A Guide for Academic Writing in English for Students of *Anglistik*
2016

Contents

1. FORMAL REQUIREMENTS

It is normal for universities and publishers to have specific requirements for academic texts. This document provides a style guide specifically for students of *Anglistik* at the University of Kafkas. It is designed both for students writing term papers/essays and for students who are writing their Bachelor-Thesis/Undergradation ('BA Thesis') or their Master-Thesis ('MEd Thesis') in English.

Please note that the style of language used in this document is that of a style guide, and it should not be considered in itself to be an example of academic writing. It contains pronouns such as 'you', for instance. Should you require advice with your academic writing skills, please contact the department teachers.

This first section explains the basic formalities about how to hand in your work, the required appearance of your work, and how your work must be structured.

1.1. Submitting your Work

Term papers must be handed in printed (DIN A4) and electronically (DOC and PDF).

1.2. Appearance

All work must be neutral and uniform in appearance.

Font

Type:Times New Roman

Size:12 pt.

Layout

Line spacing:1.5, justified

Side edges: 2.5 cm left and right; 2.0 cm at the top and at the bottom

Paragraphing

The first line of each paragraph should be indented: 1.25 cm 4

Page numbering
Each page should be numbered apart from the title page (Your text starts on page 3 or on page 4 if you have a table of contents of two pages, as might be required in a thesis).

1.3. Structure
You can find an example of a title page and a table of contents in the appendix of this style sheet.

Title Page
- Title of the term paper, due date
-Information about the seminar: University, department, semester, lecturer, title of the seminar
- Information about the author: Name, address, e-mail, semester, major, student regis-tration number

Table of Contents
-Headings and page numbers (just the numbers and without a 'p' for 'page')

Main Part
- Introduction

… should be structured the following:
1. Outlining the problem and the topic's relevance (Findings& State of research)
2. Presenting the research question(s)
3. Introducing the term paper's structure
- Body

… consists of theoretical and analyzing parts. For Didactics it could include an empir-ical research element where appropriate.
- Conclusion

… concludes the main results with regard to the research question(s). An outlook could highlight further questions that arise for the following research.

Bibliography
-See 3.2. Writing a Bibliography (below)

Appendix (or: Appendices)
You might have one appendix or more than one appendices, and thus the heading of this sec-tion will change.
- Content: charts, graphs, maps, images, tables, diagrams, transcripts, questionnaires, and the like.

Declaration of Academic Integrity
This declaration must be signed and dated.

2. ACADEMIC LANGUAGE

Your term paper should be written in formal language. Do not use any informal formulations or short forms such as *don't* or *isn't*.

2.1. Paragraphs
Paragraphs break up text into manageable portions. A page is easier to look at when divided into three, four, or five sections. Paragraphs also organise meaning. They help your readers to think clearly about what you have written.

2.2. Linking Expressions
These are often used to show different types of connections between sentences and para-graphs. You can find explanations about how to use linking expressions in most grammar books.

A few common formal linking expressions are as follows.
• Introducing/ Concluding: *The aim of this study is to…, the main question ad-dressed is…, in conclusion…*
-To add information: *Additionally, in addition, furthermore, moreover, similar-ly.*

• To make contrasts: *However, on the other hand, nevertheless, in contrast, as a contrast.*

• To show results: *Consequently, in consequence, for this reason, as a result, therefore.*

•To refer to time: Then, after this/that, at this/that stage, finally.

There are, of course, many more expressions available. The following are adapted from the

Give the main features or general principles of a text

Outline	
State	Specifiy clearly
Summarise	Give a concise account of the main points
Analyse, examine	Describe and explore in detail certain aspects and features of the text and how they are presented
Compare	Show similarities/differences
Explain	Show causes and effects in a given context
Contrast	Emphasize the differences between two or more things
Comment	State clearly your opinions on the topic in question and support your views with evi-dence
Discuss	Investigate by argument; give reasons for and against
Justify	Present reasons for decisions, positions or conclusions
Assess/evaluate	Consider in a balanced way points for and against something

One set of adverbial linking expressions that requires careful attention is: first(ly), second(ly), third(ly)/finally. These forms are commonly used in academic writing, either within a paragraph or to start two or three paragraphs within a section. There are three points that must be remembered if you choose to use these expressions:

1. Use either '*first, second, third/finally*' or use '*firstly, secondly, thirdly/finally*' consistently.
2. Never use this system both within a paragraph and within a section at the same time, nor within two or more paragraphs in a row.
3. Never, under any circumstances, continue with '*fourthly, fifthly*', and so on. If this feels like a logical solution, then think again, as it is a sign that your work needs to be restructured.

