

# Style sheet for papers in Linguistics

Whichever style you choose, always BE CONSISTENT!!!

## 1. General format

- Standard-sized paper (A4), 12 point Times New Roman, block justification (Blocksatz) with 3 cm margins on all sides
- 1.5 line spacing for main text; single spacing for longer quotations, footnotes and bibliography
- The first line of a new paragraph is indented 1.25 cm. No indentation is used at the beginning of a new chapter or section and following quotations, examples or tables.
- Number **pages** consecutively centred at the top. Begin the numbering with the first page of the main text (Introduction = page 1). The cover page has no page number. The table of contents is either not numbered or given small Roman numerals (i, ii, iii, iv, etc.). Do not put "page" or the abbreviation "p." in front of the page number.
- Number **chapters** according to the following decimal system:
  1. Introduction
  2. Main chapter (e.g. Ambiguity)
    - 2.1 Subchapter (e.g. Phonological ambiguity)
    - 2.2 Subchapter (e.g. Lexical ambiguity)
      - 2.2.1 Sub-sub-chapter (e.g. Polysemy)
      - 2.2.2 Sub-sub-chapter (e.g. Homonymy)
  3. Main chapter
  - ...
  5. Conclusion

**Do not number:** table of contents, acknowledgements, list of figures, list of abbreviations, bibliography and the appendix.

**Sub-sections** are only useful if you are planning to deal with at least two aspects; i.e. only have a sub-chapter 1.1 if you are also going to have a sub-chapter 1.2
- The **title page** should contain the basic information about the (pro)seminar; see example ↑

**Note:** Only the first word of your title and chapter headings is capitalised. All other nouns follow the English spelling rules.
- **Object language** (i.e. words, phrases, sentences as object of conversation) is written in *italics* (e.g. The word *bird* consists of four letters. It is a hyponym of the word *animal*).
- **Word meanings** are put in single inverted commas (') (e.g. The central definition of *bark* is 'to make a sharp harsh sound').

|                                                                                            |                                                      |
|--------------------------------------------------------------------------------------------|------------------------------------------------------|
| Universität Salzburg<br>FB Anglistik und Amerikanistik                                     | (pro)seminar name<br>instructor's name<br>WS 2013/14 |
| <b>Cross-cultural politeness in English, German<br/>and French business correspondence</b> |                                                      |
| date of submission                                                                         | student name<br>student number                       |

### Common abbreviations:

|           |                                       |                                                                  |
|-----------|---------------------------------------|------------------------------------------------------------------|
| cf.       | confer (compare)                      | For a more detailed account cf. Carter/McCarthy (1988).          |
| e.g.      | <i>exempli gratia</i> (for example)   | Any section can have sub-sections (e.g. 1.1; 1.2).               |
| ed., eds. | edited, editor(s), edition(s)         | Fix, Ulla (ed.) (2000) <i>Bild im Text</i> . Heidelberg: Winter. |
| et al.    | <i>at alii</i> (and others)           | Quirk et al. (1985) provide a comprehensive grammar.             |
| i.e.      | <i>id est</i> (that is)               | Sub-sections (i.e. sub-chapters) are always numbered.            |
| N.N.      | <i>nomen nescio</i> (name unknown)    | N.N. (2000, 25-27) asserts that ...                              |
| n.d.      | not dated                             | Schiller (n.d., 186) notes that ...                              |
| n.p.      | not paginated (e.g. Internet sources) | Chandler (1994, n.p.) suggests to ...                            |

|      |                                               |                                                                                                              |
|------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| s.v. | <i>sub verbo</i> (under the word)             | For <i>spill the beans</i> see <i>Collins Cobuild English Dictionary</i> (Sinclair 1995, s.v. <i>bean</i> ). |
| '    | stress or accent                              | e.g. 'agony aunt, in'scribe                                                                                  |
| -    | used to divide words into morphs or syllables | e.g. dis-arm, re-load<br>e.g. a-ban-don-ment                                                                 |
| *    | unacceptable, ungrammatical                   | * Who do you think that will tell the truth?                                                                 |
| ?    | of dubious acceptability or grammaticality    | They burnt down the house.<br>→ Passive: ?The house got burnt down.                                          |

## 2. Quotations / In-text references

Use direct quotations only to illustrate your point and keep in mind that you need to comment on your quotations, showing how they support/contradict your points. To avoid plagiarism you must acknowledge the source when you include a direct quotation of a text AND when you summarise or restate ideas and information from a source in your own words.

