

Universität Mannheim  
Anglistisches Seminar

# **ABCs of Style**

## **Style Manual for Formal Conventions in Academic Writing**

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## 1 General Introduction

This manual describes the formal conventions for writing theses, term papers, handouts, and other papers at the *Anglistische Seminar* at the University of Mannheim. Please refer to them and follow them meticulously. Pay particular attention to differentiated sections for linguistic and literature papers, and make sure you consult the appropriate section. If you need more information about the process of writing papers, you may consult the following:

- Resources on our homepage at <http://www.anglistik.uni-mannheim.de/studium/index.html> (07.03.2012)
- “Further reading” section of this manual

Please note that whenever the ABCs provide guidelines, these are valid for all types of paper written at the *Anglistische Seminar* in Mannheim. For formal conventions not specified here, please refer to the **APA 6<sup>th</sup> Style** (American Psychological Association, 2009) for papers in Linguistics and to the **MLA Style** for papers in Literature. For more advice and additional links, see also <http://www.lib.berkeley.edu/Help/guides.html> (07.03.2012).

This **2012 edition of the ABCs** differs in some fundamental aspects from previous editions it has replaced. Our formal conventions are now closely aligned with those international standards (APA, MLA) which apply to 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. Several sections are completely new, e.g., those on tables, figures, and reporting statistics, and hopefully helpful to you. If you have any comments about this manual please do not hesitate to contact the authors.

## 2 ABCs of Style for Linguistics Based on APA 6<sup>th</sup> Style

### 2.1 Layout of the Paper

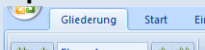
#### 2.1.1 Title Page

The title page bears *Universität Mannheim, Anglistisches Seminar, Lehrstuhl*, 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 (of submission), the title of the paper, the author's name, student ID, course of studies, *Fachsemester*, postal address, and e-mail address. See Section 5 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 the ABCs. Make sure that sections are logically related and follow on the appropriate level. For a *Proseminar* paper, it is usually 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 5 of this manual.


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




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: <http://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 either by indenting the first line by 5 spaces (app. 1.2 cm) or by skipping a line before each new paragraph, i.e., by adding an empty line or appropriate formatting of the paragraph layout. 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.) centered at the top of the page. Page numbers start with the “Introduction”, 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: <http://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, Calibri, Arial, or Cambria in font size 12 points, 1.5 line spacing. We recommend block alignment 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 small letters. The only exceptions are proper names, the first word of a sentence, a word 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. Refer to the *Duden* for German text.

### 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). Prefer meaningful abbreviations, i.e., telling names, over generic ones. For example, if you have groups of participants, use experimental group ( $G_E$ ) and control group ( $G_C$ ) rather than group 1 ( $G_1$ ) and group 2 ( $G_2$ ), or native speakers (L1ers) and second language learners (L2ers) rather than  $G_1$  and  $G_2$ . 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-scribed and follows punctuation, unless it is attached to a specific word.<sup>1</sup> The text in the footnote is placed at the bottom of the page and is single-spaced. Generally avoid footnotes. If some information is important, put it in the main text, if not, do not mention it.

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<sup>1</sup> This is an example of a footnote.

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

Examples provided within the text are set in italics, e.g., “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 another language than your paper, provide glosses with both literal translations and idiomatic translations.

- (1) a. Maria glaubt, dass der Vater                    den Wagen kauft.  
       Maria thinks, that the<sub>NOM</sub> father            the<sub>ACC</sub> car buys  
       Maria thinks the father buys the car.
- b. Maria glaubt, dass den Wagen                der Vater kauft.  
       Maria thinks that the car                    the 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, e.g., 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, 2009, p. 150).

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 title brief but explanatory?	Is the title in a header placed above the table?
Columns	Does every column have a column head?	Are all vertical rules eliminated?
Reference	Is the table referred to in text?	Are all tables numbered consecutively?
Text	Are all abbreviations explained, as well as special use of parentheses, format, and special symbols?	Is the font size 12, 11, or 10 points?

Table 1 and Table 2 provide examples of appropriate table layout. Table 2 contains statistical results from an eyetracking study and is adapted from Keysar, Barr, Balin, and Brauner (2000, p. 34).

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, e.g., “The visual perception of the human body (see Figure 1)...”. Check the following points to present figures effectively (adapted from APA, 2009, p. 167).

- Is the figure necessary?
- Is the figure simple, clear, and free of extraneous detail?
- Is the figure title descriptive of the content of the figure?
- Is the title of the figure placed in a footer below the figure?
- Are all elements of the figure clearly labeled?
- Are the magnitude, scale, and direction of axes of diagrams clearly labeled?
- Are figures of equally important concepts prepared according to the same scale?
- Are all figures numbered consecutively with Arabic numerals?
- Are all figures mentioned in the text?