2.3. Abbreviations

ch, chs.	chapter, chapters
cf.	compare (Latin: *confer*)
ed.	editor, edition, edited by
e.g.	for example (Latin: *exempli gratia*)
et al.	and others (Latin: *et alii*)
n.d.	no date of publication
n.p.	no place of publication/ no publisher
n.pag.	no pagination
UP	University Press
vol, vols	volume, volumes

2.4. Coherence and Cohesion

Issues with coherence and cohesion can cause some of the greatest problems with people's written work, and, therefore, they need to be addressed here, starting with a basic definition.

Definition

'Coherence' refers to the semantics of a text: does the meaning actually make sense? An extreme example of poor coherence might be:

"*This sentence is quite short because it is an elephant.*"

The grammar is fine, but the words combined in this way have no meaning within most contexts.

'Cohesion' refers mainly to the syntax and lexis of a text: is the grammar logical, and have suitable collocations been used? Grammatical cohesion can be divided into: reference, ellip-sis, substitution and conjunction. A problem with conjunction might be found, for example, in:

"*The Prime Minister lost a vote of no confidence. There was an election one month later.*"

These two sentences are not actually wrong. Their cohesion is merely implicit. However, you can help the reader by indicating more explicitly that the content of the second sentence is a result of the content of the first. Note that you can still keep two sentences. Indeed, avoiding long and overly complicated sentences is to be advised. Here are some alternative versions:

• *The Prime Minister lost a vote of no confidence. In consequence, there was an election one month later.*
• *The Prime Minister lost a vote of no confidence. As a result of this, there was an elec-tion one month later.*
• *The Prime Minister lost a vote of no confidence. This led to an election one month later.*
• *The Prime Minister lost a vote of no confidence, which led to an election one month later.*

2.5. Inner Logic vs. Digression from the Subject

Never lose sight of your research question and avoid excursions.

3. USING OTHER PEOPLE'S WORK

It is important to adhere to the strict rules that exist for using other people's work. Failure to do so can mean you are committing plagiarism.

3.1. Referencing Within Your Text

Students are expected to support their work with some quotations, but only when appropriate. It is important that there is a limit to the number of quotations used, as a term paper is ex-pected to reveal the students' understanding of the subject matter, and not their ability to write text that connects quotations. The main focus needs to be on what the students themselves produce.

Direct quotations

Obligatory requirements:

- Use English-style quotation marks around the author's words in your text ("…")

- Use a signal or an identifying phrase that explicitly tells who and what you are quoting.

-Add an in-text (parenthetical) reference at the end of a quotation. The APA (author year: page) is the citation method used.

- (Leary 1995: 2)

Examples

- Whole sentence

"Activities may be either authentic, that is, language production is directed towards an authentic audience (as for example in an e-mail exchange project) or they may be sim-ulated." (Müller-Hartmann/Schocker-von Ditfurth 2014: 65)

- Clarification

Therefore this term paper deals with the quality of teacher talk which "is crucial to support [foreign language] learners in their language acquisition process by helping them to understand and to communicate." (Müller-Hartmann/Schocker-von Ditfurth 2014: 28)

-Sentence with omission

"Klippel […] distinguishes between two aspects of teacher talk, the teacher as instruc-tor […] and the teacher as a partner in communication […]." (Müller-Hartmann/ Schocker-von Ditfurth 2014: 28)

- Insertion'[…]'

"To do so, they [Second language researchers] largely use oral interaction tasks and analyse the quantity and quality that language learners produce in the process of ex-

changing information while completing a particular task." (Müller-Hartmann/ Schocker-von Ditfurth 2011:23)

- Long quotations (more than three typed lines): flush left and right, no quotation marks, 1.0 line spacing, font size: 10pt.

