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|  | **Title of the term paper** |
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|  | **Seminar title: [SEMINAR TITLE]**  **Instructor: [INSTRUCTOR NAME] Semester: [WS 20XX-XX | SS 20XX]** |
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Vorname, Nachname:

Matrikelnummer:

Studiengang:

Fach / Fächer:

Studiensemester:

Date of submission**:**

Table of contents

Dieses Inhaltsverzeichnis bitte nicht manuell ändern, es wird - inklusive Seitenzahlen - automatisch erstellt, wenn Sie für Ihre Kapitelüberschriften die entsprechenden Formatvorlagen (Überschrift 1 … n) verwenden. Wenn Sie Änderungen an den Überschriften im Haupttext der Arbeit vornehmen, werden diese sich nicht sofort im Inhaltsverzeichnis zeigen. Klicken Sie dann mit der rechten Maustaste auf das Inhaltsverzeichnis und wählen Sie aus dem ausklappenden Menü den Punkt Felder aktualisieren und dann den Unterpunkt Gesamtes Verzeichnis aktualisieren.

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List of Abbreviations / Abkürzungsverzeichnis

|  |  |
| --- | --- |
| APA | American Psychological Association |
| DIN | Deutsches Institut für Normung e.V. |
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# Introduction

This is the Microsoft Word document template that is binding for papers submitted in Corpus and Computational Linguistics, English Linguistics. This template (or similar formatting) should be used for any papers submitted and will, hopefully, facilitate the formatting of papers submitted in both pro-seminars and seminars. This template contains all those layout settings typically used for formatting papers such as for example the main text body, page numbers, headers as well as headlines for different levels in the structure of the paper. It also explains and exemplifies different types of citations and references made to the research literature in a paper as well as the respective bibliographical references, exemplified for monographs (whole books), book chapters, journals and journal articles, reference works and internet sources. The template also contains explanatory text regarding the use – or non-use – of footnotes and contains sample footnotes to give you an idea of what they may contain, how they work and what you have to do in order to position and number them automatically.

You can either copy this template to your template directory (Word tells you under Extras – Optionen – Speichort für Dateien where templates are stored on your system and where you can place this template in order to have it available at a click when you are creating a new document[[1]](#footnote-1)). Note that the option for creating a new document based on a user-selected template only becomes available when you actually click on Datei – Neu which opens up a new column on the right side of your Word workspace and from which you select Vorlagen – Auf meinem Computer …. Clicking this opens up a new window which offers all templates stored in this specific templates directory on your computer. If you have stored this template in the correct directory, it should appear in the list of templates under APA term paper template Office 2016 pro.dotx. Alternatively, you can just double-click on this file in your file-manager (most likely the Windows Explorer) which creates a new document based on the template.

A quick note on the side should clarify some issues that students studying a strongly text-production focussed course such as linguistics and, likewise, literary studies. Being able to use word processing software professionally is a skill you should seek to master or refine in the course of your studies. This is mostly a process of learning by doing and sometimes trial and error. However, many students are actually causing themselves needless headache by never making use of the full potential of their word processing software. This does not mean that we are asking you to study desktop publishing (although a bit of knowledge in that domain is actually relevant to many philological pursuits), it just means that when a tool is available we should all make the most of it and accept any assistance that we can obtain from the functionality of the software we are using. As an example, many students never bother to use templates (Druckformatvorlagen also called Dokumentvorlagen) which contain all the settings for producing nicely laid out text. As a result, papers do not look as professional as we want them to look and the formatting takes much longer than it should. Templates are a way of achieving professional and consistent layouts at the click of the mouse. So next time you are inserting headlines (Überschrift 1 … n) into a paper, use the styles (Formatvorlagen) that are available for that purpose in the word processor. That way, headlines on different levels of text structure will consistently have the same font, size and emphasis plus they can be used to harness the word processor for automatically creating a nice looking, up-to-date table of contents. This is not just a question of pleasing the layout freaks, it also helps structure your text and gives you a clearer indication of the overall structure of your paper. Plus, if ever you want to change the font or size of a headline, you only need to change it once – in the template – and it will be adjusted for all occurrences of that type / level of headline in the rest of the document.

