

PH Weingarten  
Fachbereich Englisch  
Seminar: How to write a term/research paper  
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## **Guidelines for Writing a Term/Research Paper**

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## 1. Purpose

These guidelines have been established in order to set mandatory regulations for works which are submitted to the English Department. Therefore, their aim is to help you write and edit your papers (e.g. *Seminararbeiten, Modulprüfungen, Portfolios, WiHa,...*).

## 2. Structure of the Paper

Each paper consists of a minimum of 6 different parts:

- cover sheet
- table of contents
- introduction
- main body
- summary / conclusion
- bibliography

Additional elements include:

- index of figures and index of tables
- appendix

### 2.1 Cover Sheet

Your cover sheet can be divided into **three components**.

The first one includes the name of the university, the title of the seminar, the name of the lecturer and the term in which you have attended the seminar. This part is followed by the title of your paper while the last part comprises your personal information: your name, your majors (*Studiengang*), your current number of semesters, your student number and your contact details (address, phone number, e-mail address). See the cover page of this document as an example.

### 2.2 Table of Contents

The table of contents shows the structure of your paper and **lists all the titles of your chapters and subchapters including the respective page numbers** (see page 2 of these guidelines for a detailed example).

Please use **Arabic numerals** to organise your different sections.

Example:

1. Introduction
- 2.

- 2.1
- 2.1.1
- 2.1.2
- 2.1.3
- 2.2
- 2.3
- 3.
- 4.
- 5. Summary / Conclusion
- Bibliography
- Appendix (if necessary)

In the text, the titles need to be in a **bold text type or a larger font size**.

**Tip:** Most of the word processors feature a function that creates your table of contents automatically. You should try it out since it saves you a lot of time on editing.

### **2.3 Main Body**

For your main body, use 1.5 spacing, a justified text (*Blocksatz*) and the font “Times New Roman” with a size of 12pt or “Arial” with a size of 11pt.

The margins should be between 2 and 2.5 cm on the right and the left hand side, as well as on the top and the bottom.

### **3. Numbering**

Include page numbers in your work. They should start on the page of the introduction. Note that there is no page number on the cover sheet.

### **4. Spelling**

Please use either **British or American English** and do not mix them in your paper. Also make sure to check your paper for spelling mistakes before you hand it in.

### **5. Length of the Paper**

Depending on the guidelines of your respective seminar or the module exam, your paper should be a **minimum of 16800 to a maximum of 23000 characters** (not counting space characters) long. This does not include the cover sheet, the table of contents, the bibliography or the appendix.

Your *Wiha* should be **about 115000 characters** (not counting space characters) long – also not counting the cover sheet, the table of contents, the bibliography and the appendix. Do not change the format described under section 2.3 in order to fill more pages. Skip only **one line** between paragraphs.

Since requirements may vary from teacher to teacher, please make sure to contact your teacher to discuss the details (including the length) of your paper before you start writing.

## 6. Citing in your Paper - Quotations and Paraphrases

The difference between a quotation and a paraphrase is that a quotation is an exact correspondence of the original text. This means an exact transfer of spelling, punctuation and format (e.g. italicised, bold or capitalised words in the source stay the way they are in your paper).

As opposed to a quotation, a paraphrase is a restatement of a text passage in another form – it is a reformulation in your own words.

Both forms, quotation and paraphrase, require the mentioning of the source. This is achieved through the **parenthetical citation** in which the name of the author(s), year of publication and page numbers appear in round brackets right after the quotation/paraphrase. Since they become part of the running text, the use of footnotes or endnotes is not required and not wanted.

A simple quotation is put into double inverted commas “...”.

*Example:*

As earlier works declare immersion “refers to a situation in which children from the same linguistic and cultural background who have had no prior contact with the school language are put together in a classroom setting in which the second language is used as a medium of instruction” (Cummins & Swain 1986: 8).

Since a paraphrase is an indirect quotation, no use of double inverted commas is required. However, the source still needs to be mentioned including a **cf.** in front of the name of the author.

*Example:*

Most immersion classrooms are installed in so called dual-track schools which house immersion as well as regular English classes (cf. Lyster 2007: 11).

