Style Sheet

Table of Contents

1 Form

1.1 Basics

1.1.1 Font

- Choose a serif font, such as Times New Roman or Cambria, OR a sans-serif font, such as Arial or Calibri.

- Use font size 12 for serif fonts and font size 11 for sans-serif fonts.

- Use one single font for the whole document, including headings, footnotes, page numbers, etc.

- Do not use eccentric or unusual fonts.

1.1.2 Page format

- A4 format

- Use full justification ("Blocksatz"). Automatic hyphenation may prove useful.

- Margins (optimised for marking purposes):

  ◦ top & bottom: 2 cm

  ◦ left: 2.5 cm

  ◦ right: 3.5 cm

- Line spacing: 1.5

- Consecutive pagination, starting from the table of contents to the last page

- Indent paragraphs by 1.25 cm, except for the first paragraph after a heading or after a table or figure.

1.1.3 Layout conventions

- Footnotes can be used for qualifying statements or expansions on the main text.

- Phonetic transcription in IPA should be placed between square brackets []. Phonemic examples should be placed between slashes / /, e.g.

  ◦ There are two allophones of the English phoneme /l/: [l] and [ɫ].

- Orthographic symbols and spelling should be placed between angle brackets:

  ◦ The letter <t> was omitted when …

  ◦ *<cats>*

- The online IPA keyboard (www.i2speak.com) is a useful tool which allows you to type phonetic transcriptions that you can copy into your document.

1.2 Title page

The title page must contain the following items:

- name of the university & department

- term (summer/winter 20…)

- title of the class

- name of the teacher

- title of your paper

- your name, address (including your e-mail) and matriculation number

- the subjects you study and your course of study with the number of semesters

Note: Do not use colours or special fonts on the title page. Keep it simple.

Technische Universität Chemnitz
Department für Anglistik und Amerikanistik
(Semester)
(Veranstaltungstitel)
(Name DozentIn)

Titel der Arbeit

(Ihr Name)
(Matrikelnummer)
(TUC-Mailadresse)
(Studiengang, Fächerverbindung)
(Fachsemesterzahl)
(Abgabedatum)

Title page either in English or German

Chemnitz University of Technology
Department of English and American Studies
(Term)
(Title of the course)
(Title, first name, last name of the course teacher)

Title of your paper

(Your name)
(Matriculation number)
(Your TUC Email)
(Your subjects and course of study)
(Semester)
(The date of handing in your paper)

1.3 Table of contents

- Use the following numbering system: 1 – 1.1 – 1.1.1 etc. There is no full stop after the last numeral.

- Do not format your table of contents manually. Use the automatic table of content feature of your word processor program (in MS Word: Verweise > Inhaltsverzeichnis).

- You can customize or create your own style (by specifying, for example, the font, size and indentation) to format certain parts of your coursework more quickly and efficiently (e.g. headlines, main text, examples, lists etc.). To find out more about how to change an existing style or create a new one, visit the following page: https://support.microsoft.com/en-gb/office/customize-or-create-new-styles-d38d6e47-f6fc-48eb-a607-1eb120dec563?ui=en-US&rs=en-GB&ad=GB.

1.4 Typical formatting mistakes

1.4.1 Quotation marks

- Double quotation marks: "text"

  ◦ Do not use the inch sign (**"**) as a replacement for quotation marks.

- Single quotation marks: 'text'

  ◦ Do not use accents (´ or `) as a replacement for quotation marks.

1.4.2 Apostrophes

- *Lakoff's*

- Can be found on a German standard keyboard on the same key as the hash or pound sign (#).

- Do not use accents (´ or `) as a replacement for the apostrophe.

1.4.3 Dashes and hyphens

- Be aware of the difference between a dash (–) and a hyphen (-):

- Hyphens are used to join words or syllables (e.g. *twenty-two, family-owned)*.

- Dashes indicate parenthetical expressions or comments – such as this one – and are also used for ranges of numerical values (e.g. *pages 15–23*).