**Note:** In-text references are given in the continuous text, not at the end of the chapter or paper. The reference contains the author's surname, the year of publication and the page(s) (without "p(p)!"!) or n.p. (for Internet sources without a page number).

### Direct quotation:

"Questions seem best viewed as a subdomain of commands" (Bolinger 1989, 170). **OR**  
 Bolinger (1989, 170) claims that "questions seem best viewed as a subdomain of commands".  
 Chandler (1994, n.p.) highlights that "in photography, denotation is foregrounded at the expense of connotation".

### Paraphrasing ideas:

There is overwhelming evidence that intonation carries more than attitudinal meanings (Crystal 1969, 282-294; Ladd 1980, 139-168). **OR**  
 Crystal (1969, 282-294) and Ladd (1980, 139-168) found overwhelming evidence that intonation carries more than attitudinal meanings.  
 Chandler (1994, n.p.) highlights that connotation is often disregarded in photography.

### Citing up to 3 authors:

Celce-Murcia/Brinton/Goodwin (2010, 26) assert that "all languages share common properties".

### Citing a text with more than 3 authors (in the bibliography, however, refer to all authors):

Quirk et al. (1985, 121) illustrate the syntactic components of a sentence.

**Note:** It is also commonly accepted to use colons instead of commas between the year of publication and the page(s): (Bolinger 1989: 170).

If a word-for-word quotation is quite **long** (longer than 3 lines), present it in a separate paragraph, with each line indented about 1 cm from the left margin. Use single line spacing (for the body of the text use a line spacing of 1.5) and omit the quotation marks:

Bhatia (2005, 217) claims that

[a]lthough genres are essentially identified in terms of communicative purposes they tend to serve, these communicative purposes can be characterised at various levels of generalisations. [...] To take the case of promotional genres, one may find at the highest level of generalization 'promotional discourse' in the form of [...] several closely related genres with an overlapping communicative purpose of promoting a product or service to a potential customer.

All direct quotations should follow the original text exactly – in wording, spelling and punctuation! When you use a quotation to form part of your own sentence, make sure that the grammar and syntax of

both parts are in agreement. Use square brackets [] to mark any words you have added or changed, and three dots plus square brackets [...] to show where you have left words out (ellipsis). Ellipsis dots are not needed, however, when material is omitted from the start of a quotation (see example above). When a misspelling occurs in the original, use the interpolation [sic] to indicate that it is not your mistake. However, if there are double inverted commas in the original text passage you want to quote directly, turn them into single inverted commas (') (e.g. Bhatia (2005, 219) notes that genres "operate within their own territorial boundaries, displaying what Bhatia (1993) calls 'generic integrity', which is recognizable by reference to both the text-internal as well as the text-external aspects of genre".)

If you use quotations from languages other than the language of your paper/text (e.g. French quotation in an English text), give the quote in the original language first and enclose the translation either in brackets (short term) or in footnotes (longer quotation).

**Beware:** Footnotes are not used to indicate the source of citations. Use them only to provide additional information (e.g. a translation, a definition etc.) or to further discuss a topic. Number them consecutively throughout the text and use single line spacing.

### 3. Bibliography

The bibliography at the end of each text must give **full citation details** of the literature used. Thus, make sure that your list of references comprises **all of the sources referred to** in the running text of your paper and vice versa! **Do not** cite books/articles etc. without referring to them in your main text.

Always begin your bibliography on a new page (i.e. the one directly after your conclusion). The references are always ordered alphabetically by the surname of (first) author. If the bibliography includes several works by the same author, these are ordered chronologically (either from oldest to most recent or vice versa). If more than one work was published by the same author in the same year, order these books alphabetically according to the title and add "a", "b", etc. (see Jacobs 1999a, 1999b in sample bibliography below).

Use single line spacing and begin each reference in a new line. If references stretch over more than one line, indent the second line by 1 cm as in the examples given below.

For the titles use the same spelling as for normal writing (i.e. no capitalisation of nouns, adjectives etc.). First names should be written out in full. Only use initials for middle names (e.g. Hartman, James W.). Names with "von", "van", "de" etc. are alphabetized by their first upper-case element (e.g. Gelderen, Elly van). When adding dates, always try to keep date, month and year together (should they not fit in one line use non-breaking spaces = geschützte Leerzeichen). You may abbreviate months as follows: Jan., Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov., Dec..