#### Examples of Figures formatted according to APA Style

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

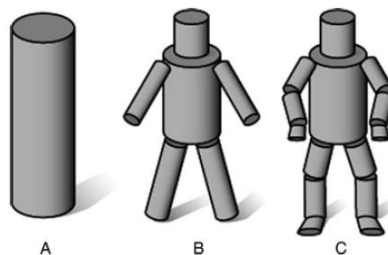


Figure 1. In visual perception the human body is represented by a three-dimensional hierarchical model (A-C) consisting of a series of cylinders.

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

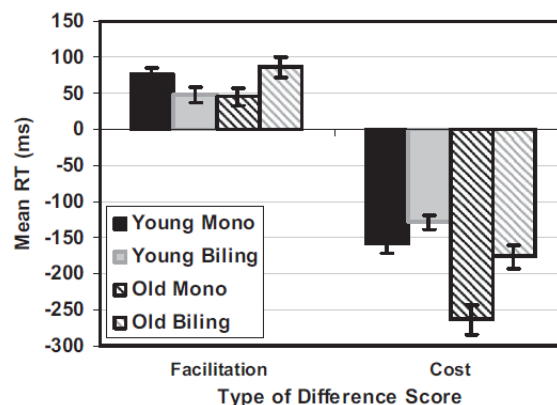


Figure 2. Mean reaction time (RT) and standard error for facilitation and cost in the Stroop task. The values are mean differences from baseline (0 ms) calculated as the average time to name colors from neutral stimuli (X s). Mono= monolinguals; biling= bilinguals.



### 2.2.8 Reporting Statistics

Report summary statistics in text, in tables, or in figures. Make sure you do not present the identical information at 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, e.g., write .001 instead of 0.001
- Mind that English uses a dot (.) where there is a comma (,) in German
- 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 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, 2009) and:

<http://my.ilstu.edu/~jhkahn/apastats.html> (07.03.2012)

[http://my.ilstu.edu/~mshesso/apa\\_stats.htm](http://my.ilstu.edu/~mshesso/apa_stats.htm) (07.03.2012)

## 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” on our website.

Provide 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 (~ 1.2 cm) freestanding text block. Omit quotation marks, use single-space and 10 points font. 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 3 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 less than six authors, you write down all their names when you cite them for the first time. In all subsequent citations of references with one or two authors, the citation format remains identical. In subsequent citations of work by more than two authors, state 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 3.

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 of how to integrate citations into your text follow below. For further example refer to our manual “How to avoid plagiarism”.

For example, Ohman, Flykt, and Esteves (2001) presented participants with 3 × 3 visual arrays with images representing four categories (snakes, spiders, flowers, mushrooms).

Regions of the brain thought to be important for emotional detection remain relatively intact with aging (reviewed by Chow & Cummings, 2000).

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, Isaacowitz, & Charles, 1999).

Table 3. Examples for in-text citations according to APA 6th style.

<b>Type of citation</b>	<b>First citation in text</b>	<b>Subsequent citation in text</b>	<b>Parenthetical format, first citation in text</b>	<b>Parenthetical format, subsequent citation in text</b>
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburg (2005)	University of Pittsburg (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

Adapted from APA 6<sup>th</sup> Style, Basic Style Tutorial, retrieved 08.02.2012 from [http://flash1r.apa.org/apastyle/basics/index.htm?\\_utma=185732729.2089679172.1328020738.1328707016.328709407.4&\\_utmb=185732729.22.10.1328709407&\\_utmc=185732729&\\_utmz=185732729.1328709407.4.3.utmcsr=google|utmccn=%28organic%29|utmcmd=organic|utmctr=apa%206th%20style&\\_utmv=-&\\_utmk=188461480](http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.2089679172.1328020738.1328707016.328709407.4&_utmb=185732729.22.10.1328709407&_utmc=185732729&_utmz=185732729.1328709407.4.3.utmcsr=google|utmccn=%28organic%29|utmcmd=organic|utmctr=apa%206th%20style&_utmv=-&_utmk=188461480)

## 2.3.4 Bibliography

### 2.3.4.1 General advice

The following sections provide formatting templates for different and most common types of references and some examples formatted according to APA 6<sup>th</sup> Style. Section 4 of this manual gives advice on how software packages can help you to generate accurate bibliographies. Make sure to check the following points (mind the differences to literature papers):

- Display **all work** cited directly or indirectly 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** 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)
- Information on the edition of a book is only necessary if it is two or higher.
- APA 6<sup>th</sup> style recommends to provide the doi (document identification number) for electronically retrieved resources. This is optional. If you want to provide it, put doi:xxxxxx at the end of your reference, after the last dot.
- Strictly follow the conventions for **order, punctuation, capitalization, and italicization**.