Tasks are used by *second language learning (SLL) research* to understand language learning and tasks are used in *language education* to motivate learners to do meaningful things with language. In both contexts the term *task* does *not* refer to its general everyday meaning which would be *a piece of work (that must be done), especially if hard or unpleasant; duty.* (Müller-Hartmann/Schocker-von Ditfurth 2011: 22)

Paraphrasing
Paraphrasing is necessary even if you completely rephrase the authors' ideas or modify the original thought.
Obligatory requirements
-Avoid using any of the same wording that the original author used unless it is a key term. If it is a key term that can be attributed to one particular author there should be a quotation when first mentioned.

-Use a signal or an identifying phrase that explicitly identifies who and what you are paraphrasing.

- Add an in-text (parenthetical) reference at the end of your paraphrased text. The APA (cf. author year: page) is the citation method used.

Example
According to Müller-Hartmann and Schocker-von Ditfurth (2014: 65), the potential of accu-racy-based activities is the focus on facilitating selected grammatical structures. This is due to teachers' control over students' language input.
or
The potential of accuracy-based activities is the focus on facilitating selected grammatical structures. This is due to teachers' control over students' language input (cf. Müller-Hartmann/Schocker-von-Ditfurth 2014: 65).

Footnotes
Footnotes (identified in the text by a numeral) are placed below the main text. They are exclusively used for further explanation or comments.

3.2. Writing a Bibliography
A Bibliography (or 'Works Cited') has to be placed at the end of the paper. Each source you cite must appear in the reference list and each entry in the reference list must be cited in the paper. The list entries have to be alphabetized by the last name of the first author of each pub-lication. If you cite multiple works by the same author (or authors), list the entries in **chrono-logical order**, from earliest to most recent. If you cite multiple works by the same author pub-lished in the same year mark them with **small letters** (2011a, 2011b).

On the following two pages you will find some examples.

Primary literature

Morrison, Tony (1987). *Beloved*. London: Picador.

Clemens, Samuel Langhorne (Mark Twain) (1884). *The Adventures of Huckleberry Finn*. New York: Penguin.

Publications in anthologies

Gilman, Charlotte Perkins (1989). "The Yellow Wallpaper". In: Baym, Nina et al. (ed.). *The Norton Anthology of American Literature.* 3rd ed. vol. 2. New York: Norton, 649-660.

Secondary literature

Monographs

Lightbown, Patsy and Nina Spada (2013). *How Languages Are Learned*. 4th Edition. Oxford: Oxford University Press.

Roach, Peter (2009). *English Phonetics and Phonology. A Practical Course.* 4th Edition. Cambridge: CUP.

Frye, Northrop (1957). *Anatomy of Criticism*: *Four Essays.* Princeton: Princeton UP.

Monograph – more than three authors 'et al.'

Bausch, Karl-Richard et al. (2003). *Handbuch Fremdsprachendidaktik.* Tübingen, Basel: Francke.

Quirk, Randolph et al. (1985). *A Comprehensive Grammar of the English Language.* London: Longman.

Boyer, Paul et al. (1993). *The Enduring Vision*: *A History of the American People.* Lexington: Heath.

Compilations 'ed.'/ 'eds.'

Bach, Gerhard and Johannes-Peter Timm (eds.) (2013). *Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. 5th Edition. Tübingen, Basel: Francke.

Ahrens, Rüdiger, Wolf-Dietrich Bald and Werner Hüllen (eds.) (1995). *Handbuch Englisch als Fremdsprache: HEF.* Berlin: Erich Schmidt.

Contribution to a monograph „…"3 In: …

Weskamp, Ralf (2013). „Bildungsstandards lernerorientiert umsetzen: Kompetenzen, Aufgabenstellung und Leistungsbeurteilung". In: Bach, Gerhard and Johannes-Peter Timm (eds.). *Englischunterricht. Grundlagen und Methoden einer handlungsorien-tierten Unterrichtspraxis*. Tübingen, Basel: Francke, 256–279.

Herbst, Thomas (1995). „Die Grammatik der Wörter". In: Ahrens, Rüdiger, Wolf-Dietrich Bald and Werner Hüllen (eds.). *Handbuch Englisch als Fremdsprache: HEF.* Berlin: Erich Schmidt, 119-123.