The same applies to the body of the text. Use the style Standard / Normal to make all of your text appear in the same font, font size and alignment (left or block alignment). The same applies to block quotations (more below) and any other kind of text elements (examples etc.) that appear in your text. Note that the styles in a template are created on the basis of the Standard / Normal template inherit some of its feature settings such as font size, line spacing etc. This can be very convenient should you decide to change the font type for your paper, because changing e.g. the font type in the Standard / Normal will automatically also change it in all templates based on it such that you do not end up having to change the font type on figure captions or the bibliography etc. separately.

Now, I have used some terminology that you might not be familiar with. A template can actually be one of two things. When we are talking collectively about the full set of settings for your paper (e.g. size of paper, margin width, standard font size, etc.) we speak of a template in the sense of a Dokumentvorlage or Druckformatvorlage (such as e.g. APA template.dotx). When talking about a Formatvorlage, we are actually talking about the individual styles for formatting text that are made available within a template / Dokumentvorlage. These comprise e.g. the default style Standard / Normal, intended for the body of the text, the templates Heading / Überschrift 1 – 5 (or more), for headlines above chapters and sections as well as for all other text elements such as footnotes, page numbers, headers, footers, figure captions etc. You can select those from the ribbon menu at the top left corner of your screen from a drop-down menu that is by default set to the template Standard (see Figure 1 below), which forms the basis for all text formatting in a template and the most frequently used style.

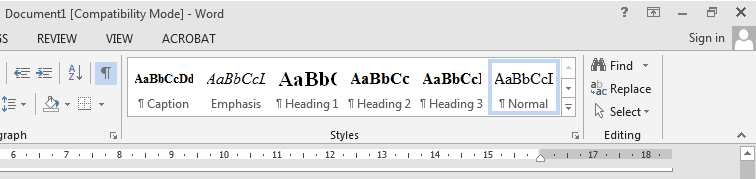


Figure 1: Toolbar for selecting templates

# Text formatting with templates and styles

Many users of modern text processing software do not ever bother to use templates (Dokumentvorlagen) and while the creation of a template might seem tedious and time-consuming at first, it actually saves time, especially when you are creating large documents or when repeatedly creating documents that have to adhere to certain layout requirements such as the Corporate Design of a university or the requirements of a specific publication venue or publishing house. We are lightening that burden by offering you a tailor-made template that is ready to use and holds the settings we consider most important. Also, many academic conferences offer their own templates that you are required to use for the submission of papers.

A template holds all the general settings for a document such as settings for paper size (DIN A 4), margins (1 inch or 2,5 cm on all four sides of the text block), settings for the positioning of headers, footers and footnotes as well as settings for the text elements.

As already mentioned, the most commonly used style is the Standard / Normal style which holds the default settings underlying the basic layout decisions of a template and is typically used for the bulk of the text in a paper. This style holds the settings for standard font type and size (e.g. Times New Roman 12 pt or Charter 11 pt) and standard line spacing (1,5).

## 2.1 Examples

Examples are a mainstay especially of empirical linguistics papers; they can e.g. substantiate a claim you are making about the language you are researching. Examples should be clearly flagged out for your readers as such by setting them apart typographically. When using full sentence examples, they should be set as a separate text block with numbering where appropriate, so that you can make reference to them from the main expository text. Many papers use one consecutive numbering scheme throughout the text such that any example has a unique numerical identifier. It is up to you to decide the best way of ordering and referencing your examples in the text. Here is one example that illustrates what this can look like. Make sure you look at publications whose layout decisions you find appealing and useful to assess the different possibilities for achieving maximum clarity for yourself and your readership.

1. This example illustrates a declarative sentence in English.
2. A passive sentence in English is exemplified here.
3. Is this a valid research question?

Often, example words or phrases are mentioned in the actual text block itself. In this case, these examples (e.g. *example word*) should be set in italics to set them off from the remainder of the text and thus clearly indicate that they are part of the object language rather than the meta-language.

