the same place'), as seen in (2b). When the reader sees 'ibid.', he/she will look at the reference preceding it. If the source is the same but the page is different, add the page number as seen in (2c).

(2b)	Well-known difficulties for the elicitation of spontaneous speech, such as the observer's paradox (Labov 1972: 113), the tape recorder effect (ibid.) and effects of hyperadaptation (Trudgill 2004b: 62), are thus minimised.
(2c)	The main differences compared to Modern English consist in the following features: a fourfold case distinction in NOM, GEN, ACC and DAT forms, two additional dual forms *wit* 'we two' and *ġit* 'you two' (cf. Mitchell 1985: 110) and overt number distinction between 2SG *þu* and 2PL *ġe* (ibid., 114).

Sometimes you will want to adapt the quoted text to make it fit into your own text. Any changes or omissions have to be marked with square brackets, as seen in example (3), including any insertions you make.

(3)	Original text:
	The difficult part, to which the bulk of this chapter relates, lies in the range of opinions about the purpose of e-mail as a communicative medium, and…

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[1] A brief note on footnotes: Footnotes are numbered consecutively. You do not have to have any footnotes in your paper, but if you do, they should contain additional information which is too long to include in the running text, e.g. further aspects, arguments or references that might interest the reader.

> Adapted text, for example:
> Crystal (2006: 99) is definitely right when he states that "[t]he difficult part […] lies in the range of *opinions* about the purpose of e-mail as a communicative medium" [my

Always try to quote from the original source. If there is an English original that you can get hold of, do not quote from a translated version. Quotations from languages other than English can be included in two ways: either you include the foreign-language quote directly and provide a translation in brackets (as in (4a)), or you translate the original text, in which case you must indicate that it is your translation and provide the original source in a footnote (as in (4b)).

(4a) Gutzmann defines the meaning of *ethic datives* as "eine Sprechereinstellung in Form einer unabhängigen Proposition P_{DE} zur Proposition Ps des Satzes, in dem er steht. ('the speaker's attitude towards the proposition Ps of the sentence in which it stands by an independent proposition P_{DE}', 2007: 282).

(4b) According to Gutzmann, the *ethic dative* expresses "the speaker's attitude towards the proposition Ps of the sentence in which it stands by an independent proposition P_{DE}" (2007: 282; my translation).[1]

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[1] "Der Dativus Ethicus drückt eine Sprechereinstellung in Form einer unabhängigen Proposition P_{DE} zur Proposition Ps des Satzes, in dem er steht, aus."

To denote incorrect or unconventional spelling or grammar in the original source, you can insert [sic] (< Latin 'so/like this') in order to show that you did not make a mistake.

(5) In 1970, the Department for Tourism and Economic Development published a booklet titled The Businessmans' [sic] guide to Jerusalem.

(6) Jyotika Virdi speaks of "The cinematic imagiNation" [sic] with regard to Indian films as social history.

If you use information from dictionaries, please make sure to provide precise references as well. Well-known dictionaries can be abbreviated after first mention (e.g. OED for *Oxford English Dictionary*). Individual dictionary entries are referred to with s.v. (< Latin *sub voce/verbo*), multiple entries with svv. (*sub vocibus/verbis*).

(7) We have to distinguish between *punk*, n1, originally meaning 'a prostitute' (*OED* s.v. A. I. 1.) and two further homonyms with quite different meanings (*OED* s.vv. *punk*, n.2 and n.3).

2.4 Examples, tables and figures

Similar to quotations, the source must be specified for all examples, tables and figures. Examples (especially longer ones) should be separated from the running text, numbered consecutively and aligned with spaces or tabs; the same applies to listings, as seen in (8).

(8) Quirk et al. characterize adjectives as follows:
   a. They can freely occur in attributive function.
   b. They can freely occur in predicative function.
   c. They can be premodified by the intensifier *very*.
   d. They can take comparative and superlative forms.