1.4.4 General advice

- Use a spellchecker, but do not rely on it solely. Do not forget to thoroughly proofread your final version or to have someone else proofread it.

- Use either British English or American English spelling consistently.

- Use italics when you use metalanguage, e.g. in the sentence "*Leopard* has two syllables". The italics indicate that the sentence is about a word and not about an animal.

- Format numbers according to English conventions, e.g. *1.5 million words*, *475,000 sentences*. Note that the use of commas and full stops represents the opposite of German conventions (*1,5 Millionen Wörter*, *475.000 Sätze*).

- Be aware that English punctuation differs from German punctuation, particularly concerning relative and subordinate clauses. If you are unsure, read up on English orthography and punctuation, e.g. in Quirk et al.'s (1985) *Comprehensive Grammar of the English Language*. Note:

  ◦ *We assume that this problem can be solved.* (no comma before *that*)

  ◦ *This is the book which they bought.* (no comma in defining relative clauses)

2 Structure

The structure of your written assignment will be largely determined by your research questions as well as the particular object of the study. However, there are some universal points that could help you organize your thoughts into a coherent piece of work. The written assignment should contain the following parts: cover page, table of contents, introduction, main part (typically consisting of literature review, method, results and discussion), conclusion, bibliography, appendices (if relevant) and an affidavit in which you state that the assignment is your own work. The introduction, main part and conclusion must have approximately 10-12 pages for basic seminars (BA) and approximately 15-20 pages for advanced seminars (MA).

The aim of the **introduction** is to present the topic to the reader and explain the motivation behind your research. It also contains the general thesis of the paper. The introduction is the right place to state what will be covered in the paper to give the reader a clearer picture of what is to follow.

Next, depending on the type of paper, the **main body** will look slightly different. It will typically start with an extensive literature review that presents the current state of the problem and points to a gap in the literature. It is important that the literature review should present your own critical evaluation of previous findings. A critical attitude is necessary to ensure progress in research. You should not take everything that you read for granted. Also, the paper should not be a reflection of your stream of thoughts but rather the result of their analysis.

In the case of more **theoretical work**, it is difficult to suggest an approximate table of contents because this will be highly dependent on the topic. In general, the main body will consist of a few sections each concentrating on a certain aspect of the main topic. However, in the case of an **experimental study**, your paper is expected to follow the usual conventions and to provide a detailed description of the methodology employed. You might have a section called *Methodology* consisting of further sub-sections, e.g. Procedure, Participants, Data analysis, Results (what you found out) and Discussion (how you interpret the findings and in what way they are relevant for current as well as future research). The sub-sections might naturally differ if the paper focuses on other types of empirical data (e.g. corpus data, speech archives etc.).

Another part that is essential for any academic paper is the **Conclusion** section. Here, you summarize the key points/findings of your paper. Irrespective of whether the paper is a theoretical or an experimental one, you could also use this section to discuss the limitations of your study. Since it is impossible to cover all relevant aspects in 10-12 pages, there must be things that you did not investigate due to the scope of the paper. Address this point at the end of the conclusions section (unless you already mention the limitations in the main body). Moreover, you could extend the discussion of limitations by offering ideas and suggestions for future research.

This part is followed by the **bibliography**, which is sorted alphabetically and should only use reliable academic sources. In general, do not use *Wikipedia* articles – but you may want to use the resources that are quoted in *Wikipedia* articles.

If your paper has large tables and/or figures or other data (e.g. questionnaires used for a study) that are not suitable for the main body, you can put them into the **appendix/appendices** that normally come(s) at the very end.

Finally, there are also some general tips that are relevant throughout the paper. Try to avoid purely subjective opinions or claims for which you have no evidence (e.g. that English is the easiest language to learn as an L2 etc.). Also, try to minimize the use of first-person personal pronouns (as in *I filtered the data manually*) and use passive structures (*The data was filtered manually*) or impersonal subjects (*The next step involved filtering the data manually*).