If the passage you are citing runs over more than one page, use **f.** to indicate that it includes the following page and **ff.** to indicate that it includes the following pages.

*Example:* (Lyster 2007: 11f.) refers to pages 11 and 12, while (Lyster 2007: 11ff.) refers to more than one page following page 11.

If the quotation includes a quotation itself, this is indicated by using single inverted commas ‘...’ for the embedded quotation.

When you have already mentioned the author in the running text, do not repeat the name in the parenthetical citation.

*Example:*

For Krashen, *acquisition* is “a subconscious process” (1987: 10) that...

A quotation which is longer than 3 lines needs to be put into an indented block citation. This means the quotation is **indented by approximately 2 cm** on each side. Moreover, it is **single-spaced** and separated from the rest of the text by a **free space before and after** it.

*Example:*

Results suggest that

[...] learning disabled children continue to develop facility in their first language; they learn their basic academic skills at the predicted rate; they exhibit no severe behavioural problems, and, perhaps of most importance, they acquire greater competency in French (Bruck 1979 qtd. in Cummins & Swain 1986: 51).

If you want to include supplementary information in a quotation, indicate this by using square brackets [ ].

*Example:*

“Where the home language is [the majority language], full support is ensured in the school setting as well. Where the home language is an immigrant language [though], that support has not been built in so far” (Swain & Lapkin 2005: 173).

Words or parts of the sentence which are omitted from the quotation are indicated by using square brackets with three dots [...] inside.

*Example:*

Second language acquisition “describes the processes involved when learners encounter input, are involved in interaction, [...] receive feedback and produce output” (Gass & Mackey 2007: 176).

A mistake (e.g. a spelling mistake) within a quotation that is already present in the original text is highlighted by *[sic]*.

If you quote an author who quotes another author, indicate it the following way:

Lightbown and Spada have called this a “two for one approach” (qtd. in Lyster 2007: 2).

If a quotation refers to more than one source, the individual data are separated by a **semicolon**, e.g. (Cloud, Genesee & Hamayan 2000: 5; Fortune & Tedick 2008: 8).

In a citation of a source with up to three authors, the two last names are separated by an **&**, e.g. (Gass & Mackey 2007: 176) or (Cloud, Genesee & Hamayan 2000: 5).

If a source has more than three authors, write only the first author’s name followed by an **et.al.**, e.g. (Borgwardt et.al. 1993: 15).

## **7. Footnotes and Endnotes**

Since the English Department is committed to the parenthetical citation, footnotes or endnotes are not to be used when citing a work.

You should only use footnotes for necessary, additional information or comments that do not fit into your line of argumentation in your running text.

## **8. Use of Italics**

If you mention works (titles of books, essays, etc.) or foreign words in the running text, they need to be put in **italics**.

## **9. Figures and Tables**

Figures (diagrams, pictures or other illustrations) and tables need to be **numbered with Arabic numerals** and **provided with a subtitle**. Please provide an index of figures and tables after the table of contents.

## **10. Bibliography**

At the end of your paper, it is necessary to list all your sources in **an alphabetical order by the authors’ last names**.

The authors’ first names do not necessarily have to be spelled out since it is legitimate to write only the initials. If you choose to use either initials or names, please be consistent.

Titles of books and journals are written in *italics*, titles of articles or internet sources are not highlighted.

Publishing houses that are known worldwide can be abbreviated, e.g. Cambridge UP for Cambridge University Press.

As opposed to the running text, write your bibliography **single spaced** and not in 1.5 spacing.

The **second and following lines** of your bibliographic entries need to be indented by approximately 1cm.

Please make sure that you only use references that are of a reliable and scientific nature. Wikipedia, for example, is not such a source. Therefore, do not use it.

**Note:** In your paper, **do not separate the references in monographs, articles, internet sources and textbooks**. Just write one list which is sorted alphabetically by the authors' last names.

## **11. Examples for Bibliographic Entries**

### ***11.1 Monographs***

Borgwardt, Ulf et al. (eds.) (1993). *Kompendium Fremdsprachenunterricht. Forum Sprache*. Ismaning: Hueber.