Tables and figures are also numbered consecutively. Each table and each figure should have a concise caption including the source, as seen in Figure 1.

Figure 1: The two sides of the linguistic sign (Saussure 1916: 99)
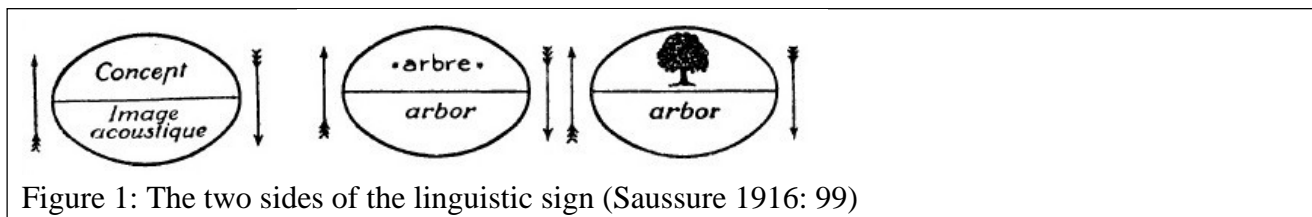
2.5 Special symbols and abbreviations

Use IPA symbols to reflect pronunciation, for example:

(9) The word *fish* /fɪʃ/ was pronounced [fɪs] by half of all participants (n=4).

You might have to install an additional font set on your computer (which you can download for free from the IPA website at http://www.langsci.ucl.ac.uk/ipa/, or from the English Linguistics Essen website at http://www.uni-due.de/ELE/). Before submitting your paper, make sure that all special symbols are displayed correctly.

Please make sure to use the abbreviations common in English:

e.g. means 'for example' (< Latin *exempli gratia*)
cf. means 'compare' (< Latin *conferre*)
i.e. means 'that is/that means' (< Latin *id est*)

3. Contents and structure

The main goal of a term paper is to show your ability to work scientifically. In other words, you should show that

- o you understand and are able to receive and reflect the academic literature, facts and approaches;
- o you make the topic your own, setting your own priorities, focus and guiding questions or hypotheses;
- o you are able to apply the knowledge gained from the literature and transfer this knowledge to other linguistic fields or aspects, including your own examples and analyses;
- o you demonstrate the ability to criticise your secondary sources (constructively and in proper academic style!) and to position yourself in relation to them.

When you are reflecting on what you have read or collected make sure to ask yourself *why* something is the case, do not just say that it is so. For instance, you might state that language acquisition is quick and thorough for the first language and slower and less perfect for the second language later in life. Having said this, you must then ask yourself the question: *why* is this so? Try then and offer a principled explanation in a linguistically acceptable fashion.

A term paper must contain the following parts: a title page, a table of contents, an introduction, a main part, a conclusion, and a bibliography (references). If needed, e.g. in advanced papers, it may also contain a list of abbreviations, a list of tables and figures, and an appendix.

Regarding the contents, every term paper is of course different. However, there are some general guidelines which will help you write a good paper.

- o Build your paper around a concise and precise thesis statement or guiding question; make your main topic clear in the title already, so that the reader knows what the paper is about; in the text, stick to this topic, providing arguments to support or dispute your thesis, or to discuss your topic from different perspectives.
- o Do not just report what you have read in the secondary literature, do not simply sum up your sources; a term paper has to include your own research, assessments and critical thinking.
- o Do not accept what you read too readily; question your sources; if you do not agree with what you read, state how your views differ from it and criticise constructively.
- o Make use of your linguistic knowledge; look at everything you read, and your own writing too, through a linguist's lens, and apply the 'linguistic toolkit' you have acquired.

3.1   Title page

For an example, see Appendix A.

Top left:
- o Name of the university and department
- o Term when the seminar took place
- o Title of the seminar
- o Name of the lecturer (check website for correct spelling and academic titles!)

