

Style sheet for papers in English Linguistics

Course title
Semester
Lecturer/Instructor

First and last Name
Matriculation number
Study code (Studienkennzahl)
Email address
Date of submission

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1. Introduction

This style sheet¹ is intended to help you appropriately compose and layout a paper in linguistics. We will introduce you to all requirements pertaining to formatting, sectioning, quoting and references. In fact, with regard to formatting, this document itself follows our guidelines throughout, so use it as a template. If you have any questions or concerns, please be sure to check with your lecturer/instructor.

2. Preliminaries

2.1. Page formatting

The main part of your paper should contain approx. 3,500 words (for Proseminars) or approx. 7,500 words (for Seminars; unless specified otherwise in class).

Papers should be on Din-A-4 paper with printing on one side only (but you may use both sides of the paper for environmental reasons, if you wish). Do not make your margins too large or too narrow: left and right margins should be between 2 and 3 cms. If your work is going to be bound (e.g. for a thesis or dissertation), be sure to leave the left margin wide enough so to allow for binding (approx. 4 cms). Use a hyphenation program or hyphenate manually at the right-hand margin to avoid loose lines. 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.

Use a line spacing of 1,5 or 2 for the main body of the text so the reader has a smoother time processing the contents of your paper. Only footnotes, long quotations and the references must be single spaced. With the exception of tables, the main body of the text must be fully justified (Blocksatz). Choose a common, normal type font such as Times New Roman, font size 12 (or Calibri font size 11). Footnotes should be in a size 10 font (or 9 in Calibri respectively). Avoid sans-serif fonts² for the text body.

Finally, all pages should be consecutively numbered (1,2,3...), beginning with the page that contains the Introduction (i.e. you are not counting the Title Page or the Table of Contents

¹ This document is based on a style sheet originally compiled at the University of Vienna, following mostly APA guidelines.

² Serif type fonts like Times New Roman have cross-strokes that adorn the line ends. These serve to guide the eye along the line and make flow texts easier to read. Sans-serif fonts like Arial or Verdana do not have these strokes and are therefore better suited to titles rather than body text.

page). Pages preceding the introduction are numbered with lower-case Roman numerals (i, ii, iii, iv...), if there are more than two pages.

Overall, the sections of the paper should be arranged in the following order: table of contents, main text, references (bibliography), appendix (if applicable). The references and the appendix are not numbered.

2.2. Spelling

Your paper may be written in British or American standard English. However, once you have made your choice, stick to it and be consistent. If your computer has a spell-checker, set it for either British or American English, and use it. You can find this feature under ‘Extras’ – ‘Sprache bestimmen’ in older versions of MS Word, or in the bar at the bottom of the window in newer versions. Be sure to proofread your paper carefully, as the spell-checker will not catch all of your errors. Should you discover any errors after the final printing and before your submission, you may correct them by hand and neatly in ink.

2.3. Title page

The title page contains basic information about the (pro)seminar (title of the course, semester (e.g. SS 2023) and name of the lecturer/instructor) as well as your name, matriculation number and study code (Studienkennzahl). The title of the paper may be printed in a large font size (30-36) and may be fully centered.

2.4. Table of contents

The table of contents lists all the headings of chapters and subchapters of your paper with the corresponding page numbers.

In titles and headings, lexical words (nouns, verbs, adjectives, etc.) are capitalized.

Please make sure that you use the very same headings in the table of contents as in the text. Check again before submitting your paper, especially if you made any last-minute changes to your headings.

Do not mix up Roman and Arabic numerals. Stick to one style, preferably Arabic numerals.

This page should display the title ‘Table of contents’ at the top. Leave a few lines and then begin to list the contents: section titles on the left, the pages on which the sections begin on the right. (See the Table of contents page of this stylesheet above for an example.) The references (or ‘sources cited’) and any appendices are also included in the table of contents.

2.5. Stylesheets & Templates

Working with the feature "Formatvorlagen" in MS Word may seem time-consuming at first, but is recommendable on the long run, as it will save you a lot of work later, if you decide to change any formatting details. It will also allow you to automatically generate tables of contents, tables of references, etc.