### 2.3.4.2 Book

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

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

Saeed, J. I. (2009). *Semantics* (3 ed.). Malden, Mass.: Blackwell.

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

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

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

Author, A. A. (Year). Title of section or chapter. In A. Editor & B. Editor (Eds.), *Book title* (pp. xxx-xxx). Location: 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). New York / Oxford: Oxford University Press.

#### 2.3.4.4 Edited Book

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

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

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

#### 2.3.4.5 Journal Article

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

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.

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

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.

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.

#### 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 02.07.2008, from

[http://encarta.msn.com/encyclopedia\\_761564236\\_3/Psychological\\_Testing.html](http://encarta.msn.com/encyclopedia_761564236_3/Psychological_Testing.html)

IMDb. (2012). Eat Pray Love. Retrieved 03.02.2012, from <http://www.imdb.com/title/tt0879870/>

Jones, S. C. (2005). Message framing effects in exercise promotions: Confounded by linguistic complexity? Retrieved 03.03.2012 from <http://ro.uow.edu.au/hbspapers/73>

#### 2.3.4.7 Newspaper Article

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

Bühler, U. (2003, 02.09.2003). Zweisprachige entwickeln kluge Strategien, *Neue Zürcher Zeitung*, p. 55.

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

Deutscher, G. (2010). Does your language shape how you think?, *The New York Times*. Retrieved from [http://www.nytimes.com/2010/08/29/magazine/29language-t.html?\\_r=1&ref=general&src=me&pagewanted=print](http://www.nytimes.com/2010/08/29/magazine/29language-t.html?_r=1&ref=general&src=me&pagewanted=print)

### 3 ABCs for Literature Based on MLA Style

#### 3.1 Superstructure of a Term Paper

##### 3.1.1 Title Page

The title page bears *Universität Mannheim, Anglistisches Seminar, Lehrstuhl*, and the course for which you wrote the paper. In addition, give the name of the course instructor (or supervisor(s)), the semester of the course (of submission), the title of the paper, the author's name, student ID, course of studies, *Fachsemester*, postal address, and e-mail address. See Section 5 of this manual for examples.

##### 3.1.2 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 the ABCs. Make sure that sections are logically related and follow on the appropriate level. For a *Proseminarpaper*, it is usually 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 5 of this manual.

##### 3.1.3 Margins

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

##### 3.1.4 Page Numbers

For page numbering, use Arabic numerals (1, 2, 3, etc.) centered at the top of the page. Page numbers start with the "Introduction", 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.

##### 3.1.5 Paragraph Layout

In literature papers, do **not** skip a line between paragraphs. The first word of each paragraph should be indented by 5 spaces (app. 1.2 cm) — this is called a hanging indentation. Paragraphs are logical units, so use them to structure your paper. Avoid paragraphs which consist of only one sentence. Indentation for paragraphs must be used with this style.

#### 3.2 The Body of the Text

##### 3.2.1 Text

Print your document on white A4 paper. You should use the font Times New Roman, in font size 12 points, 1.5 line spacing. We recommend block alignment for the text except for references.

##### 3.2.2 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 "inverted commas". All words are written in small letters. The only exceptions are proper names, the first word of a sentence, a word following a colon and headings. 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. The only exceptions are words

within titles. In titles, all words except for articles, prepositions, and conjunctions are capitalized (and those categories as well if they are the first word in the title or subtitle of the work). Refer to the *Duden* for German text.

### 3.2.3 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). Prefer meaningful abbreviations, i.e., telling names, over generic ones. You do not need to explain standard abbreviations and symbols listed in dictionaries such as e.g., %, etc., i.e., €.

### 3.2.4 Figures and other illustrations

Figures, images, graphs, symbols, and tables are usually very helpful, but do not speak for themselves. Thus you need to refer to and explain figures etc. in your text. They must also be numbered consecutively, and each one needs to have a legend and/or a title. Furthermore, you need to provide the source of the figure or information contained within. This means, for example, that if you create your own table with numbers you obtained from a government organization or other institution, you still need to acknowledge the source for the information.

#### Example of a figure formatted according to MLA Style

The engraving “Beer Street and Gin Lane” by William Hogarth, which can be seen in Figure 4, juxtaposes the debilitating effects of hard liquor consumption with a far more positive image that portrays an industrious, peaceful scene facilitated by the consumption of beer.