Centre:
- o Title (and subtitle) of the paper (clearly stating the central topic)
- o Module or type of paper (e.g. Module C, Reading Course Essay, Vertiefungsarbeit Kulturwirt)

Bottom right:
- o Your name and matriculation number
- o Course of studies and semester (when you took the seminar)
- o University e-mail address

3.2   List of abbreviations, tables or figures

In case you use many specific abbreviations or various tables, figures or even maps in your paper, you might want to include an overview which the reader can turn to. (Do not include standard abbreviations such as 'e.g.'.) Such lists are found in most monographs and edited volumes. Since they precede the first section of the paper, they get small Roman numerals as page numbers (see Appendix B).

3.3   Table of contents

The table of contents contains the headings of the different sections and subsections of the paper plus the corresponding page numbers, as seen in Appendix B (no page ranges; dot leaders are optional). Both the section and page numbers are written in Arabic numerals (except the lists discussed in 3.2).

Watch out for these common mistakes:
- o The headings in the table of contents must be identical with the headings in the text.
- o You can choose to capitalise the content words (nouns, verbs, adjectives, etc.) or not, but whatever your choice, be consistent.
- o If you subdivide a section into subsections, you must have at least two subsections; i.e. if you have a section 3.1 you must at least also have a section 3.2.
- o Avoid more than three structural levels (be reader-friendly); for example, 3.2.2 is still ok, but not 3.2.2.1.
- o Avoid too many subsections (the shorter the paper the fewer subsections), and avoid very short subsections (each should be more than 0.5 pages long).
- o Do not put a dot after the numbers of subsections: 1. is correct, but 1.1, 1.2.1, etc.

3.4 Introduction

As a rule of thumb, the introduction should not be longer than 1/10 of the paper. In this part, you introduce the imaginary reader to your topic. Explain what your object of study is and how you will approach it (including the theories and methods applied). What are your main research questions, and why should these questions be asked, or: what knowledge and insights can be gained? You can already hint at the results which you hope to reach by the end of the paper.

If your methodology or the theoretical background knowledge needed to understand your paper is more complex, you may want to put these aspects in separate sections.

3.5 Main part

After the introduction comes the central part of the paper, divided into sections (if necessary with subsections, see 3.3). In empirical papers, this part includes methods, results and possibly a discussion. In this part, you offer a comprehensive treatment of the topic announced in the title of your paper and the different aspects related to it. You may include a summary or critical interpretation at the end of each major section. At the very latest, this must be included at the end of the paper.

The exact structure of the main part varies depending on the topic. If you are not sure about the structure or which aspects to include, ask your fellow students for their opinion and discuss the issue with your lecturer.

Even though you should show that you have read and understood the linguistic literature available for your topic, use quotations sparingly to enhance your own arguments. If you directly quote passages from some book, or include pieces of literature, it must be clear why you do so, i.e. it must be justified by the discussion you are engaged in at that point in your paper. You should not just include quotations for the purpose of filling pages. Do not string them together but integrate them into your writing. After all, this is *your* text, and the reader (i.e. your lecturer) wants to hear what you have to say in your own words (also see 2.3 Citation practices). This will show that you have processed the information mentally for yourself.

3.6 Conclusion

In this section you should try to summarise and give a final judgment on your major findings (briefly), drawing together the various threads of arguments developed in the paper. A critical evaluation of the material should be offered to the reader and you should try to express your own views on what you have read and presented in your own words. The conclusion should be at least half a page long. You can also call this section "Summary" or "Synopsis".

You may decide to pick one or more of the following ways to conclude your paper.
- o Review your initial thesis statement and relate it to your results (possibly in multiple steps).
- o State if and why your thesis statement has been proven completely, partly, or not at all.
- o Consider the relevance of your results and whether you can make any suggestions on the basis of your thesis.
- o Embed your findings in a wider context of present, past or future linguistic research.

At the very end of the paper, it is always good to add an "Outlook". In the outlook you can mention questions which still need to be solved and any interesting issues related to your topic which you could not study but which would be worth investigating in the future.