# Types of citations

Part of your research involves reading and responding to work written by other scholars who have previously worked on your topic and whose findings and positions you have to acknowledge in your own work (e.g. in the section entitled ‘State of the Art’). Any paper therefore includes a lot of references to other people’s work. It is good scientific practice to acknowledge the work of the people your work is based upon; not doing so constitutes a case of plagiarism and thus violates the ethics of scientific research. Acknowledging the literature your paper is based upon is considered a sign of good research, not doing so will ruin your reputation as a researcher and have you expelled from a seminar. References to work by other scholars may take the form of verbatim citations from or references to books, journals, articles, web pages etc. Citations are used to indicate material you are quoting from the relevant literature to corroborate a point or to illustrate different positions taken by different authors. The different types of citation require different forms depending on their length, whether the source is cited verbatim or whether you are just making reference to another author without actually quoting his or her exact wording.

The most obvious type of citation is the one where you are quoting part of an author’s statement as part of your own text as illustrated in the following example:

Altenberg (1991: 128), in the context of a corpus-based study of the ‘Phraseology in Spoken English’, observes that “roughly 70% of the running words in the corpus form part of recurrent word combinations of some kind.” (Bartsch 2004: 2)

Such quotations are included between double quotation marks to mark the beginning and the end of the verbatim quotation. When you are mentioning an author by name in your actual text, as I have done in the above example, you mention his or her name followed by the year of publication followed by a colon followed by the page from which you have taken the quotation in round brackets. If you are using a quotation without actually using the author’s name in your text, you again insert the quotation in double quotation marks and mention the author, year of publication and page number after the quotation in the following way:

This type of approach was first proposed by Bartsch (2004: 2).

Unless your text flow demands it, it is not necessary for bibliographic reasons to explicitly mention the title of the book or article in the running text of your paper, as the name of the author and the year of publication allow the full title to be retrieved by the reader from the bibliography at the end of the paper.

Note that when a citation extends over 3 lines or more, it should be inserted as a so-called block quote (Blockzitat). A block quote is indented on either side (typically 1 cm) and formatted single spaced.

As the LDOCE (Longman Dictionary of Contemporary English), one of the major dictionaries aimed at the EFL (English as a Foreign Language) learner, states in its ‘Language Note’ on **Collocations** (LDOCE, 21987: 193):

In order to speak natural English, you need to be familiar with collocations. (…) If you do not choose the right collocation, you will probably be understood but you will not sound natural.

Command of collocations is a prime desideratum for all speakers seeking to attain nativelike fluency and proficiency in the use of a language. This applies to users of the general language as well as to otherwise proficient native speakers aiming to master the language of a special domain of their native language. (ibid.: 10)

Another frequently used type of reference is one where you are simply mentioning some other author’s work without actually quoting him or her verbatim, i.e. in his or her exact words:

Another related question is whether these restrictions on the combinability of word forms go hand in hand with the semantics of a word form as suggested by Levin (1993), who claims that the meaning of a verb determines its syntactic behaviour. (ibid.: 14)

If you are quoting from the same book on consecutive occasions, e.g. quoting from the same book several times in a row without quoting from any other book in-between, you only give the full reference on the first occurrence and afterwards take it up by using the abbreviation *ibid*. (Lat. *ibidem*), only adding the respective page number if quoting from different pages, in order avoid redundancy.

## 3.1 Footnotes

Footnotes are **not** the place for bibliographical references – quite contrary to the style you might encounter in other disciplines. Note that each scientific discipline has its own style guides and you have to adjust your paper as required by the discipline you are currently working in. This might mean that you have to use a different form and format for each of the subjects you are studying. History is different from German literary studies which is different from English linguistics in this respect.

So you might ask what footnotes are for in linguistics and what to put into a footnote. Rightfully so! A footnote in linguistics is the place where you put comments or additional notes that are relevant to a certain point made in a paper, but which do not fit into the flow of the main text. Footnotes should be used sparingly and certainly should not constitute more than – at most – 10% of the full paper.