Make sure you read, sign and attach the **affidavit** at the end of your course paper, which states that what you submit is your own work. To download the affidavit, use the following link:

https://www.tu-chemnitz.de/studentenservice/zpa/formulare/allgemeineformulare/abschlussarbeit_selbststaendigkeitserklaerung.pdf

3 In-text quotations and references

Coursework will typically often refer to the ideas and findings of other researchers who previously worked on the topic. No matter whether the original text is quoted verbatim or paraphrased, you need to refer explicitly to the source text either before or after the passage – in any case close enough that the status of the reference can be understood. A failure to provide the source for ideas that are not your own results in plagiarism.

Depending on how you refer to the source text, the form of your reference will differ:

- When you use **short quotations** (up to three printed lines), place them inside your text and mark them with single or double quotation marks. If there is a quotation within the initial quotation, mark it with the other type of quotation marks:

  … argues that 'the three prevailing ones in the body of experimental research are "idioms", "(restricted) collocations", and "lexical bundles"' (Columbus 2013: 24).

- When you use **longer quotations** (more than three printed lines), set them apart from the rest of the text and indent. Make these 1 or 2 fonts smaller, add some space above and below and use single spacing):

They constitute an essential – perhaps even the preponderant – component of a fluent speaker's conventional linguistic knowledge. Yet standard linguistic theory hardly recognizes their existence, let alone accommodates them in any straightforward manner. The problem is that they conform to the stereotype of neither lexicon nor grammar… (Langacker 2008: 20)

- When you **paraphrase the source text explicitly mentioning the author's/authors' name(s)** in the text itself:

  According to Herbst & Klotz (2003), the information in a collocations dictionary will only fulfill its purpose if the following two conditions are met: 1. the information is provided in the correct place in the dictionary; and 2. the information about the specific and habitual relations between words is recognizable.

- When you **paraphrase the source text not mentioning the author's/authors' name(s)** in the text itself but in brackets at the end:

  The information in a collocations dictionary will only fulfill its purpose if the following two conditions are met: 1. the information is provided in the correct place in the dictionary; and 2. the information about the specific and habitual relations between words is recognizable (Herbst & Klotz 2003).

- When you recommend that the reader should **compare** information you provided **with a different source**:

  ...constructions are form-meaning pairings (cf. Diesel 2016).

- When you quote **one word that was specifically used in the original text**, italicize it similarly to a direct quotation:

  ...he (Mustermann 2019: 30) considers this relationship *opportunistic* only because…

- when you **refer to two/three/four and more authors**:

  They (Ellis & Collins 2009) argue that…

  They (Mokhtari, Samar & Kiany 2016) offer the following solution…

  … which is referred to as the traditional grammar (Quirk et al. 1984).

- When quoting **a sentence stretching to the next page** in the original text, provide the page range:

  …an ERP component is a source of 'controlled, observable variability' (Luck 2014: 67-68).

- When the **source is not available** – not simply when it is not available in the department library, but generally cannot be found – it is exceptionally possible to refer to a reference second hand (but do avoid this whenever possible):

  It has been argued that … (Firth 1957 in Palmer 1968).

- When quoting **examples from the British National Corpus** (or another corpus), include the reference to the hit by using the code provided in the corpus:

  The guard is still in the house.<A03 833>

Sometimes, the use of **tables and figures** becomes relevant. If these are reprinted from a different source, provide information about the source text including the author's/authors' name(s), year and page number. All tables and figures must be captioned, and the captions need to be numbered. Tables are captioned above the table and figures below the figure. If the font size of your body text is 12, use size 10 for captions, left-aligned, and leave some space between the table/figure and the text body. Table 1 and Figure 1 below show appropriate quotation style.