#### 3.1 Books with one or several authors

Author's surname, author's first name (Year) *Title*. Place of publication: Publisher.

If there is more than one author, use the order given on the book, which may or may not be alphabetical. Separate each author by a semi-colon ";" or slash "/" and insert "and" between the last two. But remember to be consistent! Do not mix semi-colons and slashes. **Names are always inverted (i.e. surname, first name)!** Book titles must be written in *italics*. Main title and subtitle of a publication are usually separated by a colon ":". Titles in languages other than English or German should be translated into English with the translation following the original title in square brackets.

In case it is a special edition (2nd, 3rd etc.), add this information after the title in brackets and omit the full stop afterwards.

### Examples:

- Aitchison, Jean (2001) *Language change: progress or decay?* (3rd ed.) Cambridge: Cambridge University Press.
- Aitchison, Jean (2003) *Words in the mind* (3rd ed.) Oxford: Blackwell.
- Bolinger, Dwight (1989) *Intonation and its uses – melody in grammar and discourse*. London: Edward Arnold.
- Dijk, Teun A. van (2010) *Discourse and context: a sociocognitive approach*. Cambridge: Cambridge University Press.
- Minsky, Jan (1988a) *English consonants*. Cambridge: Cambridge University Press.
- Minsky, Jan (1988b) *English vowels*. Cambridge: Cambridge University Press.
- Quirk, Randolph / Greenbaum, Sidney / Leech, Geoffrey and Svartvik, Jan (1985) *A comprehensive grammar of the English language*. New York: Longman.                   **OR**
- Quirk, Randolph; Greenbaum, Sidney; Leech, Geoffrey and Svartvik, Jan (1985) *A comprehensive grammar of the English language*. New York: Longman.
- Thomsen, Christa (2000) *Stratégies d'argumentation et de politesse dans les conversations d'affaires [Argumentative strategies and politeness in business correspondence]*. Bern: Peter Lang.

### 3.2 Articles in edited volumes

#### Article in edited volumes:

Author (Year) Title, in: Editor(s) (ed./eds.) *Book title*. Place of publication: Publisher, Page(s).

**Note:** Always cite both the article and the edited volume in which the article is published as one reference in your bibliography (see below). If you use several articles of the same edited volume, you need to cite each article with the full information of the edited volume.

#### Examples:

- Channel, Joanna (1988) Psycholinguistic considerations in the study of L2 vocabulary acquisition, in: Carter, Ronald and McCarthy, Michael (eds.) *Vocabulary and language teaching*. London: Longman, 83-96.
- Matthiessen, Christian M. (2007) The multimodal page: a systematic functional exploration, in: Royce, Terry D. and Bowcher, Wendy L. (eds.) *New directions in the analysis of multimodal discourse*. London: Lawrence Erlbaum Associates, 1-62.
- Summers, Della (1988) The role of dictionaries in language learning, in: Carter, Ronald and McCarthy, Michael (eds.) *Vocabulary and language teaching*. London: Longman, 111-125.

Edited volumes as a whole:       Editor(s) (ed./eds.) (Year) *Title*. Place of publication: Publisher.

Whole edited volumes should be cited like any other book with one or several authors. The editor(s) appear as author(s), followed by the abbreviation (ed.) or (eds.). **Note:** Do not use this citation format to reference an article/a chapter in an edited volume (see above).

#### Examples:

- Carter, Ronald and McCarthy, Michael (eds.) (1988) *Vocabulary and language learning*. London: Longman.
- Royce, Terry D. and Bowcher, Wendy L. (eds.) (2007) *New directions in the analysis of multimodal discourse*. London: Lawrence Erlbaum Associates.

### 3.3 Articles in journals

Author (Year) Title, *Journal/periodical* Volume number (Issue number), Page(s).

#### Examples:

- Fromkin, Victoria (1971) The non-anomalous nature of anomalous utterances, *Language* 47 (1), 27-52.
- Schubiger, Maria (1965) English intonation and German modal particles: a comparative study, *Phonetica* 12 (2), 65-84.
- Selinker, Larry (1972) Interlanguage, *IRAL* 10 (3), 209-231.

### 3.4 Articles in newspapers/magazines

Author (Year) Title, *Newspaper/Magazine*, Day/Month, Page(s).