Mc Carty, Lianne (2006). "Masculinity, Whiteness, and Social Class in *The Lord of the Rings*". In: Mathijs, Ernest and Murray Pornerance (eds.). *From Hobbits to Holly-wood: Essays on Peter Jackson's Lord of the Rings.* Amsterdam: Rodopi, 173-188.

Article in a scholarly journal

Blell, Gabriele and Sabine Doff (2014). "It takes more than two for this tango: Moving beyond the self/other-binary in teaching about culture in the global EFL-classroom". *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 19/1, 77–96.

Viol, Claus-Ulrich (2004). "Sex, Drugs and on the Dole: Class (Politics) in Contemporary British Pop Music". *Journal for the Study of British Cultures* 11/1, 59-72.

Reviews

Kauffman, Stanley (1993). "A new Spielberg". Rev. of *Schindler's List*, dir. Steven Spielberg. *New Republic,* 13 December 1993, 239-240.

Online Sources

If you would like to draw on online sources, you have to be especially careful. On the whole, many online sources, such as *Wikipedia,* are not reliable sources for academic writing.

De Florio Hansen, Inez and Erwin Klein (eds.) (2013). „Sprachmittlung im Fremdsprachenunterricht. Akten des GMF-Sprachentages Aachen 2013." <http://nbn-resolving.de/urn:nbn:de:hebis:26-opus-113007> (Accessed 20 November 2015)

Wells, John C. (2008). "John Wells's Phonetic Blog" <http://www.phon.ucl.ac.uk/home/wells/blog.htm> (Accessed 12 October 2011)

Ehrlich, Heyward (2004). "A Poe Webliography: Edgar Allan Poe on the Internet". <http://andromeda.rutgers.edu/ ehrlich/poesites.html> (Accessed 23 November 2004)

Movies

E.T. the Extra-Terrestrial. R: Steven Spielberg. Script: Melissa Mathison. USA: Universal Pictures/Amblin Entertainment 1982. Edition: VHS. Frankfurt am Main: CIC Video GmbH 1993. 106 Min.

Breakfast at Tiffany's. R: Blake Edwards. Script: George Axelrod, based on the novel by Truman Capote. USA: A Jurow-Shepherd Production 1961. Edition: DVD. Paramount Pictures 2001. 110 Min.

4. PRACTICAL TIPS for the BA/MA Thesis

The practical tips in this section should help you to research and write your term paper/ thesis more easily.

4.1. Understand Your Motivation

You have to write your thesis. It can actually be incredibly helpful to be consciously aware of how you feel about this. Do you see it as being an opportunity to learn about a topic in more detail? Is it your aim to do as well as possible because you want a good grade? Or do you simply want to get it over and done with? All of these options, and more besides, are com-pletely valid ways to feel.

Once you have identified your feelings and your goal, you will be able to focus more clearly on the task at hand: researching and writing your thesis. Your feelings might change during the process, or they might stay the same. Being aware throughout the process of how you feel will allow you to work without having an additional distraction in the back of your mind, nagging away at your subconscious until you finally become aware of it, anyway. Instead, you will have conscious control of your feelings from the start. This should enable you more easily to focus on the matter at hand.

4.2. Choose a Suitable Topic

For some people the topic might seem obvious, but for most people it takes some thought. It is important to find something that you are interested in, as noone enjoys researching and writing a whole thesis on a topic that they do not like. The topic also has to be realistic. If there is no relevant literature on your topic, for instance, then it is unlikely that anyone would be willing to supervise it. Also you need to think of a topic that is neither too broad nor too narrow. Finding the right balance at first can be hard, and typically people need advice from their supervisor to be able to decide what is appropriate.

4.3. Plan Your Time

Once you know when you will be writing your thesis, print a blank calendar of the months that you have available. On this printed sheet, cross out all dates when you know that you will not be able to work on your thesis. Your reasons can be varied: perhaps you have to work to earn money on those days, or perhaps you have courses to take.