3. Features of the text body

3.1. Paragraphing

In general, you should follow the rule of 'one idea, one paragraph.' Each paragraph should begin with a topic sentence, which summarizes the main point or idea that will be treated in the paragraph. Try to logically link one paragraph to the next. Avoid paragraphs of only one or two sentences.

There are two methods of indicating a new paragraph: either, you indent the first line of every new paragraph so to mark it visually, as below. This can be set under the paragraph feature (Format – Absatz – Einzug) in programs like MS Word.

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Or you leave a space after each paragraph, which should be 6 pt. or larger. This can also be set in the formatting menu (Format – Absatz). Note that the stylesheet you are reading right now follows this second option.

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3.2. Sectioning

Your work should be divided into clearly marked sections in order to make the organization and structure clear to your reader. Each section has to have a numbered heading, beginning with 1. (which is usually the introduction). Each section may then have sub-sections, which should be numbered as 1.1, 1.2, etc.. You can even insert sub-sub-sections if necessary. These are then numbered 1.1.1, 1.1.2, 1.1.3, etc. However, only employ these numberings, if there is more than one sub-sub-section per sub-section. Each sub-section focuses on a specific aspect of the topic indicated by the section title.

3.3. Citing and quoting

Do not copy, copy-paste or translate texts (or fragments thereof), diagrams, drawings etc. from printed or internet sources without giving the appropriate reference. When you use someone else's ideas in your text, you must indicate the source – even if you are paraphrasing that person's idea/work in your own words. However, there is no need to provide all the bibliographical details on this source in the body text, as these can be found in the reference section at the end of your paper. Instead, you provide three pieces of information: the author's last name, the year of publication, and the page number(s). This information appears within the body text in brackets: e.g. (Smith 2001: 34). If you already mentioned the author's name in the running text, there is no need to repeat it: Miller argued that XXX (1992: 334-5).

Citations of books or articles by more than one author take the form (Blank & Jones 2002: 13), (Müller, Meier & Schmidt 2003: 13). For works with more than three authors, the name of the first author plus 'et al.' is used (Adamson et al. 1985: 45). When a citation refers to a work consisting of more than one volume, the form (1976, 1: 210) is used. Reprint editions are cited as follows: (Atwood [1998]: 70) or, if it is important that the original date of publication is included in the text: (Gablentz 1972 [1998]: 70). Use initials or first names (Baker, A. 1988: 135) only when you need to distinguish two or more authors with identical last names.

If possible, try to avoid citing titles indirectly, i.e. 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. . If there is really no way around an indirect quote, these citations take the form (Britton 1970: 163 quoted in (or: referred to in) Singleton 1999: 47). In this case, **both sources** must be listed in the references.

Verbatim (i.e. word-for-word) quotations can be integrated in two basic formats: If the quote is quite short (fewer than approx. 50 words), it is included in the main body of the text and enclosed within double quotation marks, e.g.:

Globally, a precise definition of who is or is not bilingual is “essentially elusive and ultimately impossible” (Baker 2001: 15).

In the popular view, bilingualism is often held to mean the ability to speak two languages perfectly. This interpretation is mirrored by Bloomfield, who defines bilingualism as “the native-like control of two languages” (1933: n.p.; cited in Baker 2001: 6).

If the quote is longer than 3 lines, it is presented as a separate paragraph, with each line indented about 2 cm from the left margin and the font 1 pt smaller than usual; the line spacing for the quote is single, and the quote is not enclosed in quotation marks, e.g.:

William James describes this very aptly:

We are practical beings, each of us, with limited functions and duties to perform. Each is bound to feel intensely the importance of his own duties and the significance of the situations that call these forth. But this feeling is in each of us a vital secret, for sympathy with which we vainly look to others (1972: 52)

All quotations should follow the original text exactly – in wording, spelling and punctuation. Any additions or changes that you make should be indicated by square brackets [like this]. Indicate omissions by ellipsis points with brackets: [...], e.g.:

Minsky (1955: 666) states that “Podborsky’s hostility to modern linguistic theory is [...] an unfounded, personal opinion”. “[M]odern linguistics has no direction whatsoever”, according to Podborsky (1994: 13),

If you use quotations from languages other than English or German in the text, give the quote in the original language first and then enclose the translation in square brackets; or, if the quote is longer, give your translation in brackets and add (translation: mine).