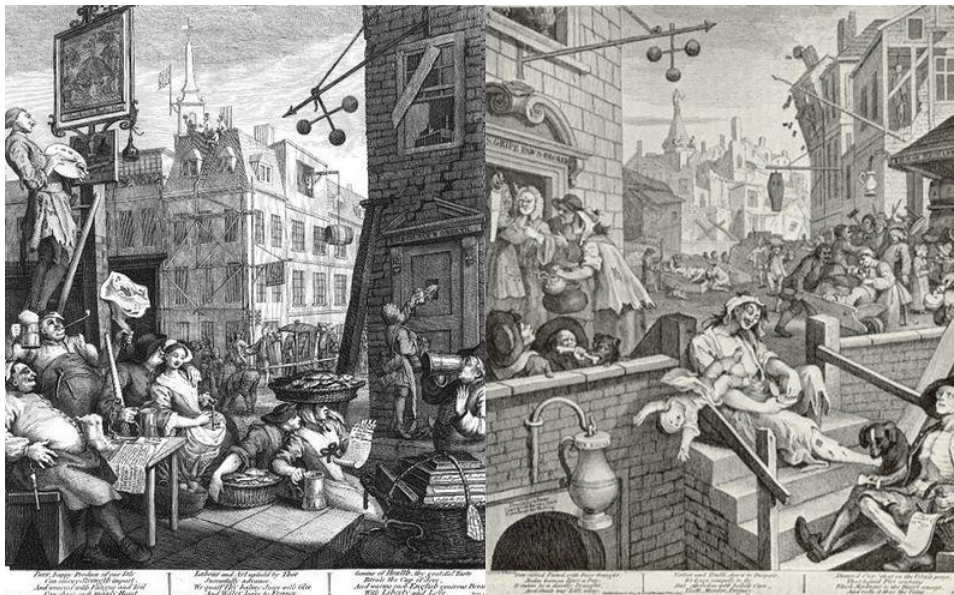


Figure 3. *Beer Street and Gin Lane*. William Hogarth. Prints. 1751. Source: [www.thebritishmuseum.org](http://www.thebritishmuseum.org) Web. Jul 24 2012.

**Please note:** Some older prints are out of copyright and can be found on a number of websites, including Wikipedia and commercial vendors'. Many other images might still be subject to copyright. Hence, it is important to use images that come from a reputable source, and clearly mark the original author and publication date. The two images above were procured (free of charge) from The British Museum.



### Example of a table formatted according to MLA Style

Table 4 shows that the number of newspapers in the United States grew substantially from 1790 and reached a peak in 1909.

Table 4  
Number of newspapers in the United States, 1790-1970.

Date	Number of registered newspapers
1790	140
1849	2,876
1900	15,872
1909	17,120
1930	14,797
1970	13,904

Source: The Growth of Newspapers Across the U.S.: 1690-2011.  
Bill Lane Center for the American West, Stanford University. Web. Jul 24 2012.  
[www.stanford.edu/group/ruralwest/cgi-bin/drupal/visualizations/us\\_newspapers](http://www.stanford.edu/group/ruralwest/cgi-bin/drupal/visualizations/us_newspapers)

Section 4.5 of the *MLA Handbook for Writers of Research Papers* (7<sup>th</sup> Ed) provides further examples and guidance.

#### 3.2.5 Footnotes

A footnote within the text is superscribed and follows punctuation, unless it is attached to a specific word. The text in the footnote is placed at the bottom of the page and is single-spaced.

**Tip:** How to in Word: To insert a footnote, go to “Verweise” → “Fußnote einfügen”.

#### 3.2.6 Quotations and in-text citations

Provide in-text references in the form of a brief parenthetical citation: When you quote a source, you place parentheses at the end of your quote, paraphrase or summary. In the parentheses, you provide enough information so that your reader is able to identify the source of the quotation in the list of Works Cited (bibliography) that you provide at the end of your paper. Make sure that you always give the **author's surname** and the **page number** of the quotation, e.g., (Whitman 52). If you quote several texts from one author include a short title that identifies the text you are quoting, e.g., (Whitman, "Song of Myself" 52). Keep these references as short as possible. Do not repeat information that you have already provided previously. If you have named the author or book title already in your text, for instance, include in your parenthetical reference only page numbers. Here is an example: “Whitman states in ‘Song of Myself’ that he speaks for all Americans (235)”. The first time you name an author in-text, you use their full name, i.e., first and last name. Subsequently, you may give only the surname. For further reference, consult sections 6.1–6.5 of the *MLA Handbook for Writers of Research Papers* (7<sup>th</sup> Ed).