Cloud, Nancy, Genesee, Fred & Hamayan, Else (2000). *Dual Language Instruction. A Handbook for Enriched Education*. Boston, MA: Heinle & Heinle.

Cummins, Jim & Swain, Merrill (1986). *Bilingualism in Education. Aspects of theory, research and practice*. London/New York: Longman.

Krashen, Steven D. (1987). *Principles and Practice in Second Language Acquisition*. London: Prentice Hall.

Lyster, Roy (2007). *Learning and Teaching Languages Through Content. A Counterbalanced Approach*. Amsterdam/Philadelphia: John Benjamins.

### ***11.2 Articles in an Anthology***

Fortune, Tara Williams & Tedick, Diane J. (2008). One-Way, Two-Ways and Indigenous Immersion: A Call for Cross-Fertilization. In: Tara Williams Fortune & Diane J. Tedick

(eds.). *Pathways to Multilingualism. Evolving Perspectives on Immersion Education*. Clevedon: Multilingual Matters, 3- 21.

Gass, Susan M. & Mackey, Alison (2007). Input, Interaction and Output in Second Language Acquisition. In: Bill VanPatten & Jessica Williams (eds.). *Theories in Second Language Acquisition. An Introduction*. Mahwah, NJ: Lawrence Erlbaum, 175-199.

### **11.3 Articles in a Journal**

Pelletier, Janette (1998). A Comparison of Children's Understanding of School in Regular English Language and French Immersion Kindergartens. *The Canadian Modern Language Review*. 55 (2), 239-259.

Swain, Merrill & Lapkin, Sharon (2005). The evolving sociopolitical context of immersion education in Canada: some implications for program development. *International Journal of Applied Linguistics*. 15 (2), 169-186.

### **11.4 Internet Sources**

Allen, Mary (2009). Youth Bilingualism in Canada. *Statistics Canada*. Ottawa: Government of Canada.

<<http://www.statcan.gc.ca/pub/81-004-x/2008004/article/10767-eng.htm>> (17/7/09)

### **11.5 Textbooks**

Schwarz, Helmut (ed.) (1999). *English G 2000 A4*. Berlin: Cornelsen.

### **11.6 Graded Readers**

Gibson, Rex (ed.) (1993). *Macbeth*. Cambridge School Shakespeare. Cambridge: Cambridge UP.

### **11.7 Unpublished Works (e.g. a master thesis)**

Bürger, Katrin (2009). *Language Learning Through Immersion. The Canadian Model Revisited*. Universität Hannover: Mimeo.

### **11.8 Interviews**

Massler, Ute (2012). *Leistungsbewertung im CLIL-Unterricht*. Personal communication. PH Weingarten, 15 September 2012.

### **11.9 Presentations**

Kersten, Kristin & Burmeister, Petra (2011). *The ELIAS Project: A Longitudinal Study in Bilingual Preschools*. Presentation at FFF Eichstätt, 17 September 2011.

## 12. Plagiarism

Plagiarism (copying other people's work without naming the reference) will lead to a fail. In order to show that you have understood this, please make sure to include a signed statement of plagiarism at the end of your work.

### Example of a statement of plagiarism:

#### Plagiatserklärung

Ich versichere, dass ich sämtliche Teile dieses Portfolios selbstständig angefertigt und keine anderen als die angegebenen Hilfsmittel benutzt habe.

Alle Stellen, die dem Wortlaut oder dem Sinn nach anderen Werken entnommen sind, habe ich in jedem einzelnen Fall unter genauer Angabe der Quelle (einschließlich des World Wide Web sowie anderer elektronischer Datensammlungen) deutlich als Entlehnung kenntlich gemacht. Dies gilt auch für angefügte Zeichnungen, bildliche Darstellungen, Skizzen, Lernaufgaben und dergleichen.

Ich nehme zur Kenntnis, dass die nachgewiesene Unterlassung der Herkunftsangabe als versuchte Täuschung bzw. als Plagiat gewertet wird und zum Nichtbestehen der Modul-Prüfung/(wissenschaftlichen) Hausarbeit führt.

Ort, Datum \_\_\_\_\_

Unterschrift \_\_\_\_\_