If you quote examples, use the following information for the in-text citations:

Book or article: quotation as above

Corpus: abbreviated name of corpus, filename, line number if applicable (see section 4.4). E.g. (*LC*, lawb1723)

Multimedia: abbreviated title and time reference (see section 4.5). E.g. (*Rain Man*, 03:22 – 03:27) or (*Friends*, S01E02, 04:32 – 05:01)

Full references and credits go in the reference section (cf. **List of References** below).

A final remark: **Quotations are not supposed to substitute but to enhance your own arguments or elaborations.** Do not speak through others' voices. Use your own words. Do not string quotations together but integrate them into your writing (and comment on them).

3.4. Footnotes

In general, avoid footnotes if you can. Relevant information should be included in the body text, and often information that you cannot include is not worth including to begin with. While this may be conventional in other disciplines (e.g. History, Geography), footnotes in a linguistic paper are not used to cite sources, as these are cited in the running text (see above). Footnotes should only be used to give additional information that does not fit in the body text. Number your footnotes serially throughout the text (most text software does this automatically).

3.5. Punctuation, font conventions

Use “double quotation marks” for direct quotations; use ‘single quotation’ marks for ‘qualified’ words or phrases, or for quotations within quotations,

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

Quotation marks go inside punctuation when only part of a sentence is quoted or when the title of an article, a contribution to a book, a poem etc. is quoted. They are placed outside the punctuation when complete sentences are quoted.

Use *italics* if you refer to a letter, word, phrase, or a sentence as a linguistic **example** or as the object of discussion; do not use quotation marks for this purpose. Cited forms in a foreign language should be followed at least at first occurrence by a gloss in single quotation marks.

E.g.: Greek *prāgma* means ‘act’.

Lat. *ovis* ‘sheep’, *equus* ‘horse’, and *canis* ‘dog’ are nouns.

Also use italics for

- (1) words or sentences used as linguistic examples (metalinguistically) within the text, e.g.:
In the sentence *It is interesting to see what he meant*, the verb *see* is used metaphorically for *understand*.
- (2) linguistic terms and concepts when first introduced (e.g.: Austin proposes a fundamental distinction between *constative* and *performative utterances*.)
- (3) titles of independent publications (books, journals, paintings but not articles in journals or edited volumes)

If you wish to indicate **emphasis**, do this linguistically wherever possible, rather than by font. If it has to be done by font, please do not use italics, but **bold** type. If you do this within a quotation, be sure to indicate that you placed the emphasis yourself, not the original author, e.g. (Smith 2001: 42; emphasis mine).

Phonetic transcription should be placed between square brackets [] in IPA symbols. Phonemic examples should be placed between slashes / /; e.g.:

There are two allophones of the English phoneme / λ /: [λ] and [v].

Also see the following overview:

Phonology	Phone [l]	Phoneme /l/	Allophone [l], [ɫ]
Orthography	Graph <l>	Grapheme <l>	Allograph <l>, <L>, <ɫ>
Morphology	Morph {for}	Morpheme {for}	Allomorph /fɔ:/, /fə/

Table 1: Brackets overview

If your computer does not have IPA fonts, you may insert special (e.g. phonetic or phonemic) symbols and other special characters in the copy in ink. Make sure you draw diacritics (accent marks such as the tilde or Umlaut) over and under the letters in the exact position they are meant to occupy. If you leave blank space for inserting symbols by hand, better leave more space than required rather than too little.

3.6. Commonly used abbreviations

Avoid using too many abbreviations, as they often pose severe problems for readers not completely familiar with the language of a text. Where more than one abbreviation is acceptable, select one and use it consistently throughout the text. In general, abbreviations should not be used except when prefixed to linguistic forms cited; thus “the meaning of OE *guma*” is acceptable but “the meaning of *guma* in OE” is not. The latter must be rendered as “the meaning of *guma* in Old English”. Abbreviations ending in a small letter have a full stop following them (OFr., Gk., Lat.), those ending in a capital letter do not (MHG, OCS, OE).