Author (Year) Title, *Newspaper/Magazine*, Day/Month [WWW document].

<Full path needed to access the file> [Date of access].

### Examples:

Hodge, Tom (1984) East Tennesseans speak Appalachian, *The New York Times*, 11 Jan., 41.

Long, Marion and Ross, Valerie (2011) Discover interview: the radical linguist Noam Chomsky, *Discover Magazine*, 29 Nov. [WWW document].

<<http://discovermagazine.com/2011/nov/18-discover-interview-radical-linguist-noam-chomsky>> [8 Oct. 2013].

### 3.5 An article from a reference book (dictionary, encyclopaedia etc.)

Author(s)/Editor(s) (ed./eds.) (Year) Reference title, *Book Title* (vol. Number) Place of publication: Publisher, Page(s).

For an online reference source write:

N.N. (n.d.) Reference title, Online source [WWW document].

<Full path needed to access the file> [Date of access].

### Examples:

Bergmann, Paul G. (1993) Relativity, *The New Encyclopaedia Britannica* (vol. 26) Chicago: Encyclopaedia Britannica, 501-508.

Crystal, David (1997) Grapheme, *A dictionary of linguistics and phonetics* (4th ed.) Oxford: Blackwell, 176.

N.N. (n.d.) Homonym, *The Oxford English Dictionary* [WWW document].

<<http://www.oed.com/view/Entry/88089?redirectedFrom=homonym#eid>> [8 Oct 2013].

### 3.6 Unpublished documents (MA and PhD theses)

Author (Year) *Title* [unpubl. MA thesis/doct. diss./post-doct. thesis] Location: Name of University.

### Examples:

Key, Michael Parrish (2012) *Phonological and phonetic biases in speech perception* [unpubl. doct. diss.] Amherst: University of Massachusetts.

Möslinger, Melanie (2001) *Machine translation: fundamental principles and practical applications* [unpubl. MA thesis] Salzburg: University of Salzburg.

### 3.7 A film, television series, online video or podcast

Episode, *Title of movie or series* (Year) Name of director (dir.) and Name of writer (wr.) Headquarters of productions: Production company. [DVD] or [TV].

For an online video or podcast write:

*Title*. Username or Owner [WWW document].

<Full path needed to access the file> [Date of access].

### Examples:

The mother tongue, *The story of English* (1986) Cran, William (dir.) / MacNeil, Robert (wr.) and McCrum, Robert (wr.) London: BBC and MacNeil-Lehrer Productions. [DVD].

*Harry Potter and the chamber of secrets* (2004) Columbus, Chris (dir.) and Kloves, Steven (wr.) Burbank, Warner Bros. Entertainment. [DVD].

*Noise: a human history*. BBC Radio 4 [WWW document].

<<http://www.bbc.co.uk/podcasts/series/noise>> [27 July 2013].

*Noam Chomsky – ideas of Chomsky BBC interview (full)*. Bfgoobla [WWW document].

<<http://www.youtube.com/watch?v=3LqUA7W9wfg>> [25 Jan. 2013].

### 3.8 Documents from the Internet

Author (Date of publication) Title of document, *Title of complete work* [WWW document].

<Full path needed to access the file> [Date of access].

Often not all information is available but the general principle is: the more detailed, the better. Use N.N. and n.d. if necessary. Always give the path in angled brackets in a new line. If it is too long for one line,

accept the automatic word wrap and do not insert a new paragraph or a space.

#### Examples:

- Chandler, Daniel (1994) Denotation, connotation and myth, *Semiotics for beginners* [WWW document].  
<<http://www.aber.ac.uk/media/Documents/S4B/sem06.html>> [12 Dec. 2005].
- Wilson, Bee (2013) The pleasures of reading recipes, *The New Yorker* [WWW document].  
<[http://www.newyorker.com/online/blogs/books/2013/07/the-pleasures-of-reading-recipes.html?utm\\_source=dlvr.it&utm\\_medium=twitter](http://www.newyorker.com/online/blogs/books/2013/07/the-pleasures-of-reading-recipes.html?utm_source=dlvr.it&utm_medium=twitter)> [8 Oct. 2013].