A footnote consists of two parts, the place in the text from which you are referring to the footnote and the footnote itself. Wherever you want to insert a footnote, click on Einfügen – Referenz – Fußnote in the top menu bar of you word processor[[2]](#footnote-2). I have just done that (and highlighted the reference in red which is only done here to make the example more visible) and as you can see there is now a reference to the footnote in the text and the actual footnote at the end of the page. The numbering of footnotes is automatic such that when you are inserting new footnotes in-between already existing ones, the numbering will be adjusted correspondingly.

## 3.2 Figures, tables etc.

Sometimes a figure or a table is required to give an example or to present data. When you are using figures and table in a paper, these must be numbered and given a title. Again, the word processor can take over a lot of work in allowing you to insert references which are automatically numbered same as the footnotes so that when you are inserting new figures in-between already existing ones, the numbering will be adjusted accordingly.

In order to insert a picture or figure, it is a good idea to store that picture in a file in one of the standard graphics formats such as .bmp, .jpg etc. The next step is the actual process of inserting the picture. In order to do this, select Einfügen – Grafik – Aus Datei from the top menu (see Figure 2 below) and browse to the location of the graphics file:

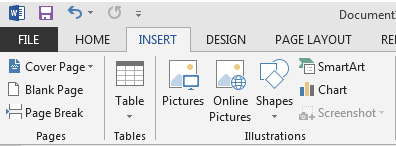


Figure 2: Insert graphic from file

Once the figure is inserted, you go to the next line below and insert the reference. In order to do this, click Einfügen – Referenz – Beschriftung in the top menu. This will call up a window that looks like this:

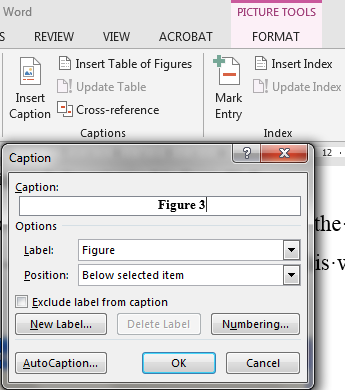


Figure 3: Insert reference to a figure

The standard text for the Beschriftung is likely to be in German if you are using a German version of the word processing software, but you can easily change the title by clicking on the button Neue Bezeichnung … and inserting your own – English in a paper in English – figure caption. The same procedure also applies for tables, except that you will select Tabelle or Table as the caption, so you actually get separate counting for figures and tables which is important especially in longer papers in which you might have a large number of figures and tables and may consider creating a separate table of contents listing all figures and tables in your paper together with the page numbers. Creating tables of contents is explained in the next section below (Section 3.3).

## 3.3 Pagination

Page numbers are important. Not only do they save your professor time in helping him or her easily check that you have actually filled the required number of pages, they also allow you to refer backwards and forwards in your paper by making reference e.g. to the page number of a previously mentioned example or figure.

## 3.4 Creating an automatic table of contents

Manually creating a table of contents is one of the most error-prone, time-consuming, and frustrating tasks in the final editing process of a paper. Modern word processing software can produce a table of contents for you automatically and keep it up to date – provided you have been using templates and styles for the different headline levels in formatting your document. The headlines are identified as such based on their formatting as headlines and this allows the software to identify them and compile them into a table of contents together with page numbers. The page numbers can (and must) also be updated as you are adding more pages to your paper.

In order to automatically produce a table of contents, select from the top menu bar Einfügen – Referenz – Indexe und Verzeichnisse. From the window select the menu card Inhaltsverzeichnis and choose the type of layout you like.

