

Manual of Style

**Style Manual for Formal Conventions in
English Linguistics**

Technische Universität Braunschweig

Institut für Anglistik und Amerikanistik
Sprachwissenschaft

Manual of Style

Formal Conventions in Linguistics

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1 General Introduction

This manual describes the formal conventions for writing theses, term papers, handouts, and other papers. Please refer to them and follow them **meticulously**. If you need more information about the process of writing papers, you may consult the following:

- The guideline “How to Write a Term Paper”
- “Further Reading” section of this manual

Our formal conventions are closely aligned with the international APA standards, which apply in most of the texts you read for your papers and which provide further guidance. Moreover, this allows you to use the formatting tools offered by bibliographic and word processing software more effectively. For formal conventions not specified here, please refer to the **APA Publication Manual (7th edition)**, American Psychological Association, 2020) for papers in Linguistics. In case of discrepancies between this manual and the APA guidelines, apply the formal conventions specified here.

Many APA formatting and style guidelines can also be accessed online:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Note that this website is not comprehensive either and refers to the book for specifics and additional information.

This manual is based on the University of Mannheim’s “ABC’s of Style” by Dieter Thoma, Ira Gawlitzek and Holger Hopp. The 2020 version was revised by Rebecca Carroll, Henrike Comes-Koch, Vera Heyer, and Holger Hopp.

2 Manual of Style for Linguistics Based on APA 7th Style

2.1 Layout of the Paper

2.1.1 Title Page

The title page bears *Technische Universität Braunschweig, Fakultät für Geistes- und Erziehungswissenschaften, Institut für Anglistik und Amerikanistik, Sprachwissenschaft* and the course for which you wrote the paper. Moreover, give the name of the course instructor (or supervisor(s)), the semester of the course, the title of the paper, the author's name, student ID, course of studies, *Fachsemester*, postal address, and e-mail address. See Section 4 of this manual for examples.

2.1.2 Table of Contents

The table of contents provides an outline of your paper and the page numbers of its sections. Use a decimal classification system as in this Manual. Make sure that sections are logically related and follow on the appropriate level. For most papers, it is enough to have two hierarchical levels of numbering. If you use Section 2.1, at least Section 2.2 must follow. For examples, see Section 4 of this manual.

Tip: How to create an automatic table of contents in MS Word (2007 or 2010):

Gliederung Start Ein

Structure your text in major and minor headings according to your paper structure. You can do this in "Ansicht" → "Gliederung". Assign headings to the appropriate level (Ebene). For example: Mark the title *Introduction* as level 1 and its subheadings as level 2. Then switch to the normal view "Seitenlayout".



To number your headings, mark them and go to the "Start" menu → in the "Absatz" section you find different buttons. Choose → "Listenbibliothek" and use the decimal format.



For the decimal numbering of your subheading you need to indent them according to their hierarchical level, which you determined before.



To get the different headings and subheadings into one automated table of contents, click on "Verweise" → "Inhaltsverzeichnis" and choose the style you prefer. The table of contents is generated automatically. You can now customize the appearance if you like. If you add more headings in your text, you can go to "Verweise" → "Tabelle aktualisieren" and the table of contents automatically adds your new headings and updates page numbers.

How-to- video: www.youtube.com/watch?v=hui9QykKAFg (27.02.12)

2.1.3 Margins

Use A4 format and set margins to 2.0 cm at the top, 2.5 cm on the left, 3.0 cm at the bottom, and 3.5 cm on the right, as in this manual.

Tip: How-to in Word:

To format the margins, go to "Seitenlayout" → "Seitenränder" → "Benutzerdefinierte Seitenränder" and fill in the required values.

2.1.4 Paragraph Layout

In linguistic papers, paragraphs should be separated by indenting the first line by 5 spaces (approx. 0.5 cm). Do not indent the first line in a section, though. Paragraphs are logical units, so use them to structure your paper. Avoid paragraphs which consist of only one sentence.

2.1.5 Page Numbers

For page numbering, use Arabic numerals (1, 2, 3, etc.) flush right at the top or at the bottom of the page. Be consistent in your choice. Page numbers start with the Abstract (i.e., the first page that contains text), and end on the last page of the paper. For longer papers (e.g., theses, where the table of contents is longer than one page) use Roman numerals up to the first page that contains text, like in this manual.