## 4. Sample bibliography

- Bateman, John A. (2008) *Multimodality and genre: a foundation for the systematic analysis of multimodal documents*. New York: Palgrave Macmillan.
- Bell, Allan (1991) *The language of the news media*. Oxford: Blackwell.
- Bhatia, Vijay K. (2004) *World of written discourse: a genre-based view*. London: Continuum.
- Bhatia, Vijay K. (2005) Generic patterns in promotional discourse, in: Halmari, Helena and Virtanen, Tuija (eds.) *Persuasion across genres*. Amsterdam: John Benjamins Publishing, 213-226.
- Cooper, Helen (2009) Obama sets new tone for European allies, *The New York Times*, 3 Apr. [WWW document].  
<[http://www.nytimes.com/2009/04/04/world/europe/04nato.html?\\_r=1&hp](http://www.nytimes.com/2009/04/04/world/europe/04nato.html?_r=1&hp)> [5 Apr. 2009].
- Culpeper, Jonathan and Kytö, Merja (2010) *Early modern English dialogues: spoken interaction as writing*. Cambridge: Cambridge University Press.
- Dürscheid, Christa (2012) *Einführung in die Schriftlinguistik*. Wiesbaden: Westdeutscher Verlag.
- Ghadessy, Mohsen (ed.) (1988) *Registers of written English: situational factors and linguistic features*. London: Pinter.
- Halmari, Helena and Virtanen, Tuija (eds.) (2005) *Persuasion across genres*. Amsterdam: John Benjamins Publishing.
- Horn, Laurence R. and Ward, Gregory (eds.) (2004) *The handbook of pragmatics*. Malden: Blackwell.
- Jacobs, Geert (1999a) *Preformulating the news*. Amsterdam: John Benjamins Publishing.
- Jacobs, Geert (1999b) Self-reference in press releases, *Journal of Pragmatics* 31 (2), 219-242.
- Johnson, Jacqueline and Newport, Elissa (1989) Critical period effects in second language learning: the influence of maturational state on the acquisition of English as a second language, *Cognitive Psychology* 21 (1), 67-99.
- Kainhuber, Simone (2009) *Reading culture in international advertising* [unpubl. MA thesis] Salzburg: University of Salzburg.
- Kehler, Andrew (2004) Discourse coherence, in: Horn, Laurence R. and Ward, Gregory (eds.) *The handbook of pragmatics*. Malden: Blackwell, 241-265.
- Language Laws, *Word of mouth*. BBC Radio 4 [WWW document].  
<<http://www.bbc.co.uk/programmes/b038xtd6>> [28 Sept. 2013].
- Leeuwen, Theo van (2008) *Discourse and practice: new tools for critical discourse analysis*. Oxford: Oxford University Press.
- Ljung, Magnus (2000) Newspaper genres and newspaper English, in: Ungerer, Friedrich (ed.) *English media texts – past and present: language and textual structure*. Amsterdam: John Benjamins Publishing, 131-151.
- Mémet, Monique (2005) Letters to the editor: a multi-faceted genre, *European Journal of English Studies* 9 (1), 75-90.
- Michael Halliday – *Language evolving: some systematic functional reflections on the history of meaning*. UBC [WWW document].  
<<http://www.youtube.com/watch?v=nC-blhalUck>> [8 Oct. 2013].
- Palmen, Marie-José / Bongaerts, Theo and Schils, Eric (1997) L'authenticité de la prononciation dans l'acquisition d'une langue étrangère au-delà de la période critique: Des apprenants néerlandais parvenus à un niveau très avancé en français [Authenticity of pronunciation in foreign language acquisition after the critical period: Dutch learners demonstrate an advanced level of French]. *Acquisition et Interaction en Langue Etrangère* 9 (1), 173-191.
- Ross, Alison (1998) *The language of humour*. London: Routledge.
- Schoiswohl, Maria (2008) *Die optimale Pressemitteilung*. Linz: Trauner Verlag.
- Stöckl, Hartmut (2012) Medienlinguistik: zu Status und Methodik eines (noch) emergenten Forschungsfeldes, in: Grösslinger, Christian / Held, Gudrun and Stöckl, Hartmut (eds.) *Presstextsorten jenseits der News: medienlinguistische Perspektiven auf journalistische Kreativität*. Frankfurt: Lang Verlag, 15-27.
- Toolan, Michael (1988) The language of press advertising, in: Ghadessy, Mohsen (ed.) *Registers of written English: situational factors and linguistic features*. London: Pinter, 52-65.