On certain occasions you might want to include a citation that is contained within another source. For example, in chapter 10 of *A New Introduction to American Studies* (2006), John Whitley explains that in the early 1970s the acclaimed author Tom Wolfe declared that the novel was no longer a viable tool for chronicling society and needed to be

superseded by a new type of journalism (233). Whitley then gives the following direct quotation from Wolfe: “The crucial part that reporting plays in all storytelling, whether in novel, film, or non-fiction, is something that is not so much ignored as simply not comprehended” (Wolfe in Whitley 234). By including “Wolfe in Whitley” in the parenthetical citation, you signal to your reader that this quotation is by Wolfe, not Whitley. If you include Wolfe’s name in-text, e.g., “According to Tom Wolfe “the crucial part of (. . .)”, then “(in Whitley 234)” will suffice.

**Please note:** When a quote catches your eye, you should find the original text, read the relevant section, and then cite the quotation using its original publication information. It is your responsibility to ensure that a quote is not taken out of context, which will be difficult if you have not consulted the original text.

Short quotations are introduced and closed 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. You might want to add something for syntactic reasons or clarify a quote by giving extra information. The *MLA Handbook 7<sup>th</sup> Edition* provides the following example from an analysis of *Hamlet*: “In the first act he soliloquizes, ‘Why she would hang on him [Hamlet’s father]/ As if increased appetite had grown/ By what it had fed on. . . .’” (101). Note how “Hamlet’s father” is added to explain whom “him” refers to. If you **omit text** from the original, use three spaced ellipsis points (. . .) within a sentence or four at the end of a sentence. On rare occasions you might encounter an ellipsis within a quotation, and also decide to omit text; in this case you differentiate between the original ellipsis and yours by using brackets or providing an explanation at the end of the quote (in parentheses). Using the example above, this is how a parenthetical explanation would look: “In the first act he soliloquizes, ‘Why she would hang on him [Hamlet’s father]/ As if increased appetite had grown/ By what it had fed on . . . .’”(MLA 101, ellipsis in orig.).

Long quotations (i.e., three or more lines) are indented (app. 1.2 cm, like this paragraph) and put in a single-spaced, freestanding text block. They are **not** introduced by quotation marks or highlighted by any special attribute (e.g., *italics*), and they need a clear indication of the reference used. Usually this is either given before the quote, in-text with an introductory phrase such as “Taylor and Sparrow explain that: . . .”, or by giving a full parenthetical citation after the quote, e.g., (Taylor and Sparrow 76).

### 3.3 The List of Works Cited

At the end of your paper a list of Works Cited should appear (see section 5.3.1–5.8 of the *MLA Handbook* for further details). In literature papers, differentiate between primary and secondary literature. This list should include all materials and sources that you cite in your paper, including Web publications, films, and other non-print sources. Entries on this list are alphabetized by the author’s last name and double-spaced. For entries longer than one line, a hanging indentation should be used.

MLA distinguishes between Periodical Print Publications, Non Periodical Print Publications, Web Publications, and Common Sources. The following table illustrates the different classification of source materials:

Table 5  
Types of Publications and Sources

Periodical Print Publications	Non Periodical Print Publications	Web Publications	Common Sources (see 3.4.4. for a detailed list)
Newspapers	Books	Databases	Television broadcast
Magazines	Pamphlets	Academic journals	Sound recording
Journals		Magazines	Film/ video recording
		Newspapers	Interview
		Reference works	Cartoon
		Web sites	Lecture, speech, etc.
		Blogs	

A scholarly article might be both published in print and online, but the Works Cited entry will differ depending on whether you consulted the actual print version (e.g. in the library), or accessed and read the online publication through one of the databases such as Academic Search Premier, JSTOR, or Project Muse.

**Please note:** You **should not use** these headings in your Works Cited. They are for classification purposes only. Your Works Cited should be **one continuous** list; the only visual and structural demarcation should be that of primary and secondary literature.

### 3.3.1 Articles in Journals (Periodical Print Publications)

The *MLA Handbook* provides a generic list to aid you in compiling the works cited. Here are the elements for an article in a print periodical (136):

1. Author's surname, first name
2. Title of the article (in quotation marks)
3. Name of the periodical (italicized)
4. Series number or name (if relevant)
5. Volume number (for a scholarly journal)
6. Issue number (if available, for a scholarly journal)
7. Date of publication (for a scholarly journal, the year; for other periodicals, the day, month, and year, as available)
8. Inclusive page numbers
9. Medium of publication consulted (*Print*)
10. Supplementary information

Here is an example of how this would look as an entry:

Author's surname, first name. "Title of Article." *Name of Journal* Volume, Issue (Year): Page numbers. Medium of publication consulted.