Tip: How-to in Word:

In order to format page numbers starting with the Introduction (on page 3), scroll to page 2, click on

“Seitenlayout” → “Umbrüche” → “Abschnittsumbrüche (-wechsel), Nächste Seite”. This splits the document in two parts which you can format separately. For the second section start the page numbering with number 1. Therefore, go to page 3, click on “Einfügen” → “Seitenzahlen” (oben). The two sections are still linked, that’s why you have to click on “mit vorheriger verknüpfen” in the “Navigation” menu. In order to ensure that page 3 is labeled as page number 1, mark the page number on page three and then click on “Einfügen” → “Seitenzahl” → “Seitenzahl formatieren” → “Begin with page number”: 1. In order to delete the page numbering on title page and table of contents (page 1 and 2), mark the page numbering in the first section and delete it.

How to video: www.youtube.com/watch?v=NGzz2ZmLrFw (27.02.12)

2.2 Formal Conventions for the Body of the Text

2.2.1 Text

Print your document on white A4 paper. You may use the fonts Times New Roman in font size 12, the fonts Calibri, Arial, or Georgia in font size 11 points, or the font Lucida Sans Unicode in font size 10. The line spacing must be 1.5. Use justified alignment (“Blocksatz”) for the text except for references.

2.2.2 Typographical Conventions

Use American or British English spelling consistently and accurately. Titles of books, journals, and films are set in italics. Titles of papers, poems, and internet articles are set in “double inverted commas”. All words are written in lower-case letters. The only exceptions are proper names, the first word of a sentence, or the first word of a sentence following a colon. Content words in headings may start with capitals. All punctuation is followed by a single space. Avoid CAPITALS, use **boldface** or *italics* rather than underlining for emphasis. Use double quotation marks for examples (e.g., “dog”). Refer also to Section 2.2.5.

2.2.3 Abbreviations

Make sure that all non-standard abbreviations are explained, either within the text, below figures, or in a list of abbreviations following the table of contents (normally only in BA or MA theses). Instead of using generic abbreviations, prefer meaningful ones (i.e., telling names). For example, if you have different groups of participants, rather than group 1 (G₁) and group 2 (G₂), use experimental group (G_E) and control group (G_C) or native speakers (L1ers) and second language learners (L2ers). You do not need to explain standard abbreviations and symbols listed in dictionaries such as “e.g.”, “%”, “etc.”, “i.e.”, “€”.

2.2.4 Footnotes

A footnote within the text is super-scripted and follows punctuation, unless it is attached to a specific word.¹ The text in the footnote is placed at the bottom of the page and is single-spaced in font size 10. Generally, avoid footnotes. If some information is important, put it in the main text, if not, do not mention it.

2.2.5 Examples of Words, Phrases, and Sentences in Linguistic Papers

Examples provided within the text are set in double quotation marks; for example, “the word “cats” consists of two morphemes, namely the lexical morpheme “cat” and the plural morpheme “-s”.

Set off longer examples and lists of examples from the body of text by blank lines and indentation. Number your examples consecutively throughout the whole paper with (1), (2), etc. and with a, b, etc. within an example as shown below in (1). If the example is in a different language than your paper, provide glosses with both literal translations and idiomatic translations as in (1). Make sure that the words in the gloss align with the original, so that it is clear to which word (or morpheme) the gloss refers.

- (1) a. Maria glaubt, dass der Vater den Wagen kauft.
 Maria thinks that the_{NOM} father the_{ACC} car buys
 Maria thinks the father buys the car.
- b. Maria glaubt, dass den Wagen der Vater kauft.
 Maria thinks that the_{ACC} car the_{NOM} father buys.
 Maria thinks the father buys the car.

2.2.6 Tables

Use tables to summarize data. Tables do not speak for themselves. Refer to them unambiguously (cite their number) and explain them in your text, for example, as in the following sentence: **Table 1** summarizes relevant issues about content and format of tables to consider when using them in academic papers (adapted from APA, 2020, p. 207).

Table 1 and **Table 2** provide examples of appropriate table layout. Table 2 contains statistical results from an eye-tracking study and is adapted from Keysar et al. (2000, p. 34).

¹ This is an example of a footnote.