Abbreviations often found in body texts include the following:

e.g.	‘for example’ Any section can have sub-sections (e.g. 1.1.).
i.e.	Lat. <i>id est</i> , ‘that is, this means’ Begin your list of references on a new page (i.e. the one after your conclusion).
cf.	Lat. <i>confer</i> , ‘compare’, or ‘see also’ For a detailed account of the experiment, cf. Baker, 2000.
sic	Lat. ‘thus’, ‘it is really written this way’. Use this in quotes with surprises or errors in them. Put it in angle brackets. The latest school job page advertises “a wide rnage [sic] of 6th form courses”

3.7. Tables and figures

If you include tables in your paper, label them ‘Table’, and give them a number and a caption (e.g. Table 1: Success rates in the naming task by age). Other materials such as photographs, images, charts, and line-drawings should be labeled ‘Figure’ and be properly numbered and captioned as well (e.g. Figure 1: The Great Vowel Shift). Tables and figures may be numbered with the number of the main section, and then the number of the table in the chapter (e.g. Table 2.1, Table 3.4, etc.). Take care to refer to all examples, tables and figures in the text. A list of tables and a list of figures can be included either after the table of contents (begin a new page each for the list of tables and for the list of figures), or in the reference section.

3.8 Examples

Examples should be numbered sequentially with Arabic numerals in parentheses (e.g.: (1), (2)) and indented. Align all examples in the version submitted, with spaces or tabs.

3.8. Plagiarism

Plagiarism (i.e. using someone else's ideas or words without acknowledging the source, passing them off as your own) is a serious academic offense. It is of the essence that you respect the work of others, and adhere to the academic code of conduct. It should always be clear to your reader where an idea that you took from another source begins and ends. If you are in doubt, ask your lecturer/instructor.

4. References

The references at the end of your paper must give full citation details of the literature you have used and cited in your text. It is important to make sure you provide all the necessary information, so your reader can see where you found your information, and find the original source, if they wish to. The main point is to include all the relevant information, and to **be consistent** in the form of citation.

Always begin your list of references on a new page (i.e. the one directly after your conclusion) and divide your sources into primary and secondary sources if applicable. The references are to be ordered alphabetically according to the surname of the author. Publications by the same author have to be listed chronologically.

4.1. Monographs

You must give five pieces of information: Author, Year of publication, Title, Place of publication, and Publisher. The author's last name is always the first piece of information. The title must be written in italics. The line spacing is single. In linguistics papers, the information is presented as follows:

Author's last name, Author's first name or initial³. Year. *Title*. *Subtitle*. (edition if applicable; i.e. if it is a second or subsequent edition). Place of publication: Publisher.

Aitchison, Jean. 2003. <i>Words in the mind</i> . (3rd edition). Oxford: Blackwell.

³ You may choose to use either, but choose one approach and use it consistently.

If there is more than one author/editor, use the order given on the book, which may or may not be alphabetical, and separate each full name by a comma. Use *and* for the last author/editor only.

Author's/Editor's surname, Author's/Editor's first name[, and 2nd author's/editor's first name, 2nd author's/editor's surname]. Year. Title. (edition [if applicable]). Place of publication: Publisher.

Herdina, Philip and Ulrike Jessner. 2002. *A Dynamic Model of Multilingualism. Perspectives of Change in Psycholinguistics*. Clevedon: Multilingual Matters.

Nihilani, Pete, Rob Tongue and Paul Hosali. 1979. *Indian and British English*. Delhi: Oxford University Press.

If someone has published more than one work in one year, order the books alphabetically according to title and add a letter to the year, starting with 'a'.

Said, Edward. 1994a. *Culture and Imperialism*. London: Vintage.

Said, Edward. 1994b. *Representations of the Intellectual: The 1993 Reith Lectures*. New York: Pantheon Books.

In this case, you should cite these references accordingly, i.e. as (Said 1994a) and (Said 1994b), in your paper.

MA and PhD theses are referred to as follows:

Author's surname, author's first name. Year. "Title". University, city.