4.4. Plan Your Structure

The next step is to create a basic table of contents. Write down briefly what you would expect each part of the contents might contain. Your supervisor might want to see this 'skeleton'. You might even write some signposting for each section. This will help you to understand the connections between the sections. You could even use some of this signposting in the final version of your thesis, as it can be used to guide the reader from one section to the next and explain the thinking processes that have caused each section to exist. (An example of sign-posting: 'Having considered X, it is now essential to explain why Y might be seen as being more suitable.') Your supervisor might have a view on whether or not signposting will be appropriate in your work.

4.5. Use Your Supervisor

Your supervisor is there to help you and actually wants to help you. However, your supervisor is a busy person just like you. It pays to know how to use your meetings with your supervisor most effectively.

Before you meet your supervisor for the first time, make sure that you have read all of the information available online about writing your thesis. Take note of important dates and print any forms that need to be filled in. Your supervisor will also function as your first corrector. Think about who you might like your second corrector to be.

4.6. Use Multiple Sources Effectively

You have been to the library and you have ten books with significant sections on your topic. You know that it is advisable to use multiple sources, but you have no idea of how you will have the time to read and use all of the books. Do not worry, as there is a very practical and time-saving solution to this concern.

Open the first book. Take notes of everything that will be useful: sections you want to cite or even paraphrase, quotations you might want to use, and arguments that you think it will be important to refer to. Now open the second book. Take notes of the same types of infor-mation, but do not write down exactly the same information as you have from the first book. Often books on the same topic will contain the same information, the same quotations and the same arguments. Do this with all of the other books that you have. You will find that with each book there is likely to be less that you need to note down. You will have now used ten books in the most time-efficient manner possible.

4.7. Avoid Distractions

It can be helpful to view writing your thesis as being your job. It has to be done, and there is a clear deadline. Take steps to prevent likely distractions from happening.
- Tell other people that you are unavailable
- Block your own access to the Internet
- Work away from home

4.8. Work When You Are Not in the Mood

You are sitting at your computer, staring at the screen, but nothing else is happening. Your brain is refusing to concentrate, and now you do not know what to do. Well, you need to do something because otherwise you might end up spending the whole day staring at the screen, and very few students have the time to waste an entire day in that manner.

This type of problem often occurs at the start of the day or after lunch. Fortunately, there are solutions that usually help.
- Re-read what you have done so far.
- Use non-stop writing to brainstorm what you have to do next.
- Work on a different section in your thesis.
- Update your bibliography and check your references.
- Take a break.
- Ask for help.

4.9. Reward Yourself

Many students like to reward themselves once they reach different milestones in their writing.

4.10. Edit Your Language

It should seem obvious that it will be necessary to edit your language. The editing and proof-reading process ought to be an ongoing process adjacent to the writing process. However, it seems that many people forget to edit their language, or perhaps they simply run out of time. (See above, section 4.3 Planning Your Time.) We hope that the following two pieces of ad-vice will help you to edit your language effectively.

- Prepare your language in advance

You already know that in your literature review you will need a variety of linking expres-sions, hedging expressions (e.g. *seem, appear, typically, usually*) and expressions suitable for reported speech. Before you write your literature review, therefore, you might want to collect a variety of these expressions, along with information about how to use them grammatically, and list them on a sheet of paper that you can keep on one side of your desk and refer to while writing. Strictly speaking, this is about writing rather than editing, but sometimes prevention really is better than cure.

- Make a list of your typical mistakes

It can make real sense to have a list of your typical mistakes. You might already know that you sometimes have problems with, for example, tense and aspect (especially perfect aspect); dependent prepositions (the 'in' in 'interested in', for instance); using formal words instead of 'like', 'get', and so on; and relative pronouns and comma rules for relative clauses. If these and other errors have appeared in your work in the past, it is probably advisable for you to have them on your 'editing list', so that you know specifically what sort of mistakes you need to be looking for when you edit your work.

5. Further Literature on Academic Writing

Foley Mark and Diane Hall (2012). *MyGrammarLab (Advanced Level)*. Harlow: Pearson Longman.
Gibaldi, Joseph (2007). *MLA Handbook for Writers of Research Papers.* 5th Edition. New York: Modern Language Association of America.

A Model Title Page
Department: Anglistik

.... Semester 2016

Title of the seminar:

 [...] Lecturer: [...] Due date...]

Term paper's title

e-mail

Student registration number: 1.Semester

A Model Table of Contents