Table 1
Guidelines for content and format of tables

Element	Content	Format
Table	Is the table necessary?	Are all comparable tables in your paper consistent in presentation?
Title	Is the table title brief but explanatory?	Is it written in italic case and flush left?
Columns	Does every column have a column heading?	Are entries in the left column flush left beneath the centred stub heading? Are all other column headings or cell entries centred (except when aligning entries to the left would improve readability)?
Reference	Is the table referred to in text?	Are all tables numbered consecutively with Arabic numerals in the order in which they are first mentioned in the text? Is the table number bold and flush left?
Text	Are all abbreviations explained [...], as well as special use of italics, bold, parentheses, dashes, and symbols?	

Table 2
Mean number of fixations on occluded object and their mean summed duration

Measure	Experiment 1		Experiment 2	
	Test	Control	Test	Control
Number of fixations	1.01 (1.16)	0.65 (0.91)	0.90 (0.98)	0.33 (0.65)
Total fixation time (ms)	420 (567)	178 (284)	452 (656)	106 (278)

Note. Standard deviations are in parentheses

2.2.7 Figures

Figures, images, graphs, and charts are useful to categorize information (theories, models, definitions), visualize materials, illustrate processes (flow charts), and to represent statistics. Yet, figures do not speak for themselves. Refer to them and explain them in your text, for instance: “The visual perception of the human body (see Figure 1)...”. **Table 3** summarizes relevant issues about content and format of figures to consider when using them in academic papers (adapted from APA, 2020, p. 232).

Table 3
Guidelines for content and format of figures

Element	Content	Format
Figure	Is the figure necessary?	Are figures of equally important concepts prepared according to the same size and scale?
Title	Is the figure title brief but explanatory?	Is it written in italic case and flush left?
Image	Is the figure image simple, clear, and free of extraneous detail?	Are all elements of the image clearly labelled? Are the magnitude, scale, and direction of grid elements clearly labelled?
Reference	Are all figures called out or referred to in the text?	Are all figures numbered consecutively with Arabic numerals in the order in which they are first mentioned in the text? Is the figure number bold and flush left?

Examples of Figures formatted according to APA Style

Figure 1 provides an example of how drawings should be presented and labelled. It is reproduced from Majid (2010, p. 59).

Figure 1

In visual perception the human body is represented by a three-dimensional hierarchical model (A-C) consisting of a series of cylinders

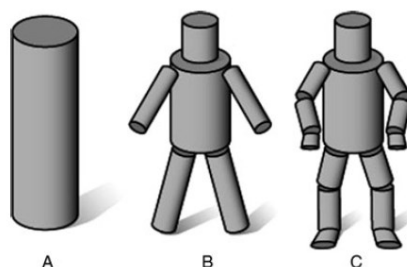
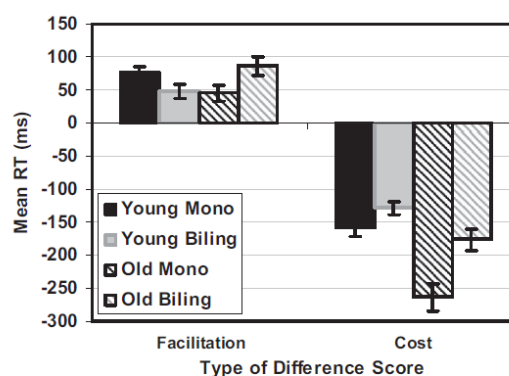


Figure 2 shows an example of how charts should be presented and labelled. It is adapted from Bialystok et al. (2008, p. 866).

Figure 2

Mean reaction time (RT, in ms) and standard error for facilitation and cost in the Stroop task. The values are mean differences from baseline (0 ms) calculated as the average time to name colours from neutral stimuli. Mono= monolinguals; biling= bilinguals.



2.2.8 Reporting Statistics

Report summary statistics of the data you collect/analyse in text, in tables, or in figures. Do not present the identical information in several places. Consider the following points:

- Use standard abbreviations for statistical coefficients (e.g., *M* for mean, *SD* for standard deviation, *p* for significance level (probability)).
- Set statistical symbols and abbreviations in italics.
- Put a single space after each symbol including mathematical operators (=, -, >, <, etc.).
- Do not write down leading zeros in decimal numbers that could not be larger than 1; for example, write $p = .001$ instead of $p = 0.001$ in statistical outputs.
- Keep in mind that English uses a dot (.) where there is a comma (,) in German for decimals (e.g., 1.2345) and a comma instead of a dot as thousands separator (e.g., 12,345,678).
- Most statistics should be rounded to two decimal places. Frequent exceptions are some *p*-values and correlations which may have three decimal places, especially in tables.