3.7   Bibliography/References

This section must include all references mentioned in the body of the text (not including secondary sources mentioned in quotations from other authors). Do *not* put books or articles in the references section which you did not quote in the body of the text. References are listed in alphabetical order (by name of author, or by title in case of sources without author). In the table below you find a detailed description of citation conventions. Please make sure that the reference format is used consistently.

Depending on the kind of paper you are expected to use at least 5 or 6 references (preferably books *and* articles). A Hauptseminar paper would usually require more than this. If needed, you can divide this section into primary sources (e.g. linguistic data, corpora), secondary sources (the linguistic literature you have read and quoted) and other sources (e.g. special programmes used to analyse your data). Further differentiations (e.g. according to the type or medium of publication) are not necessary.

You can use Internet sources in a term paper, but must specify them as precisely as possible. In order to pick and choose from the incredible amount of information found online, you must already master your topic, which is why you should first check the sources available in the library *before* searching for additional material online. Make sure that you *only* use materials from university departments or reputable sources, such as a publisher or a government department or agency. Be *sceptical* about anything you read in the Internet, and try and confirm information you take from it by consulting at least two independent sources. If possible, prefer peer-reviewed encyclopaedias from the university library over Wikipedia.

In addition, references to online data might be difficult if no author, year or title is mentioned. In those cases, list the URL, possibly under the name of the website, or a username, or introduce a telling title yourself, in order to be able to refer to the source in the text (see the memes in Table 1, the first of which is referenced under the user's name, the second under an invented title).

The following table provides an overview of the most important citation conventions.

	In the text	In the bibliography
Monograph (1 author)	(Bednarek 2006: 45–47)	Bednarek, Monika. 2006. *Evaluation in Media Discourse. Analysis of a Newspaper Corpus*. London/New York: Continuum.
Monograph (2–3 authors)	(Hachmeister/Rager 2005: 69)	Hachmeister, Lutz, and Günther Rager. 2005. *Wer beherrscht die Medien? Jahrbuch 2005: Die 50 größten Medienkonzerne der Welt*. München: Beck.
Editor (of a work of which an article was quoted)	--	Bublitz, Wolfram, and Axel Hübler (eds.). 2007. *Metapragmatics in Use*. Amsterdam: John Benjamins.