Edmondson, Willis. 1979. "A Model for the Analysis of Spoken Discourse". PhD thesis, Ruhr-University, Bochum.

Gudenus, Teresa. 1999. "Australian teen-agers" attitudes towards American, Australian and British English". MA thesis, University of Vienna.

Special cases include, for example, books which were translated, published posthumously (e.g. Austin), or books for which it may be important to indicate the date of first publication followed by the date of the edition used [in square brackets]:

Amossy, Ruth. 2000. *L'argumentation dans le discours politique*. [Argumentation in Political Discourse]. Paris: Nathan.

Austin, John L. 1975. *How to do things with words*. (2nd edition, ed. by J. O. Urmson and Marina Sbisa). Cambridge, MA: Harvard University Press.

Bakhtin, Mikhail. 1963 [1984]. *Problems of Dostoevsky's poetics*. (ed. and transl. by Caryl Emerson). Minneapolis: University of Minnesota Press.

Blom, Jan-Petter; Gumperz, John J. 1972 [1986]. "Social meaning in linguistic structure: code-switching in Norway". In Gumperz, John J.; Hymes, Dell (eds.). *Directions in sociolinguistics: the ethnography of communication*. New York: Holt, Rinehart and Winston, 35-71.

A translated work:

Gombert, Jean-Émile. 1992. *Metalinguistic Development*. Trans. Tim Pownall. London et. al: Harvester Wheatsheaf.

A collection, anthology, or compilation:

Bloom, Harold (ed.). 1999. Langston Hughes: Comprehensive Research and Study Guide. Broomall: Chelsea House.

An introduction, preface, foreword, epilogue, or afterword:

Wei, Li. 2000. "Dimensions of Bilingualism." Introduction. *The Bilingualism Reader*. Wei, Li (ed.). London: Routledge. pp 3-25.

A reprinted or republished book:

Atwood, Margaret. 1998. *Surfacing*. 1972. New York: Doubleday.

4.2. Articles

4.2.1. Articles in volumes

List the following information in the following order. Provide the inclusive pages of the article/essay.

Author. (Year) "Title or Article/Essay". In: Editor (ed.) *Book Title. Book Subtitle*. Place of publication: Publisher, Inclusive page/s.

Watson, Ian. 1991. "Phonological processing in two languages." In Bialystok, Ellen (ed.) *Language Processing in Bilingual Children*. Cambridge: Cambridge University Press, pp. 25-48.

Cenoz, J. 2000. "Research on multilingual acquisition." In Cenoz, J. and U. Jessner (eds.) *English in Europe: The Acquisition of a Third Language*. Clevedon: Multilingual Matters, pp. 39-53.

4.2.2. Articles in journals

List the following information in the following order. Give the total number of pages of the article.

Author. Year. "Title". *Journal/Periodical* Issue number, Page/s.

Wolman, R.N. and E.N. Barker. "A developmental study of word definitions." *Journal of Genetic Psychology* 107(1), 159-166.

For articles by multiple authors, with foreign-language titles, etc., refer to the section of referencing books.

4.2.3. Articles in newspapers and non-scientific sources

Author's surname, author's first name[; 2nd author's surname, 2nd author's first name]. Year. "Title". *Newspaper/Magazine*, Date/Month, Page/s.

For electronic sources, add the URL and the date of access in brackets:

Chahal, Mindi. 2012. "Embrace the Alternative". *Marketing Week*, 20 December 2012, 18-19.

Watt, Nicholas. 2013. "Lord Hill: A Sharp Brain in Need of Sharper Elbows". *The Guardian*, <http://www.guardian.co.uk/politics/2013/jan/07/lord-hill-leader-lords-strathclyde-resignation> (8 January 2013).

4.3. Internet and electronic resources

Bibliographic listings of electronic sources follow the format for print sources. The basic formats for citing electronic sources are:

Author. "Title of document". *Title of complete work* [if applicable]. Version or File number [if applicable]. (Edition or revision [if applicable]). Date of document or last update [if different from date of access]. Page numbers or the number of paragraphs or of other numbered sections of the material (if any). Protocol and address, access path, or directories (date of access).