The following points illustrate how to report the most frequent statistics:

- *N* refers to the whole **sample size**, *n* to the size of a subsample in a study.
- Present **mean** and **standard deviation** in parentheses. You can also put them in between commas if they are at the end of a sentence or in between clauses:
 - The group of beginning learners ($M = 19.22$, $SD = 3.45$) had studied...
 - Participants were 180 (113 women) university students, $M_{age} = 23.81$; $SD = 3.12$, who volunteered and were paid for participation.
 - The average age of students was 19.22 years ($SD = 3.45$).
- Display **percentages** in parentheses without decimal places:
 - Nearly half (49%) of the sample had studied abroad.
- Report **chi-square** statistics with degrees of freedom and sample size in parentheses, the Pearson chi-square, and the significance level:
 - The adult participants did not use the dialectal variant more often than the children, $\chi^2(1, N = 90) = 0.89$, $p = .35$.
- For **t-tests** report the *t* statistic followed by degrees of freedom (*df*) in parentheses and the significance level:
 - Native speakers scored significantly higher on the vocabulary test than L2ers, $t(83) = 4.53$, $p < .001$.
- Report **ANOVAs** (both one-way and two-way) like the *t* test, but with two *df*. First report the between-groups *df*, then report the within-groups *df* and separate them by a comma. After that report the *F* statistic and the significance level:
 - There was a significant main effect of treatment, $F(1, 145) = 5.43$, $p = .02$, and we found a significant interaction, $F(2, 145) = 3.24$, $p = .04$.

- Display **correlations** with *df* (which is $N-2$) in parentheses and the significance level:
 - The two variables were strongly correlated, $r(55) = .68$, $p < .01$.

For more information on reporting statistics in APA Style see the Handbook (APA, 2020), and/or Kahn (n.d.) and Hesson-McInnis (n.d.):

<http://my.ilstu.edu/~jhkahn/apastats.html> (31 August, 2020)

http://my.ilstu.edu/~mshesso/apa_stats.htm (31 August, 2020)

2.3 References

2.3.1 Direct Citations and Quotations

Ensure that direct citations are accurate and do not deviate from the original in any way. For further advice on the appropriate referencing see the manual “How to Avoid Plagiarism”.

Provide the reference including page number(s) for **direct citations** as shown in the examples below. Introduce and close direct quotations **shorter than 40 words** by double **quotation marks** (“...”). Put quotations within quotations in single quotation marks (“... ‘...’ ...”). If you **insert additional text** into a quotation, place it within square brackets. If you **omit text** from the original, use three spaced ellipsis points (. . .) within a sentence or four at the end of a sentence. For example:

One of the main arguments for this assumption has been that “they [tolerance values] represent the extent to which a predictor variable is simply a linear combination of the other predictor variables...” (Balota & Chumbley, 1984, p. 324).

Put quotations **longer than 40 words** in an indented (~ 1.25 cm) freestanding text block. Omit quotation marks. For example:

O’Sullivan adopts Douglas’ (2000) approach to LSP test theory by placing language tests on a continuum of test specificity with “unspecified purpose” tests at one end and “highly specified purpose” tests at the other:

This continuum is multi-componential and includes the twin aspects of authenticity - situational and interactional. A specific purpose test will be distinguishable from other tests (both specific and general purpose) in terms of the domain represented by the demands of its tasks and texts, and in terms of the cognitive processing it elicits. (O’Sullivan, 2006, p. 193)

The specificity continuum...

2.3.2 Secondary Sources

Avoid secondary sources and try to get access to and read the original work. If a text is unavailable and you can only access it indirectly, use “as cited in” in text. Always provide the full reference of both the primary and the secondary source in your bibliography.

This view of authenticity (Douglas, 2000; as cited in O'Sullivan, 2006) provides a link to...

2.3.3 In-Text Citations

Table 4 illustrates how to cite and abbreviate in-text citations with the author's surname outside or inside parentheses. It shows that if a reference has more than two authors, you cite them by stating the name of the first author followed by the abbreviation “et al.” Use the word “and” outside and ampersand “&” inside parentheses. Put in commas as shown in Table 4.