Work with 3 or more authors/an edited volume	(Quirk et al. 1985: 46)	Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman. or: Quirk, Randolph, et al. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.
Works with several editions	(Wardhaugh 2002) or (Wardhaugh 2002⁴)	Wardhaugh, Ronald. 2002. *An Introduction to Sociolinguistics*. 4th edition. Oxford: Blackwell. or: Wardhaugh, Ronald. 2002⁴. *An Introduction to Sociolinguistics*. Oxford: Blackwell.
Reprinted works	(Jesperson 1938: 21)	Jespersen, Otto. 1982 [1938]. *Growth and Structure of the English Language*. Oxford: Blackwell.
Several works by the same author	(Lass 1999a: 121) (Lass 199b: 58)	Lass, Roger (ed.). 1999a. *The Cambridge History of the English Language, Vol. III: 1476–1776*. Cambridge: Cambridge University Press. Lass, Roger. 1999b. "Phonology and morphology." In: Roger Lass (ed.), 56–186.
Article in an edited volume	(Andersen 1988: 75)	Andersen, Henning. 1988. "Center and periphery: Adoption, diffusion, and spread." In: Jacek Fisiak (ed.). *Historical Dialectology*. Berlin: Mouton de Gruyter, 39–83.
Article in a research journal	(Clark/Roberts 1993: 301)	Clark, Robin, and Ian Roberts. 1993. "A computational model of language learning and language change." *Linguistic Inquiry* 24, 299–345.
Article in non-academic journals	(Foroohar 2011: 7)	Foroohar, Rana. 2011. "The end of Europe." *Time Magazine* Aug. 11: 5–11.
Two or more articles in the same anthology	(Beal 1993: 200) (Cheshire/Edwards/ Whittle 1993: 62)	Beal, Joan. 1993. "The grammar of Tyneside and Northumbrian English." In: Milroy and Milroy (eds.), 187–213. Cheshire, Jenny, Viv Edwards and Pamela Whittle. 1993. "Non-standard English and dialect levelling." In: Milroy and Milroy (eds.), 53–96.
The anthology needs to be cited as well	--	Milroy, James, and Lesley Milroy (eds.). 1993. *Real English: The Grammar of English Dialects in the British Isles*. London: Longman.
Electronically published article (URL)	(Rickets 2011)	Rickets, Wendell. 2011. "Please mind the gap: Defending English against 'passive' translation." URL: http://aiic.net/ViewPage.cfm/ article2770.htm (last accessed November 7, 2011).
Electronically published article linked to digital object identifier (DOI)	(Kornack/Rakic 2001)	Kornack, David R., and Pasko Rakic. 2001. "Cell proliferation without neurogenesis in adult primate neocortex." *Science* 294: 2127–2130, DOI: 10.1126/science.1065467.
Reference website	(International Corpus of English)	International Corpus of English. URL: http://ice-corpora.net/ice/ (last accessed November 9, 2011).
Reference software	(Praat)	Boersma, Paul, and David Weenink. 2007. Praat: Doing Phonetics by Computer (Version 4.6.32). URL: http://www.praat.org (last accessed February 23, 2011).
Meme	(FunnyPhoebe_memes 2018)	FunnyPhoebe_memes. 2018. "Doge". URL: https://imgflip.com/i/2tejkd (last accessed September 12, 2021).
Meme without title, author, year	("Dog at gate")	"Dog at gate" (no date). URL: https://ars.els-cdn.com/content/image/1-s2.0-S2215039019300232-fx6_lrg.jpg (last accessed September 12, 2021).
AI tools used	mention use and extent of use of AI in text	*provide the name of the tool and a reference websit*

Table 1: Citing your sources

3.8 Appendix

The appendix is not part of the running text, i.e. it does not count towards the total number of pages or words that you are expected to write. You do not need to have an appendix but it can be useful if you want to add information that you consider important but too long to show in the running text (e.g. longer tables, additional graphs, maps, or primary data in the form of transcripts, etc). If you need to subdivide your appendix (which will only be the case in longer papers), use the section title "Appendices" instead, then subdivide into A, B, ... If you want to attach audio or video files, you can hand in a CD-ROM together with your paper.

3.9 Declaration of authorship

At the end of the paper, the following declaration of authorship must be included and signed. Do not use any other declarations found online. Since this is not part of your paper, it does not have a page number and you need not mention it in the table of contents. See Table 1 for how to cite the references and tools you used.

Note that this declaration now also refers to the use of artificial intelligence (as from summer term 2024). When writing your paper, check with your particular lecturer how exactly they handle this issue and what consequences the unmentioned use of AI may have. The current UDE regulations are to be found here:

https://www.uni-due.de/imperia/md/content/e-learning/strategie/ki_in_studium_und_lehre_-_empfehlungen_zum_umgang_an_der_ude_v1.0.pdf

If you are submitting a Bachelor's or Master's thesis, please check which declaration you should use with your main supervisor and with the registrar's office.

Selbständigkeitserklärung

Ich,   (Vorname, Name, Matr.-Nr.)

versichere hiermit, dass ich diese Arbeit selbständig verfasst bzw. im Fall einer Gruppenarbeit die von mir selbständig verfassten Teile gekennzeichnet habe. Ich habe keine anderen als die angegebenen Quellen und Hilfsmittel benutzt und alle Ausführungen, die anderen Schriften wörtlich oder sinngemäß entnommen wurden, kenntlich gemacht. Dies beinhaltet auch die Verwendung von künstlicher Intelligenz.