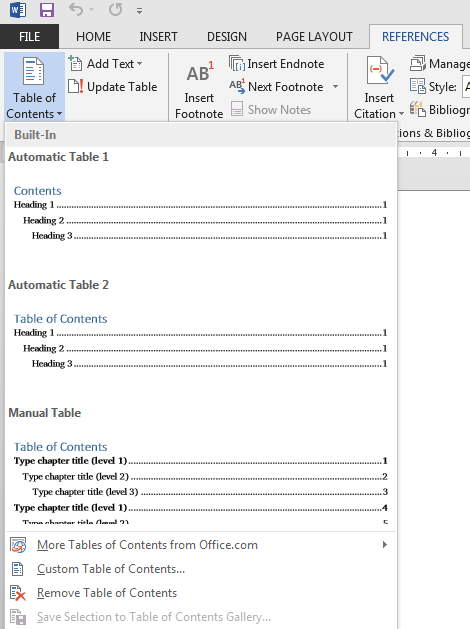


Figure 4: Index

Note that the process for creating an automatic **Table of Figures / Abbildungsverzeichnis** works in just the same way. Much like in the **Table of Contents** example shown here, Microsoft Word offers an automatic functionality for creating a **Table of Figures** according to different styles.

## 3.5 Some remarks on the significance of ‘signposts’

A well-structured paper with a good layout is not just a sign of a tedious person with great computing skills, it also shows an organised brain and is, thus, one feature of good research and good writing in general.

The structure of a paper is reflected in many things. First and foremost, it is the overall organisation of the paper into sensible units indicated by a sensible subdivision into high-level sections such as an **Introduction** spelling out your research topic, its relevance in a larger context and the underlying research questions posed in the paper. Sections of a paper are further subdivided into lower level sections that explain different aspects or related issues that are relevant to a part of your research.

Typographically, these sections are indicated by headlines arranged in hierarchical and numbered levels (1, 1.1, 1.2 etc.) to indicate topics that belong together. The levels should not become too deep; section 1.1.1.1.12.1 is often an indication of over-structuring and one should seriously consider whether this still makes sense or whether a section should be split up at a higher level.

Headlines are one type of signpost to the reader, indicating the overall structure of a paper. But there are other types of signposts which help the reader follow your train of thought. Examples are figure or table captions which can be used to make reference to a specific figure or table from the text, e.g. by writing something like “As Figure 1 below shows, ….” when referring to a figure that explicates a point (see 3.4 above). Other types are examples in the text set off typographically by formatting them in italics and numbered examples which are positioned in blocks of examples such that the reader can actually look at related examples together or cross-reference between them.

Such signposts and references to previously mentioned material turn a text into a coherent unit that indicates that and how different parts of your text relate to one another. This helps you build your argument and helps the reader follow your train of thought.

# The Bibliography

Every piece of scientific work uses and makes reference to scientific literature. Other people are likely to have done previous work on your topic or related fields. It is good scientific practice to draw on other scientists works, make use of their findings, relate your work to their work and quote them where appropriate. In order to do this, you may quote them or mention their work and the positions they take on your research topic (see Section 3 on citations, above), thereby establishing the relevance of your work to the field you are working in. Even when pursuing more advanced and original topics, there will always be work relevant to your work. Note: you never start from a blank slate when working scientifically.

Citing and mentioning related work is one feature of acknowledging other peoples’ work you have used in your paper, listing these works in your bibliography is another. It is important that you list all books, articles, web-pages etc. you have used as sources of your work. This does not imply, however, that each and every source you have ever looked at in the process of research on our topic should be listed in the bibliography. The bibliography comprises only those works you have actually used, i.e. cited and / or mentioned in your term paper. What definitely does **not** belong in the bibliography are the dictionaries you have used to check the meanings of words or their spelling.

Different scientific disciplines have different styles of bibliographies. In linguistics this is often the style issued by the American Psychological Association (<http://www.apastyle.org/>) also known as the APA style or a modification thereof, but at any rate using in-text references and not footnotes. If you would like to learn more about for example the correct citation style and types of references according to APA, you might want to consult the excellent tutorial of the Purdue Online Writing Lab (<https://owl.purdue.edu/>). The tutorial on APA illustrated many different citation needs and contexts. Many conference organisers also issue their own style guides for bibliographic style and authors must adhere to these if they want to submit a paper.