Welter, Barbara. "The Cult of True Womanhood: 1820-1860." *American Quarterly* 18.2. (1966): 151-74. Print.

### 3.3.2 Books (Non Periodical Print Publications)

1. Surname, first name of the author, editor, compiler, or translator
2. Title of the work (italicized)
3. Edition used
4. Number(s) of the volume(s) used
5. City of publication, name of the publisher, and year of publication
6. Medium of publication consulted (*Print*)
7. Supplementary bibliographic information and annotation

To cite a work by two or more authors, give their names in the same order as on the title page. Reverse only the name of the first author, add a comma, and give the other name or names in normal form. If there are more than three authors, you may name only the first and add et al. If the persons listed on the title page are editors, translators, or compilers, place a comma after the final name and add the appropriate abbreviation (*eds.*, *trans.*, or *comps.* )

One author: Author's Surname, First Name. *Title*. Place of publication: Publisher, Year. Medium of publication consulted.

Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Boston: Shambala, 1986. Print

Two or three authors:

Hutcheon, Linda, and Michael Hutcheon. *Bodily Charm: Living Opera*. Lincoln: U of Nebraska P, 2000. Print.

More than three authors:

Gilman, Sander, et al. *Hysteria Beyond Freud*. Berkeley: U of California P, 1993. Print.

### 3.3.3 Book Sections (e.g. anthologies, reference books)

Author's Surname, First Name. "Title of Article." *Book Title*. Ed. Editor's first name, surname. Place of publication: Publisher, Year. Page numbers. Medium of publication consulted.

Emerson, Ralph Waldo. "The Poet." *The Norton Anthology of American Literature*. Ed. Nina Baym et al. 3rd ed. Vol. 1. New York: Norton, 1989. 984-99. Print.

### 3.3.4 Web Publications

Web publications encompass everything from scholarly articles, to academic databases, to YouTube videos, to statistical data published on a government website. Even though the guidelines regarding the inclusion of URLs have changed, you still should provide the URL of any sources you access online if the instructor requires it.

1. Name of the author, compiler, director, editor, narrator, performer, or translator of the work

2. Title of the work (italicized if the work is independent; in roman type and quotation marks if the work is part of a larger work)
3. Title of the overall Web site (italicized), if distinct from item 2
4. Version or edition used
5. Publisher or sponsor of the site; if not available, use *N.p.*
6. Date of publication (day, month, and year, as available); if nothing is available, use *n.d.*
7. Medium of publication (*Web*)
8. Date of access (day, month, and year)
9. URL (if the instructor requires it)

#### **3.3.4.1 Archive**

Eaves, Morris. Robert Esick, and Joseph Viscomi, eds. *The William Blake Archive*. Lib. Of Congress., 14 Jun. 2012. Web. 18 Jun. 2012.  
< <http://www.blakearchive.org/blake/public/about/glance/index.html>>

#### **3.3.4.2 Scholarly article accessed online**

Welter, Barbara. "The Cult of True Womanhood: 1820-1860." *American Quarterly* 18.2. (Summer, 1966): 151-74. *JSTOR*. Web. 12 Mar. 2012.

#### **3.3.4.3 Magazine article**

Harvey, Miles. "Welcome to Armageddon: The White House Hasn't Found Any Weapons of Mass Destruction Because It's Looking in the Wrong Place." *Rolling Stone* 23 Mar. 2004. Web. 31 Mar. 2004.  
<http://www.rollingstone.com/features/nationalaffairs/featuregen.asp?pid=2834>.

For more detailed information please see section 5.6 of the *MLA Handbook* (7<sup>th</sup> Edition).

### **3.3.5 Other Common Non-scholarly Sources**

The *MLA Handbook* provides in-depth guidance for the citation of other common sources (see section 5.7). These include (but are not limited to): Television or radio broadcasts; sound, film or video recordings; a performance (e.g. musical or theatrical); works of visual art; interviews; maps or charts; a cartoon or comic strip; an advertisement; lectures, speeches, addresses, or readings; manuscripts or typescripts; letters, memos, or E-Mail messages; microform or microfilm; collection of articles on CD-ROM or DVD-ROM; digital files. Below are examples for the most frequently cited sources.

#### **3.3.5.1 Television/ Radio Broadcast**

"Title." *Title of program or series*. Name of network. Call letters and city of local station (if applicable). Broadcast date. Medium of reception. Supplementary information.