Do **not** use **footnotes** for references in linguistic papers. Do **not** use “cf.”, “ibid”, “ebenda”, etc. Do **not** write down **authors' first names** unless you need a special emphasis on the person him- or herself (which is very rare). Some examples (1-3) of how to integrate citations into your text follow below. For further examples, refer to our manual “How to Avoid Plagiarism”.

- (2) For example, Ohman et al. (2001) presented participants with 3 × 3 visual arrays with images representing four categories (snakes, spiders, flowers, mushrooms).
- (3) Regions of the brain thought to be important for emotional detection remain relatively intact with aging (reviewed by Chow & Cummings, 2000).
- (4) According to the socio-emotional selectivity theory (Carstensen, 1992), with aging, time is perceived as increasingly limited, and as a result, emotion regulation becomes a primary goal (Carstensen et al., 1999). Carstensen et al. (1999) argued that this is mainly due to...

Table 4
Examples for in-text citations according to APA 7th style

Type of citation	Narrative citation (in text)	Parenthetical citation
One work by one author	Walker (2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	(Walker & Allen, 2004)
One work by three or more authors	Bradley et al. (1999)	(Bradley et al., 1999)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)

Adapted from APA Publication Manual (7th ed., 2020)

2.3.4 List of references

2.3.4.1 General Advice

Since most works can be retrieved as digital copies online these days, it is imperative that you determine the type of reference source you cite (e.g., article, conference/proceedings paper, book, website, ...). The following sections provide formatting templates for the most common types of references and some examples, formatted according to APA 7th Style. They are typically formatted the same for print and digital sources, as long as the source is clearly identifiable. Sources that are only available online (e.g., websites, blogs, podcasts etc.) are referenced slightly differently. If you do not find advice on how to reference a particular source in this manual, you need to consult the APA manual, 7th edition (American Psychological Association, 2020).

Make sure to check the following points (take note of the differences to literature papers):

- Display **all work** cited directly or indirectly (i.e., also secondary literature!) in your text in the bibliography.
- Do not display references in the bibliography that you do not cite in your text.
- Sort the entries in the bibliography **alphabetically** from A to Z (according to author's last names).
- Abbreviate the **first name** of an author or editor by its **initials** as shown in the examples below.
- Do **not subcategorize** your bibliography in any way (e.g., according to types of references).
- APA 7th style requires to provide sources for all textual works, data sets, software, audio-visual and online media.
- Use the formatting templates corresponding to the type of source you are referencing, **even if you found the document online**. An article found online is still referenced as a journal article. The same holds for books or conference papers that you find as digital copies.
- Use the document identification number (doi) for articles etc., whenever available (at least since 2000). Just like website sources, use the link (<https://doi.org/10.xxxxxxx>) at the end of your reference, after the last dot.
- Information on the edition of a book is only necessary if it is two or higher.
- We recommend to cite original sources such as books or journal articles rather than lecture slides or handouts.
- Strictly follow the conventions for **order, punctuation, capitalization, and italicization**.

Section 3 of this manual gives advice on how software packages can help you to generate accurate bibliographies.

2.3.4.2 Book

Author, A. A. (Year). *Title* (Edition ed.). Publisher.

Johnson, K. (2008). *Quantitative methods in linguistics*. Blackwell.

Saeed, J. I. (2009). *Semantics* (3rd ed.). Blackwell.

Author, A. A., & Author, B. B. (Year). *Title*. Publisher.

Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. Routledge.

2.3.4.3 Book Section

Author, A. A. (Year). Title of section or chapter. In A. A. Editor (Ed.), *Book title* (Edition ed., Vol. Volume, pp. xxx-xxx). Publisher.

Tracy, R. (2000). Sprache und Sprachentwicklung: Was wird erworben? In H. Grimm (Ed.), *Enzyklopädie der Psychologie. Sprachentwicklung* (Vol. 3, pp. 3-39). Hogrefe.

Author, A. A. (Year). Title of section or chapter. In A. Editor & B. Editor (Eds.), *Book title* (pp. xxx-xxx). Publisher.

Wolff, P., Jeon, G.-H., Klettke, B., & Li, Y. (2010). Force creation and possible causers across languages. In B. C. Malt & P. Wolff (Eds.), *Words and the mind - How words capture human experience* (pp. 102-119). Oxford University Press.