Burka, Lauren P. 1993. "A hypertext history of multi-user dimensions". *MUD history*. <http://www.utopia.com/talent/lpb/muddex/essay> (2 August 1996).

Reiterer, Susanne. 2002. "The neurocognition of second language acquisition: the influence of proficiency level on cortical brain activation patterns". *VIEWS* 11(1&2), 27-52. <http://www.univie.ac.at/Anglistik/views/Sreit.pdf> (15 January 2003).

While the internet can be used as a very valuable research tool, you should still use caution when using sources from the WWW. Always consider who has put the information online,

and whether or not this source is reputable enough to be trusted. Many academic journals, on the one hand, are published in electronic form, and would therefore be considered a legitimate source. Caution, on the other hand, is especially important with sources like Wikipedia. Many students like to use online Encyclopedias, especially Wikipedia, to help them in their research. They can indeed be a very useful tool, especially as a springboard so to get an overview of a topic, and for the references included at the bottom of each article. For oral presentations, you may include information from such sources. However, as Wikipedia's content can be edited by anyone, and since there is no guaranteed quality control, you should not use it as a source in an academic paper.

4.4. Corpora

Corpus compilers usually indicate in the handbook published with a corpus or on their webpage how they want the corpus to be cited (see below). In general, cite corpora by their established abbreviations.

The Corpus of Contemporary American English (COCA). Brigham Young University.

<http://corpus.byu.edu/coca/> (8 Jan 2013).

PCEEC = Parsed Corpus of Early English Correspondence, parsed version. 2006. Annotated by Ann Taylor, Arja Nurmi, Anthony Warner, Susan Pintzuk, and Terttu Nevalainen. Compiled by the CEEC Project Team. York: University of York and Helsinki: University of Helsinki. Distributed through the Oxford Text Archive.

PCEEC = Parsed Corpus of Early English Correspondence, tagged version. 2006. Annotated by Arja Nurmi, Ann Taylor, Anthony Warner, Susan Pintzuk, and Terttu Nevalainen. Compiled by the CEEC Project Team. York: University of York and Helsinki: University of Helsinki. Distributed through the Oxford Text Archive.

PCEEC = Parsed Corpus of Early English Correspondence, text version. 2006. Compiled by Terttu Nevalainen, Helena Raumolin-Brunberg, Jukka Keränen, Minna Nevala, Arja Nurmi and Minna Palander-Collin, with additional annotation by Ann Taylor. Helsinki: University of Helsinki and York: University of York. Distributed through the Oxford Text Archive.

For short reference in text, please cite any version of the corpus by the abbreviation PCEEC.

If no official guidelines are available, try to provide as many details as possible.

Corpus of Contemporary American English (COCA). Brigham Young University.

<http://corpus.byu.edu/coca/> (8 Jan 2013).

4.5. Movies and Audiovisuals

For **in-text citations** of movies and audiovisuals, use the abbreviated title. E.g.: BBT (= *The Big Bang Theory*).

For the **references**, give the information in the following order:

Abbreviated title = full title, year, season [insert number]. Dir. by [insert name of director]. Distribution/Production (Copyright).

BBT = <i>The Big Bang Theory</i> , 2008, Season 1. Dir. by Mark Cendrowski. Chuck Lorre Productions/Warner Bros. Television.
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5. Conclusion

Overall, there are two important things to keep in mind when writing an academic paper in kind of discipline: First, **be fair, don't plagiarize**. Be sure to credit your sources and list all the relevant information. Secondly, **be consistent**. Once you chose one way of doing things (quoting, formatting, etc.), stick to it throughout the paper. If you are not sure how a paper for a particular course should be set up or if you have any further questions, ask the lecturer/instructor in charge.

List of References

In a paper, this is where your full references go. See Section 4 for how to format your reference section. Keep in mind that, in your paper, the references section is not numbered (as it does not constitute a chapter). If applicable, this section would be followed by an....

Appendix

The appendix (also not chapter-numbered) is used to include additional material, such as a questionnaires you used in your research, transcripts of interviews, etc. Your appendices should be numbered with upper-case letters of the alphabet (A, B, C...), i.e. Appendix A, Appendix B, if you find it necessary to distinguish them for their contents.