Table 1. Task performance by condition (reprinted from Perrachione 2013: 5). DOI: 10.1371/journal.pone.0073372

	Overall Accuracy		Sensitivity(A')		Threshold(cents)	
Conditions	**Mean**	**Std. Dev.**	**Mean**	**Std. Dev.**	**Mean**	**Std. Dev.**
Language	0.77	± 0.09	0.87	± 0.08	151	± 74
Music	0.83	± 0.09	0.90	± 0.08	129	± 92
Tones	0.65	± 0.09	0.75	± 0.10	26	± 5
Clicks	0.75	± 0.06	0.84	± 0.07	313	± 137
Gabors	0.79	± 0.08	0.88	± 0.07	296	± 143

Make sure to include a cross-reference to your figures and tables in the text.
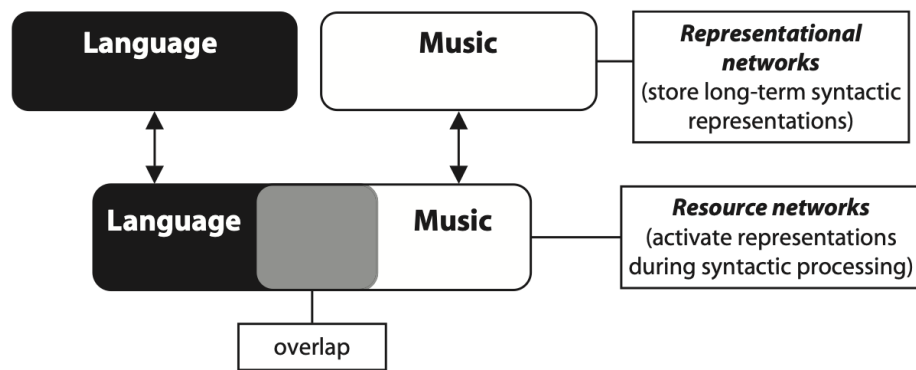
Figure 1. Schematic diagram of the functional relationship between linguistic and musical syntactic processing (reprinted from Fedorenko et al. 2009: 2). DOI: 10.3758/MC.37.1.1

4 Bibliography

Every text that you refer to in the body of your paper must be listed in the bibliography section (also called *references*). Use reliable sources such as academic literature in the form of monographs, chapters in edited volumes and articles from scientific journals as well as online resources (e.g. corpora) and specialized software (e.g. *PsychoPy, R, SPSS*). Depending on the source, there are different citation styles.

- For a **monograph**: book title in italics, place, publisher.

  Sinclair, John. 1991. *Corpus, concordance, collocation*. Oxford: Oxford University Press.

- For a **chapter in an edited volume**: book title in italics (not the chapter title), editor(s) (ed. or eds. depending on whether there are one or more editors), chapter pages, place, publisher.

  Moon, Rosamund. 1998. Frequencies and forms of phrasal lexemes in English. In Anthony P. Cowie (ed.), *Phraseology: Theory, analysis, and applications*, 79-100. Oxford: Clarendon Press.

- For a **(scientific) journal article**: journal title in italics (not the article title), issue of the journal, number (if available), page range.

  Dabrowska, Ewa. 2014. Words that go together: Measuring individual differences in native speakers' knowledge of collocations. *The Mental Lexicon* 9(3). 401-418.

- For **further editions of a book**: book title in italics, edition, places, publisher.

  Trudgill, Peter & Jean Hannah. 1994. *International English: A guide to varieties of Standard English*, 3rd edn. London: Edward Arnold.

- For **online sources:** provide webpage and date of access.

  Pedersen, Johan. 2005. The Spanish impersonal *se*-construction: Constructional variation and change, *Constructions* 1. Retrieved from https://www.lextutor.ca/vp/comp/ (3 April 2007).

- For **software and packages:** the official pages of the software normally provide information on how to cite their tool.

  Peirce, Jonathan, Jeremy R. Gray, Sol Simpson, Michael MacAskill, Richard Höchenberger, Hiroyuki Sogo, Erik Kastman & Jonas Kristoffer Lindeløv. 2019. PsychoPy2: Experiments in behavior made easy. *Behavior Research Methods* 51(1). 195-203. doi: 10.3758/s13428-018-01193-y.

- For further information on referencing style, please consult the *Unified Style Sheet for Linguistics*:

  https://www.linguisticsociety.org/resource/unified-style-sheet