2.3.4.4 Edited Book

Editor, A. A. (Ed.). (Year). *Book title*. (Edition ed.). Publisher.

Malt, B. C., & Wolff, P. (Eds.). (2010). *Words and the mind - How words capture human experience*. Oxford University Press.

Schäfer, M. (Ed.). (2004). *Wirtschaftswörterbuch Englisch-Deutsch* (7th ed.). Vahlen.

2.3.4.5 Journal Article

Author, A. A. (Year). Title. *Journal*, Volume(Issue), Pages. (doi)

Zareva, A. (2007). Structure of the second language mental lexicon: How does it compare to native speakers' lexical organization? *Second Language Research*, 23(2), 123-153.
<https://doi.org/10.1177/0267658307076543>

Author, A. A., & Author, B. B. (Year). Title. *Journal*, Volume(Issue), Pages. (doi)

Dijkstra, T., & van Heuven, W. J. (2002). The architecture of the bilingual word recognition system: From identification to decision. *Bilingualism: Language and Cognition*, 5(3), 175-197.
<https://doi.org/10.1017/S1366728902003012>

Hornikx, J., van Meurs, F., & de Boer, A. (2010). English or a local language in advertising. The appreciation of easy and difficult English slogans in the Netherlands. *Journal of Business Communication*, 47(2), 169-188.
<https://doi.org/10.1177/0021943610364524>

2.3.4.6 Electronic Sources Only Available Online

Author, A. A. (Year). *Title*. Retrieved Access Date, from URL

Schnitzer, P.K. (2008). *Psychological testing*. Retrieved 02 July, 2008, from
http://encarta.msn.com/encyclopedia_761564236_3/Psychological_Testing.html

IMDb. (2012). *Eat Pray Love*. Retrieved 03 February, 2012, from
<http://www.imdb.com/title/tt0879870/>

Nordquist, R. (2020, August 27). *Garden-path sentence*. Retrieved 03 September, 2020, from <https://www.thoughtco.com/garden-path-sentence-1690886>

Author, A. A. (Year). Title. *Online-only Journal*², Volume(Issue), eLocator/Article number. Source (doi)

Kügler, F., & Gollrad, A. (2015). Production and perception of contrast: The case of the rise-fall contour in German. *Frontiers in Psychology*, 6(1), Article 1254.
<https://doi.org/10.3389/fpsyg.2015.01254>

2.3.4.7 Newspaper Article

Author, A. A. (Year, Issue Date). Title, *Newspaper*, Pages.

Bühler, U. (2003, September 2). Zweisprachige entwickeln kluge Strategien, *Neue Zürcher Zeitung*, p. 55.

Author, A. A. (Year, Issue Date). Title, *Newspaper*. Retrieved from URL

Deutscher, G. (2010, August 26). Does your language shape how you think?, *The New York Times*.
<http://www.nytimes.com/2010/08/29/magazine/29language-t.html>

2.3.4.8 Lecture Notes and Handouts

Author, A. A. (Year, date). *Course Title: Title* [Source type]. Department, Institution. URL

Heyer, V. (2019, June 19). *Psycholinguistics: Sentence Processing* [PowerPoint slides]. Institute of English and American Studies, TU Braunschweig. <https://studip.tu-braunschweig.de/dispatch.php/file/details/7229f87190deb00079e348a82a4b2f47?cid=6a994269b00f554ee1216b8129f1e4b2>

Canan, E., & Vasilev, J. (2019, May 22). [Lecture notes on resource allocation]. Department of Management Control and Information Systems, University of Chile.
<https://uchilefau.academia.edu/ElseZCanan>

Housand, B. (2016). *Game on! Integrating games and simulations in the classroom* [PowerPoint slides]. SlideShare.
<https://www.slideshare.net/brianhousand/game-om-iagc-2016/>

3 Computer Programmes for Managing References

3.1 Introduction

With the help of computer programmes, you can create a database of your references. By integrating the programme into your word processor, you can insert your references for a paper more easily. The programmes work with templates that automatically format your references both in the text and in the bibliography according to pre-formatted styles (e.g., APA 7th, MLA, etc.) you can select. Microsoft Word 2007 and higher has an integrated reference feature. We briefly survey some examples of programmes that can help you to manage your references below.