"Frederic Douglas." *Civil War Journal*. Narr. Danny Glover. Dir. Craig Haffner. Arts and Entertainment Network. 6 Apr. 1993. Television.

**Please note:** Similarly to print and web sources, you should list the “medium of reception”. In the example above this is ‘television’; in the example below it is ‘film’.

### 3.3.5.2 Film

*Title.* Director. Distributor, Year of release. Medium consulted. (If relevant you may include additional information on the actors, editors, script writers etc. between the title and the distributor.)

*Psycho.* Dir. Alfred Hitchcock. Paramount, 1960. *Dead Man.* Dir. Jim Jarmusch. Script: Jim Jarmusch. Cinematography: Robby Mueller. Editor: Ray Rabinowitz. Music: Neil Young. Perf. Jonny Depp, Gary Farmer. Miramax, 1995. Film.

### 3.3.5.3 Visual Art

Artist’s name. *Title.* Date(s) of composition (if unknown write N.d.). Medium of composition. Institution that houses the work, and the city/ place it is located in.

Millais, John Everett. *Ophelia.* 1851-1852. Oil on canvas. Tate Britain, London.

For further guidance on citation conventions please consult the handbook. This section has been adapted from sections 5.1–5.8 and 6.1–6.5 of the *MLA Handbook for Writers of Research Papers* (7<sup>th</sup> Ed).

Table 6  
Examples for in-text citations according to MLA style

Type of citation	Citation in text	Parenthetical format	Reference in Works Cited
One work by one author	Wordsworth (pp.)	(Wordsworth pp.)	Wordsworth, William. <i>Lyrical Ballads.</i> London: Oxford U.P., 1967. Print.
One work by two authors	Hutcheon and Hutcheon (pp.)	(Hutcheon and Hutcheon pp.)	Hutcheon, Linda, and Michael Hutcheon. <i>Bodily Charm: Living Opera.</i> Lincoln: U of Nebraska P, 2000. Print.
One work by three authors	Eaves, Esick and Viscom (pp.)	(Eaves, Esick and Viskom pp.)	Eaves, Morris. Robert Esick, and Joseph Viscomi, eds. <i>The William Blake Archive Lib. Of Congress</i> 14. Juni 2012. Web. 18. Juni 2012.
One work by four or more authors	Gilman, King, Porter, Rousseau and Sowler (pp.)	(Gilman, King, Porter, Rousseau and Sowler pp.)	Gilman, Sander, et al. <i>Hysteria Beyond Freud.</i> Berkeley: U of California P, 1993. Print.
One work by a corporate author	National research Council (pp.)	(Natl. Research Council pp.)	Council, National Research. <i>China and Global Change: Opportunities for Collaboration.</i> Washington: Natl. Acad., 1992. Print.

## 4 Computer Programs for Managing References

### 4.1 Introduction

With the help of computer programs you can create a database of your references. By integrating the program into your word processor, you can insert your references for a paper more easily. The programs work with templates that automatically format your references both in the text and in the bibliography according to pre-formatted styles (APA 6th, MLA, etc.) you can select. Microsoft Word 2007 and higher has an integrated reference feature. We briefly survey some examples of programs that can help you to manage your references below. This is an overview. For more information see, e.g., <http://www.bibliothek.uni-augsburg.de/service/literaturverwaltung/downloads/vergleich.pdf> (14.03.2012).

### 4.2 Web-Based Software: RefWorks

“RefWorks is a web-based bibliography and database manager that allows you to create your own personal database by importing references from text files or online databases and other various sources. You can use these references in writing papers and automatically format the paper and the bibliography in seconds.” The *Universitätsbibliothek Mannheim* provides free access to the program for students.

**RefWorks Fundamental Tutorial:** <http://www.refworks-cos.com/refworks/tutorials/basic.html> (27.02.2012)

**How to use RefWorks:** <http://www.bib.uni-mannheim.de/fileadmin/elearning/refworks/index.html> (27.02.2012)

### 4.3 Reference Software for Offline-Use: Endnote, Reference Manager

#### 4.3.1 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/support/helpdocs/EndNote%20%20Demo%20Guided%20Tour.pdf> (27.02.2012)

#### 4.3.2 Reference Manager

This guide, supplied with a demo version of Reference Manager, provides a basic overview of installing and using Reference Manager:

<http://www.refman.com/support/docs/rm11%20guided%20tour.pdf> (27.02.2012)

#### 4.3.3 Microsoft Word

How to use Word for referencing see:

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

## 5 Samples of Title Pages and Tables of Content

### 5.1 Sample Title Page and Table of Contents of a Term Paper

Universität Mannheim  
 Anglistisches Seminar  
 Lehrstuhl für Amerikanische Literatur- und Kulturwissenschaft (Anglistik III)  
 Dozentin: Carrie Khou, MA  
 Proseminar: Film Studies  
 HWS 2011

Term paper

**The concept of female identity in *Mad Men***

Vorname Nachname  
 Studiengang, Fachsemester

Student ID:  
 1234567  
 Address  
 E-mail

**Subverting Ideology: Class and Gender  
 in Jane Austen's *Pride and Prejudice* (1813)**

1. Introduction: <i>Pride and Prejudice</i> in the Context of Modernity.....	1
2. Theorizing Gender and Class as Ideologies .....	3
2.1 Gender and Class Theory: Key Terms, Concepts and Debates.....	3
2.2 The Logic of Marginalization: Intersections of Class and Gender .....	7
3. Framing the Other: Gender and Class Politics in <i>Pride and Prejudice</i> .....	9
3.1 The Role of Gazing: Elizabeth and Darcy .....	9
3.2 Money Speaks: Material Constraints on Social Relationships.....	12
4. The Politics of <i>Pride and Prejudice</i> .....	15
4.1 Textual Strategies: An Ironic Perspective on Society.....	15
4.2 Overcoming <i>Pride and Prejudice</i> : Love and Recognition .....	19
5. <i>Pride and Prejudice</i> : Literature as Subversion .....	21
6. Works Cited.....	23

Figure 4. Sample title page of a term paper

Figure 5. Sample TOC of a term paper



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

**Universität Mannheim**  
 Anglistisches Seminar  
 Lehrstuhl für Anglistische Linguistik (A I)  
 Prof. Dr. Rosemarie Tracy

Bachelor thesis

**Title**

Betreuer/in:  
 Erstgutachter/in:

Vorname Nachname  
 Studiengang, Fachsemester  
 Student ID: 1234567  
 Address  
 E-mail

Figure 6. Sample title page of a BA thesis

II

**Table of Contents**

<b>List of Figures</b> .....	<b>III</b>
<b>List of Tables</b> .....	<b>IV</b>
<b>Abstract</b> .....	<b>5</b>
<b>1. Introduction</b> .....	<b>6</b>
<b>2. Linguistic Background</b> .....	<b>9</b>
2.1 Literal vs. Figurative Language .....	9
2.2 On Metaphor .....	12
2.3 Conceptual Metaphor Theory.....	16
2.4 The Communicative Functions of Metaphor.....	19
2.5 Metaphor vs. other Rhetorical Figures .....	23
<b>3. Marketing Background</b> .....	<b>27</b>
3.1 Brand Personality.....	27
3.2 Attitude toward the Ad.....	31
3.3 Employment Ads and Organizational Identity .....	35
<b>4. Previous Research: Metaphors in Advertising</b> .....	<b>41</b>
4.1 General Overview .....	41
4.2 Metaphor's Influence on Brand Personality Perceptions & Attitudes .....	43
<b>5. Hypotheses</b> .....	<b>47</b>
<b>6. Design of the Study</b> .....	<b>52</b>
6.1 Participants .....	52
6.2 Material .....	53
6.3 Procedure .....	59
<b>7. Results</b> .....	<b>63</b>
7.1 Focus Group.....	63
7.2 Experiment.....	64
7.2.1 Data Aggregation.....	64
7.2.2 Statistical Analysis.....	65
<b>8. Discussion</b> .....	<b>81</b>
<b>9. Conclusion</b> .....	<b>93</b>
<b>10. Bibliography</b> .....	<b>94</b>
<b>11. Appendix: Content of CD-ROM</b> .....	<b>100</b>
<b>12. Statement of Non-Plagiarism</b> .....	<b>101</b>

Figure 7. Sample TOC of a MA thesis

## 6 Further Reading

### 6.1 For Formal Conventions

#### 6.1.1 APA

American Psychological Association. (2009). *The publication manual of the American Psychological Association* (6 ed.). Washington, DC: Author.

<http://www.apastyle.org/>

#### 6.1.2 MLA

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. . New York: Modern Language Association of America, 1999.

Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*. New York: Modern Language Association of America, 1998.

Tamblin, Louis. *The Smart Study Guide: Psychological Techniques for Student Success*. Oxford: Blackwell, 2006.

<http://www.mla.org/>

### 6.2 Scientific English

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

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

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

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

### 6.3 General Advice

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

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

### 6.4 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.

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