# Language

The language of a term paper must adhere to certain standards of formality. Make sure to avoid expressions that are colloquial or replacing technical terms with everyday language. A scientific discipline has a terminology for a reason, namely, to avoid the ambiguity inherent in many every day and colloquial words. A good example is the term *word* itself which is actually a rather fuzzy term in simultaneously referring to simple, uninterrupted sequences of letters such as ‘house’, but also to compound words such as ‘houseboat’, ‘disc-jockey’ and ‘president elect’. It is thus important to use the terminology of the scientific discipline you are working in and to define terms according to the standard literature where necessary.

It is also a common mistake to use contracted forms (*isn’t*, *they’re*, *can’t*) in term papers. This is a feature of colloquial language and rendering spoken language and h is not appropriate in a term paper, a presentation or other forms of scientific writing such as research abstracts or project reports.

Decide beforehand, whether you are going to use British or American spelling. Do not switch between the two (except in authentic examples and quotations, in which the spelling needs to be preserved as found in the original – so beware of too much automatic processing by spell checkers and the like).

Avoid using intensifiers such as *very* in a term paper. To speak of “a *very* large number of occurrences” of a certain phenomenon is likely to come across as inaccurate and speculative unless you are corroborating this observation by the corresponding numerical data. So, if in doubt – leave it out! Strong intensifiers tend to make strong statements, so you will have to ensure that your argument can support the weight of the linguistic expression.

# The final editing process

Papers usually have a deadline for submission, if only the one you have set yourself. Plan ahead and make time for the final formatting and editing process, it invariably takes about three times longer than you thought. Here is a list of some DOs and DON’Ts to consider in the final editing process:

1. Make sure there are no incomplete sentences left in the final version. Read your final text carefully one more time before the final printout and submission.
2. Do not write paragraphs consisting of only one sentence no matter how long that sentence is. (And if it is really that long – you should seriously consider splitting it into several shorter ones!)
3. The title page / cover page is NOT included in the pagination of the document.
4. Run a spell checker over the text, but do not leave too much to automatic checking as this can wrongly ‘correct’ authentic examples in a linguistics paper.
5. Read the whole text again.
6. And again ….
7. Have a roommate, fellow student, ideally a native, but at any rate very proficient speaker of the language you are writing in read the paper to ensure that it is coherent and that any spelling mistakes are rectified.
8. Make sure that your layout, numbering, spelling, bibliography are consistent and in line with the conventions of your discipline. Get rid of spurious space characters, tabulators etc. that ruin the layout. Fix the alignment of the margins.
9. Make sure all references from text to figures, examples, page numbers etc. are correct and consistent and appear in the references at the end of the text.

# (The) Conclusion

Every paper should have a beginning, middle and end. At any rate, the organization of your text must reflect the intellectual and logical structure of your argument. The end of a term paper is usually called the conclusion and it should sum up the research question(s) you set out to investigate, the steps you have taken in proving your hypotheses and the conclusions (hence the name) to be drawn from your findings.

A paper that ends abruptly without stating what the research undertaken was all about and what we learn from it leaves the reader in limbo at the end and makes for an unsatisfactory reading experience. Just try to imagine what it would feel like to have the last three pages cut off a crime story. The effect is just as bad in a term paper, because it gives the impression that the author / student has not learned anything interesting from the research undertaken and, hence, does not have anything interesting to tell the reader / professor / fellow students / rest of the world.

Finally, yet importantly, in the entire writing process, try to envisage an imaginary reader. Try to imagine, for instance, that you are writing the paper to explain to your partner, mother, roommate, fellow students or whoever you think is your prototypical reader what you have been spending all that time on. Remember, it is not just you having to write a term paper to pass a course; there are also other people out there who are the prospective readership of your work. And they might just be interested in reading what you have got to say on a given topic.

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# Appendix

## Data samples

## Code

1. Note that templates always have the filename extension .dotx instead of .docx which is the extension for ‘regular’ Word documents. [↑](#footnote-ref-1)
2. Note that all statements made here assume that you are using Microsoft Word 2003; other word processing software might use slightly different paths to this function, but it will be something along these lines. [↑](#footnote-ref-2)