3.2 CITAVI

“Citavi helps you manage your sources and search for new ones – in your university's library catalog, too. Highlight important text passages in PDFs and click to save them in Citavi, along with their source information and page numbers. Categorize your quotations and thoughts in Citavi. Chapter by chapter you'll create an outline for your paper without even trying. And then Citavi writes your paper for you. Well, not exactly. Still, with Citavi's Word Add-In you can insert

² e.g., *Frontiers in Psychology*, *PLoS ONE*

all of your saved quotations and thoughts directly into your document. Insert a citation and Citavi automatically creates a bibliography in the citation style you've chosen." The *Universitätsbibliothek Braunschweig* provides free access to the programme for students. <http://www.biblio.tu-bs.de/citavi.html> (26.01.2016)

3.3 Endnote and Word

3.3.1 Endnote

"EndNote's 'Cite While You Write feature' inserts EndNote commands into Word's *Tools* menu to give you direct access to your references while writing in Microsoft Word. The 'Cite While You Write commands' enable EndNote to do bibliographic formatting to the document that is currently open in Word." For requirements for Word and how to use Endnote see: <http://www.endnote.com> (26.01.2016)

3.3.2 Microsoft Word

How to use MS Word for referencing, see:

<http://office.microsoft.com/en-us/word-help/create-a-bibliography-HA010067492.aspx>

4 Samples of Title Pages and Tables of Content

4.1 Sample Title Page and Table of Contents of a Term Paper

Technische Universität Braunschweig
Fakultät für Geistes- und Erziehungswissenschaften
Institut für Anglistik und Amerikanistik
Sprachwissenschaft

Term Paper

Texting Language
Creative Language Use under Space Restrictions

Dozent/in: [name]
Course: [course title]
[semester]

[first name, surname]
[course of studies], [Fachsemester]
Student ID: [student ID]
[address]
[e-mail address]

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4.2 Sample Title Page and Table of Contents of a Bachelor or Master Thesis

Technische Universität Braunschweig
Fakultät für Geistes- und Erziehungswissenschaften
Institut für Anglistik und Amerikanistik
Sprachwissenschaft

Bachelor Thesis

**The Influence of Discourse Information
on Pronoun Resolution**
A Visual World Eye-Tracking Study

Erstgutachter/in: [name]
Zweitgutachter/in: [name]

[first name, surname]
[course of studies], [Fachsemester]
Student ID: [student ID]
[address]
[e-mail address]

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7. Statement of Non-Plagiarism	35

5 Further Reading

5.1 For Formal Conventions

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. <http://www.apastyle.org/>

5.2 Scientific English

Siepmann, D., Gallagher, J. D., Hannay, M., & Mackenzie, L. (2011). *Writing in English: A guide for advanced learners* (2nd ed.). UTB / Francke.

→ The Siepmann et al. volume is the best when it comes to writing advice and strategies for native speakers of German writing in English.

Michael, M., & Felicity, O. D. (2008). *Academic vocabulary in use*. Cambridge University Press.

→ If you are looking for a more vocabulary-oriented book, this book is quite good and has lots of exercises (and a key to them).

5.3 General Advice

Franck, N. (2002). *Fit fürs Studium: Erfolgreich reden, lesen, schreiben*. DTV.

Kruse, O. (2000). *Keine Angst vor dem leeren Blatt: Ohne Schreibblockaden durchs Studium*. Campus.

5.4 References

Bialystok, E., Luk, G., & Craik, F. (2008). Cognitive control and lexical access in younger and older bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34(4), 859–873. <https://doi.org/10.1037/0278-7393.34.4.859>

Hesson-McInnis, M. (n.d.). *Reporting statistics in APA style*. Illinois State University. http://my.ilstu.edu/~mshesso/apa_stats.htm

Kahn, J. (n.d.). *Reporting statistics in APA style*. Illinois State University. http://my.ilstu.edu/~mshesso/apa_stats.htm

Keysar, B., Barr, D. J., Balin, J. A., & Brauner, J. S. (2000). Taking perspective in conversation: The role of mutual knowledge in comprehension. *Psychological Science*, 11(1), 32–38. <https://doi.org/10.1111/1467-9280.00211>

Majid, A. (2010). Words for parts of the body. In B. C. Malt, & P. Wolff (Eds.), *Words and the mind - How words capture human experience* (pp. 67–80). Oxford University Press.