Mir ist bekannt, dass ein Täuschungsversuch u.a. mit einer Geldbuße von bis zu 50.000 Euro geahndet werden kann, und dass der/die Studierende im Fall eines mehrfachen oder sonstigen schwerwiegenden Täuschungsversuchs zudem exmatrikuliert werden kann.

Ort, Datum   Unterschrift

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4. Style

Present your contents in precise and clear words, avoiding too many repetitions and applying the correct technical and linguistic terminology. Imagine a reader (not your lecturer!) who has a certain background knowledge of linguistics, but reads about this particular topic for the first time. Use an argumentative matter-of-fact style. It is great to be enthusiastic about a topic, but your emotions (positive or negative) must not reflect in the text.

<u>How to acquire academic style</u>: When reading the scientific literature, notice and learn from the academic style used by published authors. How is this style new or different; which traits or formulations could you adopt? Try to write a text, then adapt it to academic style. Caution: the use of AI to rephrase publications or to adapt what you write to academic style will not give you the skills you want to acquire. Plus, there is a realistic possibility that the text produced by AI might not make sense and might not be accepted by your lecturer. If you nevertheless decide to use AI, you yourself are no longer the sole author of the respective text. You must therefore mention the software you used as described above.

5. Before you hand in your paper

- o Run a spell-check and check your style. Make sure you did not mix spelling standards, i.e. stick to either British or American English. In Microsoft Word, go to the *Tools* menu and select a language (UK or US English).
- o Check the format (be a real nitpicker!); if possible, ask a native speaker to proofread your paper, or ask a fellow student.
- o Do not forget to include and sign the Versicherung an Eides Statt.
- o Hand in a printed version of your paper (and any data CD-ROMs) by the deadline prescribed by your lecturer.
- o Submit an electronic version of your paper to the e-mail address specified by your lecturer; send it as one file (*.doc, *.docx, *.odt, *.rtf).

Appendix A: Example title page

Universität Duisburg-Essen
Department of Anglophone Studies
Winter term 2022/23
Seminar: Language Acquisition
Lecturer: Prof. Dr. Ray Hickey

Stages of first language acquisition: A case study

Module LING2

Petra Schmidt
Matr.no. ....
Lehramt Bachelor, semester 5
petra.schmidt@stud.uni-essen.de

Appendix B: Example table of contents

Table of Contents

Appendix C: Page ranges

in correspondence with the above-mentioned word counts

10-12 pages	c. 3,800–4,600 words
12-15 pages	c. 4,600-6,000 words
15 pages	c. 6,000 words
15-20 pages	c. 6,000-7,600 words

Lehramt

Lehramt BA (WS 2018/19)

Mod. LING2 (A&A)	10-12 (max. + 10%)
Mod. AAC	12-15 (max. + 10%)

Lehramt Master

Mod. I (GyGe, BK)	15 (max. + 10%)
Mod. Kb (GS)	15 (max. + 10%)

2-Fach Bachelor und Master Anglophone Studies

2-Fach BA (WS 2018/19)

Mod. LING2 (A&A)	10-12 (max. + 10%)
Mod. AAC	12-15 (max. + 10%)

2-Fach MA "English Linguistics" (WS 2018/19 – …)

Mod. Language in Use: 15 ($\pm$ 10%)

1-Fach Master (last adm. WS 2011/12)

Mod. X/1	15-20 (4CPs)
Mod. X/2	15-20 (4CPs)
Mod. XIV	12-15 (3CPs)
Mod. XII	12-15 (3CPs)

Kulturwirt

Kulturwirt BA (WS 2013/14 – WS 2017/18)

Mod. III	max. 12 (max. + 10%)
Mod. VI/2	max. 15 (max. + 10%)

Kulturwirt (WS 2018)

Mod. LING2_KW	12-15 (max. + 10%)
Mod. AAC	12-15 (max. + 10%)

Kulturwirt MA
Mod. "Cultural Studies" 15 ($\pm$ 10%))